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LANGUAGE LEARNING MOTIVATION EMPLOYED BY THE STUDENTS IN SEKOLAH INDONESIA KUALA LUMPUR, MALAYSIA

By

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Abstract:

The current article attempts to investigate the motivation of language learning employed by students learning English as a foreign language but living in a state that uses English as a second language, Malaysia. The current research focused on the types of motivation by Gardner & Lambert, namely instrumental and integrative, the dominant types of instrumental and integrative, the differences between natural science and social science, and also what items of students' motivation most related to their language learning. The exploratory, descriptive quantitative method was applied in this study with the total subject (N=18) students of Sekolah Indonesia Kuala Lumpur (SIKL) at XII grade students of natural and social science class categorized into three levels: low, moderate, and high level. A close-ended questionnaire was used, which consisted of fourteen statements adopted from Dornyei's language learning motivation. The study result revealed that in SIKL, students were generally oriented toward instrumental rather than integrative motivation. Both natural and social classes showed that instrumental was more oriented by the students. Furthermore, the students present the motivation to learn English to prepare for a better career and future. Besides, most students present that they are motivated to provide a chance to travel to English countries. The study's findings have implications for the English teaching and learning process, especially for giving good learning materials, methods, and models suitable to their language learning motivation. Furthermore, motivated students tend to put more effort and consistency into their language-learning process, which leads to success.

Keywords: Integrative instrumental motivation; EFL, ESL;motivation;SIKL

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Annisa, Hardiyanto & Sumarno (2023)

Abstrak:

Artikel saat ini mencoba untuk menyelidiki motivasi pembelajaran bahasa yang digunakan oleh siswa yang belajar bahasa Inggris sebagai bahasa asing tetapi tinggal di negara yang menggunakan bahasa Inggris sebagai bahasa kedua, Malaysia. Penelitian saat ini berfokus pada jenis-jenis motivasi oleh Gardner & Lambert, yaitu instrumental dan integratif, jenis-jenis dominan instrumental dan integratif, perbedaan antara ilmu alam dan ilmu sosial, dan juga item motivasi siswa apa yang paling terkait dengan pembelajaran bahasa mereka. Metode eksploratif kuantitatif deskriptif diterapkan dalam penelitian ini dengan total subjek (N=18) siswa Sekolah Indonesia Kuala Lumpur (SIKL) pada siswa kelas XII IPA dikategorikan ke dalam tiga jenjang; tingkat rendah, sedang, dan tinggi. Kuesioner tertutup digunakan, yang terdiri dari empat belas pernyataan yang diadopsi dari motivasi belajar bahasa Dornyei. Hasil penelitian mengungkapkan bahwa dalam SIKL, siswa umumnya berorientasi pada motivasi instrumental daripada integratif. Baik kelas alam maupun sosial menunjukkan bahwa instrumental lebih berorientasi pada siswa. Selanjutnya, para siswa mempresentasikan motivasi untuk belajar bahasa Inggris untuk mempersiapkan karir dan masa depan yang lebih baik. Selain itu, sebagian besar siswa hadir bahwa mereka termotivasi untuk memberikan kesempatan untuk melakukan perjalanan ke negara-negara Inggris. Temuan penelitian ini memiliki implikasi untuk proses belajar mengajar bahasa Inggris, terutama untuk memberikan materi, metode, dan model pembelajaran yang baik yang sesuai dengan motivasi belajar bahasa mereka. Selain itu, siswa yang termotivasi cenderung lebih berupaya dan konsisten dalam proses pembelajaran bahasa mereka, yang mengarah pada kesuksesan.

