

CORRELATION BETWEEN EFL STUDENTS' LEARNING MOTIVATION AND THEIR ENGLISH PROFICIENCY AT UNIVERSITY OF ISLAM MALANG

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Abstract

This research aims to find out the correlation between integrative motivation and instrumental and students' Test of English Proficiency scores. The researcher used correlation research design with the sample of 33 English Education Department students at University of Islam Malang. The instruments used on this study were Attitude and Motivation Test Battery (AMTB) as the questionnaire to identify students' motivation and Test of English Proficiency scores as the reference of students' proficiency. The data were analysed using simple correlation (*Bivariate Correlation*) of SPSS. The results of simple correlation (*Bivariate Correlation*) proved that there was no significant correlation between integrative motivation and students' Test of English Proficiency scores with $r = 0.091$, $p > 0.613$ and the contribution of integrative motivation on score of English proficiency was 0.8%. Hereafter, the results of simple correlation (*Bivariate Correlation*) proved that there was no significant correlation between instrumental motivation and students' Test of English Proficiency scores with $r = 0.145$, $p > 0.422$ and the contribution of instrumental motivation on score of English proficiency was 2.1%. In general, the effect of motivational factors on students' Test of English Proficiency scores is no more than 3% and the rest is affected by other factors exclude of this research. For further researcher, the researcher suggested by adding more participants so that the results can be generalized to the population; by adding to the number of questionnaire questions or adapting other questionnaires with similar theme of this research; beside that the further researcher can examining internal or external factors that can affect TEP scores besides motivation.

Keywords: Integrative, instrumental, proficiency.

INTRODUCTION

English is a major language to learn since it is an international language that is used to establish communication between countries. Because there are many people in the world used English to communicate so it makes English as an international language, defined by Rosmayanti and Yanuarti (2018: 783). It shows that English language has an important role in communication. It means nowadays, almost in every field of works, people use English language. The facts show that English proficiency in Indonesia has decreased over the last five years from 2016 to 2021, from 32nd become 80th in the world. Based on EF EPI data (2021:14), shows that professional workers in the field of education have a score below 450, where this score includes the lowest score among many types of professional work in the world when looked up to the average score of the relationship between proficiency in English and jobs.

If this happens continuously to professional workers, especially in education, it will affect to the student achievement or English proficiency of student. In addition, an ability of qualified teachers to manage teaching materials and to properly manage teaching and learning activities also motivation has a significant role to the process of student language acquisition. Base on the results of several studies, motivation has positive influence on the development of language acquisition. According to Krashen (as cited in Alaga, 2016:1), students with high motivation ... are well equipped for success in second language acquisition. According to Uno (2021:9), motivation is a strength that comes from both inside and outside of a person that encourages them to achieve predetermined goals. This is also the difference between "can implement" and "willing to carry out".

Motivation can appear unconscious because of interest in something or it can appear because they have specific goals to achieve. There are two types of motivation that may be found in language learning, namely integrative motivation which can also be referred to as intrinsic motivation and instrumental motivation which can also be referred to as extrinsic motivation. Li and Pan (2009) cited Gardner and Lambert (1972) defined integrative motivation as desire to learn language so that learners can communicate with native of second language. They define instrumental motivation as a tendency to take an advantage by studying a second language". Based on Alizadeh (2016), "the instrumental motivation emphasizes learners to acquiring a language to achieve specific goals, while integrative motivation is used to characterize learners who wish to interact socially with members of their second language group and integrate themselves into their culture" (p.12).

There are some theories that discuss about the definition of motivation. Motivation, roots from the Latin *move*, means to move or carry. Kızıltepe (2008, p. 517) describe motivation as a strength that cause us constantly move, act or do something. Motivation is also defined as an attraction to something unconsciously or it can also arise because of a certain purpose so that someone makes an effort to get it. Seven (2020, p. 63) defined motivation as the condition which occurs when a certain subject or activity stimulates a person's desire to participate, or in which a person is shoved to an act in a specific way. In similar meaning, Amrai et al. (2011, p. 399) said that motivation becomes the reasons for people's behaviour and why they decided to behave in a particular way.

Motivation is believed to possess a large influence on the language acquisition process. This is because motivation has a significant impact on the achievement of human actions, precisely motivation to learn. Gardner (2001, p. 6) explain "There are three elements motivation to learn the second language: make a huge attempt to learn, wants to achieve the goal and enjoy the learning language task". Purwanti (2019, p. 80) that students are stimulated to successfully finish the task or achieve a goal by such motivational. Therefore, regarding to learning, Wisnuwardhani (2022, p. 19) said that motivation related on desire to learner's study which will be the main basis for successful learning.

From the quote above it can be concluded that motivation is something that arises because of a sense of interest in something, either consciously or unconsciously, which encourages a person to engage in an activity or make an effort to get it. In addition to student motivation, teacher work motivation needs to be considered again so that students can get maximum results in language acquisition.

