

## THE TYPE OF STUDENTS' MOTIVATION IN ONLINE ENGLISH LEARNING

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I Gusti Agung Vony Purnama  
Institut Teknologi dan Bisnis STIKOM Bali  
vony.purnama@gmail.com

**Abstract:** Nowadays, during the pandemic of covid-19, the learning process in higher education is conducted through online learning particularly for English subject and this is a new thing both for the lecturer and students as well. This situation can affect the students' motivation in learning particularly English as a foreign language. Based on this phenomenon, the objectives of this study was to find out the students' motivation type in learning English in Institute of Business STIKOM Bali. The subject of this study was the students who learn English in the first semester academic year 2020/2021. The result of this study revealed that the students' type motivation in learning English was a type of an integrative motivation rather than instrumental motivation. However, based on the mean score of both motivations, it was also on the high level of motivation. It is hoped that this finding can be used as a reference to conduct an advance research in the same area.

**Keywords:** *Motivation type, Instrumental, Integrative, higher education*

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## INTRODUCTION

English subject is one of the subjects that students in higher education must take in their first semester. Previously, this subject was conducted in the classroom with the teacher with the traditional method or face to face. Module and whiteboard are needed as the main devices for the lecturer in teaching and learning process. Nowadays, during the pandemic of covid-19, method of teaching and learning process has been changing into online learning. According to Stern (2018) online learning is just a form of 'distance learning' the umbrella term for any distance learning that takes place rather than conventional classroom learning. Online learning is a form of distance learning or distance education, which has long been a part of the American education system, and it has become the largest sector of distance learning in recent years (Bartley & Golek, 2004; Evans & Haase, 2001). This method of learning process is new for the EFL students and also for lecturers. Since it is related with the language learning, the important thing to be considered is the students' motivation. Motivation is actually the combination of attempt plus desire to obtain the aims of learning

the language and it is also the desirable attitudes towards learning the language (Alizadeh, 2016).

According to Pourhosein Gilakjani, Leong, and Saburi (2012), the success of any action is dependent on the extent to which persons try to get their goal, along with their desire to do so each student has their own way to learn something. Some of them will be interested when the subject presented in visual, seeing, and reading. While the other students will be interested when it is presented auditory, then they can learn only by listening the subject's material without any visualization. Meanwhile, teachers also play an important role in teaching and getting the students attention and to build the motivation in learning English. Teacher needs to use an interesting method to get the students' attention. Besides that, motivation is the main key for the students to get their goal of learning. This motivation factor "it became recognized as an important internal cause of variability in language learning success" (Ushioda&Dörnyei, 2012, p. 396). Therefore, if the students have not enough motivation in learning this language, then they will face some difficulties. Integrative motivation, it is defined as the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors a great deal. (Saville-Troike, 2006, p. 86). Furthermore, instrumental motivation involves the concepts of purely practical value in learning the second language in order to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school. (Saville-Troike, 2006, p. 86).

Raihan and Lock (2012) state that learners learn how to learn efficiently with a well-planned classroom setting. Teacher's personality, behaviour and teaching methods would impact on students' learning process strongly (Wong, 2003). According to Hennessy, Ruthven, and Brindley (2005) and Pourhosein Gilakjani (2017), the integration of technology can be defined as a term of how the technology used by the teachers in performing familiar activities to be more effectively and how these activities can be re-shaped.

According to Maggie Hartnett (2016: 13), motivation is important because it helps to determine whether a learner persists in a course, the type of engagement shown, the quality of work produced, and the type of achievement attained. Spolsky (1990, p. 157) stated that motivated students are likely to learn more and learn more quickly than students who are less motivated. According to Keller (1983), Motivation is "the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect". Motivation is the most important factor among age, personality and motivation which affect the Second Language Acquisition chiefly (Cook, 2000). Adams-Becker et al (2017) believe that the connection between coursework and the real world must be easily identifiable by the students, as it helps them to understand how the new knowledge and skills will impact them.