Kata kunci: EFL; ESL; motivasi; motivasi integratif & instrumental; SIKL

INTRODUCTIONS

English is a global language that is used to help people in the world communicate with native and non-native speakers, not only for cooperation but also for education section (Rosmayanti & Yanuarti, 2018; Souriyavongsa et al., 2013; Sun, 2019). The globalization era has increased the number of people to live, work, and study abroad (Miauw & Guo, 2021). This fact shows that English is becoming a crucial factor due to globalization (Adawiyah, 2022). In this context, several countries use English as a foreign language, such as Indonesia and as a second language Malaysia (Hong & Ganapathy, 2017; Muftah & Rafic-Galea, 2013). As a foreign language, English is not a daily communication, and as a second language, it means that English is a daily communication for the communities (Siahaan et al., 2022). There are many challenges for foreigners to master the target language because people communicate using their first language (Turmudi & Hajan, 2020). It means there are different cultures about skills, acquisition, and fluency in mastering English. The differences between those cultures in the educational section will automatically impact student's language learning.

Undergoing the process of students' language acquisition, many experts stated that motivation plays a vital role in supporting their achievement, enabling them to create better lessons and success in acquiring language (Adwani & Shrivastava, 2017; Csizér & Kormos,

Annisa, Hardiyanto & Sumarno (2023)

2008; Daskalovska et al., 2012; Lightbown & Soada cited in some articles (Dwinalida & Setiaji, n.d.; Long et al., 2013; Rahadianto et al., 2022; Rifai, 2010; Zhao, 2012). In line with this, motivation is an inner of people to do and achieve a specific target (Hardiyanto, 2021; Hasanah & Farani, 2020; *Indonesian Graduate Students' Strategies In Regulating Their Motivation In Academic Reading*, 2022; Sepora et al., 2012). In summary, motivation plays a consequential role in English language learning. High motivation will help students to receive the material and enable the teacher to provide the material easily (Supriyanto et al., 2023). The fundamental theory of motivation concerns the critical question of why people believe and behave as routine (Samad et al., 2012). So, it can be concluded that the level of motivation provides more energy and effort in classroom activities Hedge (2000) cited in (Dörnyei, (2009); Zhao, 2012; Lennon, cited in Al Othman & Shuqair, 2013).

Motivation is one of the difficult things in learning English because teachers should keep motivated and interested in the language of students (Seven, 2019; Thohir, 2017). Motivation can also be a barrier for students to learn the language if detected as low (Angelia & Juliaty, 2021). In teaching English as a foreign language, teachers should maximize learning by investing their time in various learning strategies (Jamilah et al., 2022). It became a challenge for teachers because EFL students have more effort to acquire and understand the material they have learned (Peyyala & Kiran, 2013).

Moreover, the motivation of language learners can be classified into two types: integrative and instrumental (Dwinalida & Setiaji, 2022; Basco & Han cited in some articles (Hardiyanto, 2021; Rosmayanti & Yanuarti, 2018; Sepora et al., 2012). Instrumental and integrative students play an essential role in language learning (Ikhwan & Andriyanti, 2021). Gardner and Lambert (cited in Sepora et al., 2012) instrumental motivation can be interpreted as the willingness to master the language, which aims to promote a career or improve future employment opportunities. In contrast, integrative motivation can be interpreted as a readiness to build interactions or relationships with natives or focus on a culture of the target language. Dornyei (cited in Jiao et al., 2022) explains that integrative motivation affects students' success. Teh et al. (2018) pointed out that students have integrative motivation if they learn English as a second language (ESL) and have instrumental motivation if they learn English as a foreign language (EFL). Furthermore, Gardner (cited in Maulina, 2019) explained that both

Annisa, Hardiyanto & Sumarno (2023)

types of motivation have different orientations. Instrumental motivation includes career academic-related, while integrative motivation includes socially or culturally related (Khan et al., 2016). So, it can be concluded that each type has different objectives based on why learners learn English.

Many scholars conducted similar studies. The first was by Hardiyanto (2021), who reported language learning motivation at Muhammadiyah Kotabumi University, North Lampung. In his study, he elaborates that the lesson study framework tends to be instrumental. Second, Daskalovska et al. (2012), entitled Learner Motivation and Interest, demonstrated that with high motivation, learners can obtain goals and achievements. The third is by Samad et al. (2012), which discusses motivation and language proficiency and elaborates on the correlation between (instrumental and integrative orientation) and language proficiency performed by UiTM students in Malaysia. The research result is that the learners are more integrative-oriented and have high achievements. The fourth is by Muftah & Rafic-Galea (2013), who also researched language learning motivation among Malaysian Pre-University students. The findings showed that students more instrumentally but also have high motivation for integrative orientation.