Gardner and Lambert (1959) classify motivation in to two types; the first one is instrumental motivation and the second one is integrative motivation. Learning language has a purpose of meeting a lot of people and diverse people or learning something new about another foreign language. In other word, someone who has integrative motivation has a strong internal desire in learning a foreign language, in order to integrate with culture and in communicate with the native. Instrumental motivation is a reflection of the utilitarian values of linguistic achievement. In other word, someone who learns a foreign language for academic purposes, gain a job, or as a support for the needs of life in the future. Muslim et al (2020, p. 494) stated that instrumental motivation happened when learner

enjoying the language learning process for English learning, such as get a good achievement at school or get a secure career. Meanwhile, integrative motivation described that learner's learn English in order to communicate fluently and socialize with native. Rosmayanti and Yanuarti (2018, p. 784) identify motivations in to two types which are known as instrumental motivation that defined as a desire to learning language because it will be beneficial for specific instrumental purposes, such as passing an exam, gaining an occupation etc. Meanwhile, integrative motivation is a desire to learning language so that learners be able to communicate with and like native.

Based on Oroujlou and Vahedi (2011) cited Benson (1991) explains the concept of integrative motivation in the context of the EFL approach is a learner who shows a desire to be bilingual and bicultural into the language and cultural identity of the learner itself during the learning process or language approach occurs. As example is EFL in Iran, as a monocultural society, chance to practice foreign/second language in daily verbal are limited so that there is also a limited potency for integrating into the foreign language community. Al-Mubireek (2020) cited Tung and Chang (2014) report that Taiwanese learners have be required to pass particular exams in English subject to enhance their chances of obtaining a better education and to improve their work performance so that they are instrumentally motivated to learn English. Instrumental motivation that appears in Taiwanese learners is due to their academic goals and as a support for life in the future to get a better job.

Another motivational instrumental example comes from Turkey. Savaşkan (2016, p. 196-197) says that a recent reform, in 2012, extended compulsory education from eight to twelve years by changing the structure to four years of primary school, four years of junior high school and four years of secondary school above (4+4+4). The government's goal of doing this is to adapt to a changing world and it is hoped that this effort will have an impact on increasing Turkey's proficiency index. Like Turkish students are required to stay in school for many years and as a result will become increasingly familiar with English subjects. Meanwhile, an example of integrative motivation can be seen in Denmark where most of the people are fluent in English. This is because they think that it is very important to master English to advance in a global world. So that most children know English from an early age and they really want to learn in order to increase the internalization of a foreign language or it can be said that they have the potential to integrate into the target language community. Savaşkan (2016, p. 201) says that Danes increase students' contact hours with English and immerse them in language learning tasks to increase their foreign language internalization.

Before discussing about role of motivation in foreign language/second language, we need to know about the differences between a foreign language and a second language (L2). Language that's learned after mother tongue called as second language (L2). For example, someone who born in Java will have a mother tongue namely Javanese. When they at kindergarten, they will learn new language called Indonesian. And when they go to elementary school, they will introduce again with new language called English. From the illustration above, the mother tongue referred to here is Javanese, which is the first language a person acquires. The second language is Indonesian, which is the language obtained after the mother tongue and the third language is English. Ellis (1994, p. 11) believe that the term "second" language is not suitable when applied to some learning settings. According to that statement, term of additional language perhaps more proper and over acceptable because many learners can speak more than two languages such as in a lot of countries in African and Asian. Whereas, term of learning foreign language according to Ellis (p.12) is a language that occurs in the environment but does not play a primary role in the community and merely learned in the classroom. An instance of English as foreign language is in Indonesia and Türkiye where English merely learned in the classroom.

In the field of language learning, motivation is considered as an important element that provides stimulation to achieve certain targets. Ghalem dan Damache (2022, p. 5) explains that motivation is one of the importance elements who can affect a successfulness value of learners regarding second

language learning. "It also leads the students to achieve a goal that is mastery of the language" (Suyatno et. al, 2018, p. 1). In line with the previous statement, Alpino (2018) cited Ryan and Deci (2000) state that to be motivated means to progress or to be in motion to do something. Rahman (2011, p. 4) explains that students entail motivation that derive from themselves or environment in order to achieve language learning goals. Based on these explanations above, both of motivation that comes from inside and outside of learners are needed in the field of learning language so that a person can continue to move towards achieving his goals.