There are two types of motivation: intrinsic motivation and extrinsic motivation (Deci & Ryan, 1985). In socio-educational aspect, motivation also can be defined into integrative motivation and instrumental motivation (Gardner, 1972). This is what Gardner and Lambert

(1972) defined as integrative motivation and instrumental motivation. Specifically, integrative motivation is the desire to participate in the activities of the target language community and develop in their language (Gardner, 2001). And instrumental motivation means the desire to acquire a foreign language to find out employment or improve their self-cultivation or improve the social status (Dörnyei, 2001; Gardner & Lambert, 1972). According to Deci (1975:23) defines intrinsically motivated activities as: “the ones for which there is no apparent reward except the activity itself”. Intrinsic motivation refers to learning itself having its own reward (Arnold, 2000, p. 14). Lightbown and Spada (1999, p. 56-57) stated that teachers do not have many effects on students’ intrinsic motivation since the students are from different backgrounds and the only way to motivate students is by making the classroom a supportive environment. Intrinsic motivation involves people performing activity because “they find it interesting and feel spontaneous satisfaction in carrying it out” (Leal, Miranda, & Carmo, 2012, p. 163).

Extrinsic motivation requires instrumentally between the activity and some separable consequences such as verbal and tangible rewards (Leal, et al., 2012, p. 163). Individuals who have extrinsic motivation work on tasks because they believe that participant will result in desirable outcomes such as a reward, teacher praise, or avoidance of punishment (Pintrich & Schunk, 1996).

Besides those two motivations, there are also integrative motivation and instrumental motivation. Integrative motivation, it is defined as the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors a great deal. (Saville-Troike, 2006, p. 86).

Furthermore, instrumental motivation involves the concepts of purely practical value in learning the second language in order to increase learners’ careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school. (Saville-Troike, 2006, p. 86).

This study investigated the students’ type of motivation in learning English particularly in this pandemic situation, where they must study using some technologies to be able to follow the distance learning method. The finding of this study is hoped can be used as a reference for teachers in preparing the materials to create a comfortable atmosphere in the teaching and learning process.

## RESEARCH METHODOLOGY

The participants of this study were the undergraduate first year students’ Academic Year 2020/2021 of ITB STIKOM Bali. The questionnaires were distributed to the students after the English class in the form of google forms and gave them necessary explanation regarding how to fill the questionnaires. For the first question used the instrument from Gardner (1960), Gardner’s Attitude/Motivation Battery (AMI) from ranged “Strongly Agree to “Strongly Disagree”. The questionnaire consists of 10 questions regarding Instrumental

Motivation and 10 questions regarding Integrative Motivation. There were 122 students' questionnaires analyzed using the five-point likert scale and presented in percentage. This below criteria is the level of agreement and disagreement:

Mean Range	Intepretation
3.68 – 5.00	High Degree of Motivation
2.34 – 3.67	Moderate Degree of Motivation
1.00 – 2.33	Low Degree of Motivation

## RESULT AND DISCUSSION

### Type of Students' Motivation

Below are tables for the questionnaires questions of Instrumental and Integrative motivations. These tables describe the type of Students' Motivation in Learning English. Each of the questionnaires consists of ten questions. Each question is presented in the following tables.

#### Instrumental Motivation

No.	Question	Mean	Level
1	I mainly focus on using English for class assignment and the exams	4.29	High Degree of Motivation
2	I simply quote the textbooks and do not really communicate myself when speaking or writing in class	3.61	Moderate Degree of Motivation
3	I am interested in reading only English textbooks for my university study, but not other English texts e.g. newspaper, magazines	3.93	High Degree of Motivation
4	I am more interested in earning a university degree and a good job than learning English language itself	3.82	High Degree of Motivation
5	I am more interested in fluttering my higher education than learning English language itself	3.62	Moderate Degree of Motivation
6	Learning English is important for travelling abroad	4.64	High Degree of Motivation
7	Learning English is important for making me	3.97	High Degree of Motivation

	acknowledgeable and skillful person		
8	Learning English is important for making mean educated person	3.9	High Degree of Motivation
9	Being proficient in English can lead to more success and achievements in life	3.59	Moderate Degree of Motivation
10	Being proficient in English makes other people respect me	3.55	Moderate Degree of Motivation