In addition, research on language learning motivation was increasingly conducted in various countries with different objectives. The two types of motivation become the main focus of a few. In this case, the researcher found no researcher concerned about the participants or the learners' background. Consequently, the current study intends to investigate the motivation employed by the students in learning English as a foreigner. However, they live in a state that uses English as a second language. Gardner (cited in Khan et al., 2016) instrumented that one type of motivation that could be influential and which relates a series to motivation is an integrative motive. Gardner & Lambert (cited in Hernandez, 2006) suggested that integrative motivation is essential in successful second language acquisition (SLA). Resting on the phenomenon of the background problem described before, the researcher is attentive to conducting this research in *Sekolah, Indonesia, Kuala Lumpur (SIKL)*. SIKL is the school built by the Indonesian Embassy Kuala Lumpur *Kedutaan Besar Republik Indonesia* in Malaysia (Kholilah, 2016). The curriculum is like the Indonesian school, using

Annisa, Hardiyanto & Sumarno (2023)

Badan Standar Nasional Pendidikan. All the students were naturally Indonesian and lived in Malaysia.

Therefore, this research aims to inform the readers about the dominant types of motivation, the differences concerning motivation between natural and social science, and identify the statement from the questionnaire most related to the language learning performed by the students in *Sekolah Indonesia Kuala Lumpur*. No previous researchers have researched the same subject. Scientifically, the researcher seeks to provide practical and theoretical insight into the teachers' attitudes in dealing with students in a learning language context, especially for mastering and mapping the target language. In addition, through this research, the researcher hopes to contribute to fostering adaptive responses for Indonesian teachers and students in the context of learning English as a foreign language suitable to students' language learning motivation. To answer the issue in the background above, the questions of this study are presented below:

1. What is the dominant orientation motivation presented by SIKL students, integrative or instrumental?
2. Are there any differences concerning motivation between natural and social science classes?
3. What items of students' motivation are most related to their language learning (L2)?

RESEARCH METHOD

Design

This study used a quantitative approach to survey objective theories by assessing the variables and adopted a questionnaire from Dörnyei and Taguci's (2009) L2 Learning motivation questionnaire. The researcher used a questionnaire because it has many advantages in this study. One of them describes a phenomenon as natural in the field.

Participants

The current research involved participants from students in *Sekolah, Indonesia, and Kuala Lumpur* (SIKL), Malaysia. There are 18 students from XII grade of natural science and

Annisa, Hardiyanto & Sumarno (2023)

social science consisting of male and female students. The researcher chose the SIKL students first because there is nothing researcher conducted the research in this school, and second, the students' backgrounds were attractive to the researcher.

Instrument

This study used a close-ended questionnaire adopted from Dörnyei and Taguci's (2009) L2 Motivation, modified by Khan et al. (2016) previous research. The questionnaire presents their motivation in learning English by giving 14 statements: 7 items for integrative and 7 for instrumental motivation testing. Likert Scale was applied by the researcher with points 5 to 1: strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1), and was validated by expert judgment. The researchers present the instructions for the instrument. The questionnaire was designed to build students' seriousness to understand the meaning of statements so that students can answer quickly.

Data collection technique

To collect the data, the researcher went through several Steps. The questionnaire was distributed via Google form to the participants in XII grade of natural and social science students in *Sekolah Indonesia Kuala Lumpur* via WhatsApp. Before the students commenced to answer the questionnaire, the researcher explained the purpose of this study and the concept of the questionnaire related to this study. Therefore, the researcher was analyzed to acquire the result after obtaining the data.