To achieve a successful foreign or second language learning, it needs a good motivation involved. Wulandari (2018, p. 22) explain that "we can see that many students succeed while others fail during the learning process. It can occur due to the effect of an internal factors, one of them known as a physiological factor; motivation is one of these factors". One of the factors that affect the success of acquiring a second language is motivation, said Cook (2000, as cited in Susanto, 2018). This is also supported by research that conducted on medical students by Krashen, who proves that English proficiency can be a major obstacle to their academic success which is positively and significantly related on their performance and English proficiency. According to the explanations from some of researchists above, we can conclude that motivation also plays an important part like other factors that can affect learners' proficiency acquire.

METHOD

This research investigates two variables, the first one is the independent variable (student motivation) as the variable's X and the other one is dependent variable (students' English proficiency) as variable's Y. The purpose of selecting a correlation research approach was because the researcher wanted to know whether there is any significant correlation between students' learning motivation and students' English proficiency.

Population of this study included 75 students from Department of English Education (FKIP) at University of Islamic Malang who took the Test of English Proficiency (TEP) for graduation, while the sample of the study was 33 students. The researcher using lottrey random sampling technique to choose the sample because all students have the possibility of being selected as subjects, where this number will later be asked to fill out an online questionnaire created by Google Form.

Related to necessity of analyzing student's motivation, researchers used an Attitude and Motivation Test Battery (AMTB) questionnaire adopted by Choosri (2011) that inquired to select a number on a Likert scale with 6 Likert points (Strongly Disagree (1), Moderately Disagree (2), Slightly Disagree (3), Slightly Agree (4), Moderately Agree (5) and Strongly Agree (6)). This questionnaire measures two aspects with the main focus on English as a second language. The first aspect is an attitude and the second aspect is motivation. Researchers will distribute 25 questions consisting 17 items asking about instrumental motivation and 8 items asking about integrative motivation. There are some examples of instrumental motivation and integrative motivation presented in table 1 below.

Tabel 1. Specification of Motivation's Types

Types of Motivation	Questions
Integrative (8)	1. I want to know and communicate with foreigners. 8. I can understand English movie, video or radio program. 13. Learning English make me feel happy.
Instrumental (17)	1. I have to use English in my future career. 2. I want to get good position. 3. I want to get good income.

Source: Choosri (2011)

In order to collect the data, the researcher followed a series of steps. First, the necessary research permits were obtained from the faculty. Next, for the questionnaire, researcher developed an online questionnaire through the Google form and share the link by email, instagram direct message and whatsapp chat. Students who take the questionnaire fill in their names first along with their NPM on July 8, 2023. While the TEP score, researcher took from P2BA.

To analyse the significant relationship between learning motivation and students' skills, researchers used a simple correlation (*Bivariate Correlation*) with the help of SPSS. To find out closeness of connection between two variables and the direction of the relationship that occurs who can use a simple correlation (*Bivariate Correlation*) and to discover how strength the correlation between two variables used simple correlation coefficient. Researcher use guideline of Weinberg (as cited in Cohen, 2002, p. 136) to decided strength of Pearson correlation coefficient. It is shown on Table 3.

Table 3. Strength of Pearson Correlation Coefficient

r (Pearson Correlation) Value	Category
±0.50	Strong
±0.30	Moderate
±0.10	Weak

Source: Weinberg (as cited in Cohen, 2002, p. 136)

RESULTS

The researcher had two results in answering research questions of this study; Is there correlation between integrative motivation and student proficiency in English Education Department and Is there correlation between integrative motivation and student proficiency in English Education Department. The results of the questionnaire are displayed in the table below.

Correlation between integrative motivation and TEP score

Integrative motivations have 8 questions from 25 questions. In this table, shows that there is no significant correlation integrative motivation and TEP score, it can be seen in the table 4 below.

Table 4. Table of correlation between integrative motivation and TEP score

Correlations			
		Integrative motivation	Test of English Proficiency
Integrative motivation	Pearson correlation	1	.091
	Sig. (2-tailed)		.613
	N	33	33
Test of English Proficiency	Pearson correlation	.091	1
	Sig. (2-tailed)	.613	
	N	33	33

It shows that from sig. (2-tailed) was higher than 0.05. Thus, it meant that there was no significant correlation between integrative motivation and their Test of English Proficiency score. Judging from the results of the research hypothesis above, it showed that H1 was rejected and H0 was accepted with sig. value 0.613 (>0.05). The Pearson Correlation (r), which represents the correlation between integrative motivation and Test of English Proficiency score is at .091.

Correlation between instrumental motivation and TEP score

Instrumental motivations have 17 questions from 25 questions. In this table, shows that there is no significant correlation instrumental motivation and TEP score, it can be seen in the table 5 below.