**Table 1. Instrumental Motivation**

**Integrative Motivation**

No.	Question	Mean	Level
1	Studying English enables me to understand English books, movies, pop music, etc.	4.68	High Degree of Motivation
2	Studying English enables me to better understand and appreciate the way of life of native English speakers.	3.63	Moderate Degree of Motivation
3	Studying English enables me to keep in touch with foreign acquaintances	4.35	High Degree of Motivation
4	Studying English enables me to discuss interesting topics in English with the people from other national backgrounds	4.36	High Degree of Motivation
5	Studying English enables me to transfer my knowledge to other people e.g. giving directions to tourists.	4.35	High Degree of Motivation
6	Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.	4.29	High Degree of Motivation
7	Studying English enables me to behave like native English speakers e.g.	4.11	High Degree of Motivation

	accent, using English expressions		
8	Studying English enables me to appreciate English arts and literature	4.34	High Degree of Motivation
9	Studying English helps me to be an open minded, and sociable person like English speaking people	4.31	High Degree of Motivation
10	I am determined to study English as best as I can to achieve maximum proficiency	4.54	High Degree of Motivation

Table 2. Integrative Motivation

## Discussion

On the above table of instrumental motivation, it revealed that there are six high degrees of motivations, and four degrees of moderate degrees of motivations. The highest mean score is 4.64 on the statement of “Learning English is important for travelling abroad”. The lowest mean score is 3.55 on the statement of “Being proficient in English in English makes other people respect me”. Overall, the number of high degree of motivation is more than the number of moderate degree of motivation.

On the above table of integrative motivation shows the that the highest mean score is 4.68 on the statement of “Studying English enables me to understand English books, movies, pop music etc.”. The lowest mean score is 3.63 on the statement of “Studying English enables me to better understand and appreciate the way of life of native English speakers”. Overall, the number of high degree of motivation is more than the number of moderate degree of motivation.

The comparison of both instrumental and integrative motivation based on the finding is the mean score of integrative motivation 4.68 is higher than the instrumental motivation 4.64. The total mean score of those motivations is 4.66. This total mean score is on the level of high degree of motivation.

From the result of this study, the EFL students still have high motivation in following the English subject. It seems that they realized the important role of English in the future for example to find a good job. Mastering English is such a minimum requirement for the job seeker nowadays. Therefore, although this subject is conducted online, they kept their spirit to learn the subject. Besides that, based on the result, it showed that the students have a willing to go oversea, whether to work or advance their knowledge in university abroad. Then, they absolutely have to master English to be able to have an experience in another country.

In line with the students’ motivation, teachers play an important role in keeping the students’ motivation. Innovation on the way they present the subject is one of the efforts that



can be created in order to make the students' positive learning outcome. Teachers also must create communicative learning materials to be easy to understand. On the other hand, the students must know that they are being valued by the teacher in every meeting. This also can motivate them to upgrade their ability. Having positive motivation can help the students to communicate with the native speakers, and to help them improving the skill in listening, reading comprehension, and writing. It is hoped that the students will always motivate in learning this English subject and they have a willing to advance their language skills in the future.

## CONCLUSION AND SUGGESTION

### Conclusion

In conformity with the aims of this study, they were to find the type of the students' motivation in learning English, it can be concluded that the type of students' motivation in learning English was an integrative motivation. The integrative motivation of the students was higher than the instrumental motivation. Moreover, based on the mean score of both motivations, the score was also on the level of high motivation. From this result, it can be seen that this is the students' desire to learn English language. Therefore, they will be able to communicate in English language confidently with the native speakers or the English speaking community. Their motivation in studying English as their foreign language came from their intrinsic or their own desire without being affected by the particular purposes.

### Suggestion

This scope of this study is very limited on the two types of students' motivation. Further study on the students' motivation and the teachers teaching method in language learning is very important. It will help the teachers to improve and create the learning atmosphere in the classroom. It is also important for the teachers to create interesting materials based on the finding of the students' motivation in studying English.

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