Data analysis technique

The researchers used descriptive quantitative data to analyze the data on Language Learning Motivation Performed by Students in SIKL. The researchers analyzed the questionnaire that was given using data tabulations to summarize the data and then determined the Mean (M), median (Me), mode (Mo), and standard deviation (Std). Furthermore, the researcher identified the result of the data by categorizing it into three categories: high, moderate, and low, based on the Mean and standard deviation. Students belonging to the high category are students that get a score of $21 < \text{Score} \leq 35$, moderate category for a score of $7 < \text{Score} \leq 21$, and low category for ≤ 7 from the questionnaire. Thus, the researchers also determined the dominant types of motivation (between instrumental and

Annisa, Hardiyanto & Sumarno (2023)

integrative), also determined the differences concerning students in natural science and social science class motivation, and the other one analyzed which items most related to students' language learning.

Table 1. Classification of the Participants

No	Classification Of Students	Frequency	%
1	Natural Science	9	50%
2	Social Science	9	50%
	Total	18	100%

RESULT AND DISCUSSION

Results

The result and discussion of language learning motivation research are presented based on three parts of the questions formulated previously: dominant types of motivation, the differences concerning motivation between natural and social science students, and determining which item from the questionnaire most related to their language learning motivation. A frequency distribution was created to discover the category of language learning motivation in SIKL, high or low, by identifying into three categories: high to low. Very high means the students have good positive motivation, and low means the students have low motivation in English. Adwani Shrivastava (2017) said that when the students are not motivated in the classroom, an active and interactive atmosphere will not appear. To get the valid findings, the researcher analyzed in detail as follows:

Dominant types of motivation

The Score of students' questionnaire results of integrative and instrumental orientation is shown in **Table 1**. After the researcher calculated and analyzed the data, it found that instrumental motivation is the highest, 548 with 3,09 standard deviations. Then, integrative motivation is the lowest Score, which is 478 with 3,41 standard deviations.

Table 2. Summary of Motivation Questionnaire

No	Variable	Score	Frequency	Standard Deviation
1	Instrumental	548	18	3,09
2	Integrative	478	18	3,41

Annisa, Hardiyanto & Sumarno (2023)

In addition, the researcher compiled a frequency distribution table and found that the number of class intervals was three, which means for category classification. The summary of the category is as follows:

Table 3. The Category of Students' Instrumental Motivation

No	Score	Category	Frequency	Percentage
1	$21 < \text{Score} \leq 35$	High	18	100%
2	$7 < \text{Score} \leq 21$	Moderate	0	0%
3	≤ 7	Low	0	0%
Total			18	100%

Table 3 presents all students or participants with a high instrumental motivation category with a frequency of 18 and a percentage of e 100%. There is no student in the moderate or low instrumental motivation category.

Table 4. The Category of Students' Integrative Motivation

No	Score	Category	Frequency	Percentage
1	$21 < \text{Score} \leq 35$	High	16	89%
2	$7 < \text{Score} \leq 21$	Moderate	2	11%
3	≤ 7	Low	0	0%
Total			18	100%

Then, Table 4. presents integrative orientation. There were two categories: high and moderate. The high category is frequency 16, and the percentage is 89%; the moderate category is frequency 2 and 11%.

Table 5. The Dominant Types of Students' Motivation

No	Category	Frequency	Percentage	%
1	Instrumental	14	77,77	78%
2	Integrative	2	11,11	11%
3	Instrumental & Integrative	2	11,11	11%
Total		18		100%

Annisa, Hardiyanto & Sumarno (2023)

Table 5 above shows the result of dominant types of motivation performed by *Sekolah Indonesia Kuala Lumpur*. It shows the findings in this part that 78% of students are dominant in instrumental orientation, 11% indicated in integrative orientation, and 11% indicated that they have integrative and instrumental orientation.