Table 5. Table of correlation between instrumental motivation and TEP score

Correlations			
		Instrumental motivation	Test of English Proficiency
Instrumental motivation	Pearson correlation	1	.145
	Sig. (2-tailed)		.422
	N	33	33
Test of English Proficiency	Pearson correlation	.145	1
	Sig. (2-tailed)	.422	
	N	33	33

It shows that from sig. (2-tailed) was higher than 0.05. Thus, it meant that there was no significant correlation between instrumental motivation and their Test of English Proficiency score. Judging from the results of the research hypothesis above, it showed that H1 was rejected and H0 was accepted with sig. value 0.422 (>0.05). The Pearson Correlation (r), which represents the correlation between instrumental motivation and Test of English Proficiency score is at .145.

DISCUSSIONS

Based on the first result, it was proved that integrative motivation of eighth semester students at University of Islam Malang is not influence Test of English Proficiency score. This indicates that students learn a language not because they want to know and mingle with native speakers. And for instrumental motivation, it was proved that instrumental motivation of eighth semester students at University of Islam Malang is not influence Test of English Proficiency score, which means that students learn a language not because they feel it is useful or important in order to achieve certain their goals.

Subsequently, researcher look up at shared variation. The shared variance is the proportion of Y's variance that may be due to the variance in the variable X. The shared variance is found by squaring the observed correlation coefficients. The researcher found that the correlation coefficient among integrative motivation and Test of English Proficiency value was 0.091. The proportion of Test of English Proficiency scores that can be predicted from students' integrative motivation is 0.091^2 , which is 0.008. Which means, the contribution of integrative motivation to the TEP value is only 0.8%. Furthermore, the researchers found that the correlation coefficient between instrumental motivation and Test of English Proficiency value was 0.145. The proportion of Test of English Proficiency scores that can be predicted from students' integrative motivation is 0.145^2 , which is 0.021. Which means, the contribution of integrative motivation to the TEP value is only 2.1%.

This result is in line with Ilma's research (2018) which used fourth semester students at Sriwijaya University as participants. The results of his research show that motivation does not make a significant contribution to their English proficiency. These results explain that students who have high motivation do not always get poor English proficiency, and it is also proven that motivation does not determine students' English proficiency. Furthermore, according to Lee and Oh (2011) in their research at Seoul Women's University explained that the factors that can influence the development of students' language proficiency are interest, not integrative motivation or instrumental motivation. This finding was in an agreement with Putri (2019) on her research, which used students of Syarif Hidayatullah State Islamic University as the participants. The results of his research show that integrative motivation and instrumental motivation did not affect their GPA scores because there is no significant difference between students' who have instrumental motivation and students' who have integrative motivation.

It was also in contrast with the research from Rozmatovna (2020) who said that instrumental motivation and integrative motivation affect students' foreign language learning processes. This

research held in Tashkent State University which shows that instrumental motivation plays a significant role in the process of developing students' English proficiency as a foreign language.

In addition to motivation that comes from within the learner, there are several external factors that can affect the level of student learning motivation, such as how much support the surrounding environment or parents have. Seda and Zahitjan (2016) discovered three things in their research about factors that affecting to students motivation in learning language. Firstly, support and encourage from learner's parents for their kids to learn English are give more effect to learners motivation; secondly, the level of learner belief also motivates students; lastly, learners are more motivated when they pull together with their friends.

CONCLUSIONS AND SUGGESTIONS

This research aimed to find out the correlation both integrative motivation and instrumental motivation and score of students' English Proficiency scores. This can be concluded that students' integrative motivation was not helpful in student English proficiency. The conclusion can also be that the study instrumental motivation did not give much contribution in student English proficiency.

In addition, other findings from this study revealed that shared variations of integrative motivation were 0.8% and instrumental motivation was 2.1%. In other words, the effect of motivational factors on students' Test of English Proficiency scores is no more than 3% and the rest is affected by other factors exclude of this research. The other factors that came from outside of this study could be an interest as in the results of Lee and Oh's research (2011) where interest was the only factor that contributed to the increase in students' proficiency.

the researcher proposes some suggestions for future researchers to investigate the relationship between motivation and Test of English Proficiency scores. Regarding to the results of this research, researchist hopes that future researchers can dig deeper into these two variables by adding more participants so that the results can be generalized to the population, using other or additional instruments to discover the results of other studies which related to student motivation and Test of English Proficiency scores or by adding other factors that came from outside of this study. Furthermore, it is hoped that lecturers can manage teaching materials and manage teaching and learning activities that can generate student learning motivation. Although the results of the study show that integrative motivation and instrumental motivation have no effect on English proficiency, the researcher hopes that students will maintain and even increase their learning motivation. However, the researcher is aware that there are some limitations that can appear in this research

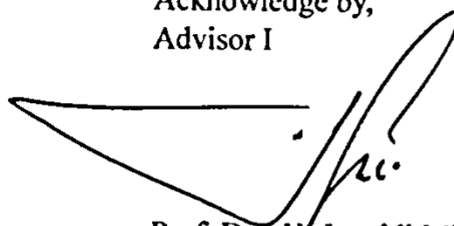
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