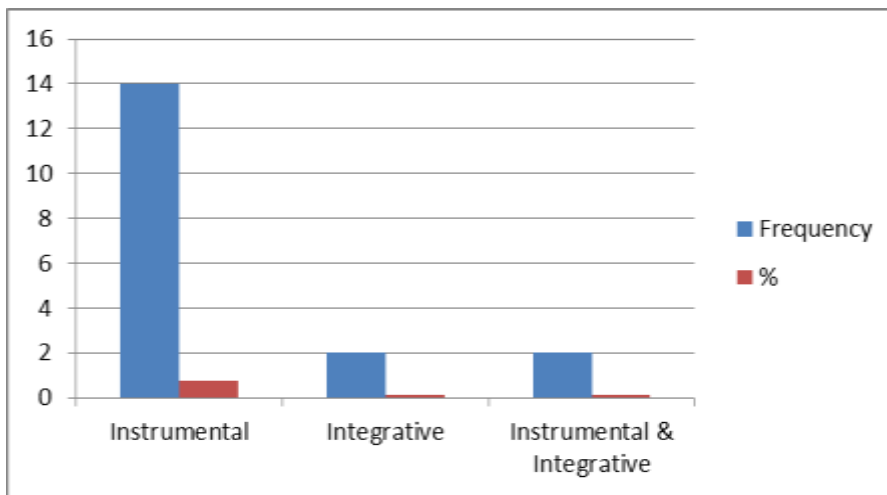


Figure 1. The color chart of students' dominant result of motivation

From the colors chart above, it can be concluded that students in *Sekolah Indonesia Kuala Lumpur* dominate the instrumental orientation of motivation. The instrumental motivation was dominant, with 14 of 18 students and 78% integrative and instrumental integrative getting the same Score. There are two from 18 students with 11%.

Differences concerning motivation between students of nature and social science

In order to find out the differences concerning motivation between students of nature and social science, the researcher analyzed the data by calculating the Mean of each type's orientation of motivation per class. The table of results is as follows:

Table 6. Comparison of Students' Motivation Result of Natural and Social Science

No	Category	Mean
A	Instrumental	31,44
	Integrative	26,77
B	Instrumental	29,44
	Integrative	26,33

A graph was made below to show the comparison clearly, as shown in the following bar chart, that students from natural science classes generally have more positive motivation in language learning. Meanwhile, students of social science, in general, are oriented on

Annisa, Hardiyanto & Sumarno (2023)

instrumental motivation too, but the Score is lower than natural science. In sum, natural and social students mostly show a high positive on instrumental motivation, but natural science is higher than social science. Here is the bar chart: A for natural science and B for social science.

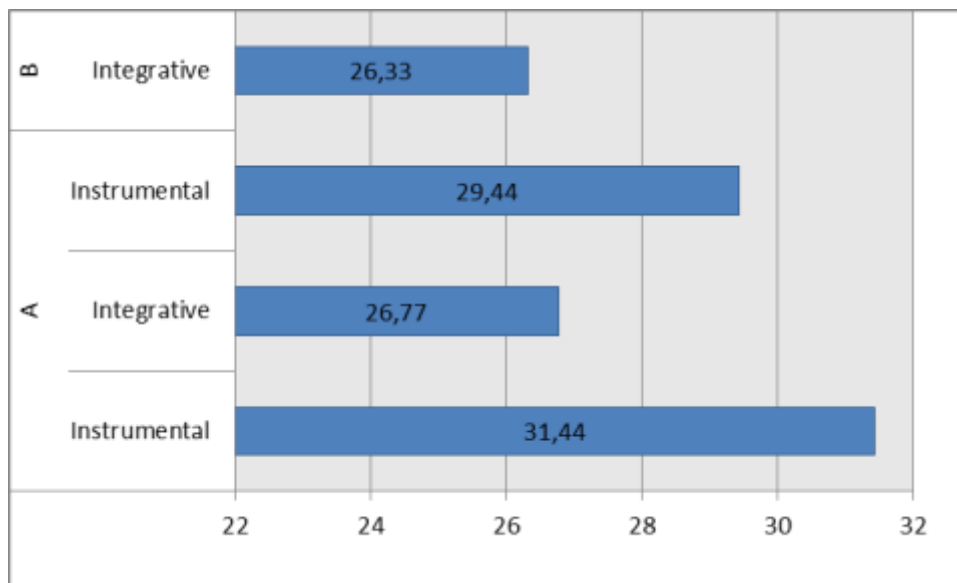


Figure 2. Comparison Between Nature and Social Science

The items of students' motivation most related to their language learning

Deepening students' motivation for language learning requires strong reasons about how they correlate the desire to master language and its goals for their lives. In this context, the researcher has divided the statements into two focuses on students' language learning motivation: instrumental and integrative. For the instrumental Score, as follows:

Table 7. Percentage scores for Instrumental motivation in learning English

No	Items	Mean	SD	Percentage
1	Q1	4,55	0,52	91,1
2	Q2	4,33	0,49	86,7
3	Q3	4,5	0,62	90
4	Q4	4,5	0,51	90
5	Q5	3,8	0,8	77
6	Q6	4,33	0,49	86,7
7	Q7	4,39	0,5	87,8

Annisa, Hardiyanto & Sumarno (2023)

Based on Table 7, the researchers present the percentage of each questionnaire item. It can be seen that there were a variety of the Score of items in instrumental motivation. The highest percentage was gained by item number one (Q1) with a percentage of 91,1. It means that students in SIKL thought they should learn English to make it easier to get a job. Many opportunities will arise if they are mastering English. Meanwhile, the lowest percentage of instrumental motivation is shown by item number 5, with the percentage 77. It means that learning English to earn much money is unimportant.

Table 8. Percentage scores for Integrative motivation in Learning English

No	Items	Mean	SD	Percentage
1	Q8	3,61	0,6	72,2
2	Q9	3,5	0,7	70
3	Q10	4	0,68	80
4	Q11	3,94	0,8	78,9
5	Q12	3,94	0,8	78,9
6	Q13	4	0,68	80
7	Q14	3,55	0,85	71,1

According to Table 8 above, the researchers present the percentage of each item in integrative motivation. The data showed that in integrative motivation, the highest percentage of integrative motivation is shown by items number 3 and 4 with the same percentage of 80. So, it can be summarized in SIKL that the students demonstrate that they are highly motivated to learn English with the item statement "I like learning English very much." Then, they also showed that the desire to travel to English countries means high motivation to master English. Thus, the lowest percentage of integrative motivation showed by students in SIKL is item number two, with 70 percent. In sum, they do not have high motivation to learn or master English to be similar to the English-speaking countries.

Discussion

This study was designed to determine *Sekolah Indonesia Kuala Lumpur* students' instrumental and integrative motivation towards English language learning. According to the data findings of this study above, we can interpret that, in general, the students *in Sekolah*

Annisa, Hardiyanto & Sumarno (2023)

Indonesia Kuala Lumpur demonstrated high motivation in learning English. As we know, motivation is the key and the initiation of success to achieve the goals (Adwani & Shrivastava, 2017; Al Othman & Shuqair, 2013). On the other hand, some scholars (Nguyen, 2019; Rifai, 2010; Zhao, 2012) emphasize that motivation is fundamental in learning because it can stimulate students in learning English. The students of *Sekolah Indonesia Kuala Lumpur* showed how motivated they are. High motivation automatically impacts students' readiness for learning. When they feel ready, they fight and are serious about learning (Jen et al., 2161). High motivation can also make students better prepare themselves (Supriyanto et al., 2023). The purpose of mastering English as a native or foreigner is to interact and communicate with people in other cultures (Csizér & Kormos, 2008).

The data findings above show the result of motivation types employed by students in *Sekolah Indonesia Kuala Lumpur* that instrumental motivation generally is predominating with Mean (30,44444) rather than integrative with Mean (26,55556). It means that students learn English to focus on developing their ability to get a great job or opportunities in their career. Thus, the goal of learning English to understand more about the cultures or traditions of the target language is low. Based on a small interview with one of the teachers in SIKL, both teachers and students consistently taught to use Indonesian as a daily language at school. The application of the Indonesian curriculum in school in other aspects of forming students' motivation is shown in this study's results.

The current finding is similar to the findings of a few scholars. Many scholars stated the same result with this study. First, this result findings are related to Dornyei's (cited in Susanti, 1937) that instrumental orientation is more critical than integrative orientation for EFL students because they are not interested in knowing and participating in the target language cultures. Hong & Ganapathy (2017) found that students' school in China are more instrumentally oriented in ESL learning because, in Malaysia, English is taught as a second language, and Chinese private school students need intense time, models, and methods to master English based on their context as foreigners. Besides, Muftah & Rafic-Galea (2013) presented that Malaysian Pre-University Students have high positive motivation more instrumentally because the students preserve their identity, especially in their language context. In line with this, Khan et al. (2016) found that instrumental motivation was dominant

Annisa, Hardiyanto & Sumarno (2023)

in second year Pre-University Of Government MAO Collage than integrative motivation. The students understood their future, such as careers, opportunities, and achievements. Liu (2014), in his study, finds out that the student's motivation is more instrumental-oriented than integrative. They are more concern to achieve the goals than desire to interact with the language target culture.

However, Maulina (2019) said that many scholars believe integrative motivation is the main factor for success in language learning. Gardner (cited in Dastmardi et al., 2008) suggested integrative motivation is more important in a second language context.

The following discussion is about the differences concerning motivation between students in natural science and social science classes. In this case, the students in natural science class are higher than those in social science. The data findings showed that the students in the natural science class in SIKL have a higher instrumental or integrative motivation than the social class. However, both of them show high results for instrumental motivation. In this case, the students in SIKL were shown that they learn English to prepare themselves to get great jobs or careers, or it can be concluded that they learn English to prepare the best future for them.

Furthermore, the cases related to students' language learning revealed that many students gave high Score for statement learning English to get an excellent job for instrumental orientation and high Score for statements like learning English and traveling in English countries. It was present how motivated they are.

CONCLUSION AND IMPLICATION

Conclusion

In language learning, some factors will enhance students' success. One of them that has a significant impact is motivation. As mentioned in the discussion above, motivation is crucial for supporting students in mastering language and achievement. Motivation can make students more active and motivated in learning. Besides, motivation can influence the students to achieve their goals or targets. Many scholars have conducted the same topic with the current research. In some countries, the scholars found that their participants were dominant

Annisa, Hardiyanto & Sumarno (2023)

in integrative motivation, and others found that their participants were dominant in instrumental motivation. Overall, this study found that instrumental motivation orientation for the students in SIKL was dominant rather than integrative. Based on facts, it can be concluded that the unique thing that causes students to predominate instrumental motivation is the culture at school between students and teachers and the Indonesian curriculum they use. Second, this research found that there were differences between nature and social classes. In general, the students showed dominance in instrumental motivation. However, Integrative motivation in language learning from social science class is relatively lower than integrative motivation from natural class. It was the same with the instrumental motivation. Instrumental motivation in natural science was high rather than instrumental in social science.

To sum up, students in natural science are highly motivated to learn English. They have high motivation in instrumental orientation because the goal of learning English is to prepare to gain a great career. Furthermore, the motivation to learn English is to prepare the best future, and traveling to English countries presented ideas such as foreigners' dreams.

Limitation

The limitation of this research is the number of the sample. Hence, it suggested that further research use a broader sample and dig more into other related variables.

Implication

The study's findings may give the implications to the English teaching and learning process in Sekolah Indonesia Kuala Lumpur and schools in Indonesia, especially for good learning materials, methods, and models suitable to their language learning motivation. Furthermore, motivated students tend to put more effort and consistency into their language-learning process, leading to success.

After conducting, analyzing, and discussing the data result, the researcher suggests the next researcher. This research is recommended for those who want to develop the students' learning performance or achievement because the teacher can give more attention based on students' life needs by understanding the student's type of motivation. It is important, so the researchers hope that the next researcher will conduct the same topic on the specific skills and sample area.

Annisa, Hardiyanto & Sumarno (2023)

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