

IMPACT OF MOTIVATIONS IN CHOOSING ENGLISH EDUCATION DEPARTMENT AND ACADEMIC ACHIEVEMENT

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ABSTRACT

Not all graduates of English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus work as teachers or in the field of education. The objectives of this research are: 1) to explore the motivation of the students in choosing English Education Department Universitas Muria Kudus, 2) to test the significance of the difference between the academic achievements of integrative-motivated students and those of instrumental-motivated students. The design of this research is qualitative-quantitative with motivation as the independent variable and academic achievement as the dependent variable. Questionnaire was used to collect the data from 81 students as the subjects of the research. Descriptive statistical analysis was used to achieve the first objective and t-test was used to achieve the second objective. The results of the research show that: 1) the dominant motivation of the students in choosing English Education Department Universitas Muria Kudus is integrative; 2) there is a significant difference of academic achievement of the instrumental-motivated students and that of integrative-motivated students, that is, the academic achievement of the students who have integrative motivation is better than that of the students who have instrumental motivation.

Keywords: *instrumental motivation; integrative motivation; intrinsic; extrinsic; academic achievement*

It has been long believed that one of the factors affecting academic achievement in a learning process is motivation, including the success in learning a foreign language. There is a causal relationship between motivation and learning. Motivation can promote learning and learning can increase someone's motivation, especially if the result of the learning is satisfactory.

On the occasion of a reunion conducted by 2006/2007 academic year

generation on December 2, 2018, it was revealed that not all graduates of English Education Department Universitas Muria Kudus (hereafter EED UMK) work as teachers as it was one of the graduate profiles at that time. Some graduates become entrepreneurs, some others work in factories, and there is also one who becomes a journalist. The question arising is then "Why does it happen?"

Graduates majoring in English Education nowadays cannot be

acknowledged as professional teachers unless they enroll in or join one-year Teacher Profession Education (*Pendidikan Profesi Guru*) and get profession certificate. Therefore, the vision of EED UMK now does not contain the vision of producing English teachers, but to become a study program which prepares professional education scholars (*sarjana pendidikan*) and English practitioners who both intellectually and emotionally intelligent (Program Studi Pendidikan Bahasa Inggris Universitas Muria Kudus, 2015).

Choosing English Education Department means the same as choosing to learn English. When a candidate chose to major in English education, he had to be aware and ready to learn English. Therefore, exploring the students' motivation in choosing English education department, including the motivations of the students to choose EED UMK, can be done by referring to the 2 kinds of motivation in learning a foreign language as proposed by Gardner. In the theory of motivation in learning a foreign language developed by Gardner (1985), there are two kinds of motivation: instrumental and integrative. According to Gardner, integrative motivation is a "positive attitudes towards the target language group and the potential for integrating into that group", while instrumental motivation refers to "more potential reasons for learning a language, to get a better job or a promotion, or to pass a required examination" (Gardner, 1985).

Choosing English as a major for the sake of getting knowledge, understanding more about the art and culture of the native speakers are examples of integrative motivations. Meanwhile, examples of instrumental motivations are learning English in order to get a better job, to join student exchange program, to gain approval of the peers, family, or society, to support further studies, and so on.

More holistic and clear definition of integrative and instrumental motivation is given by (Gardner, 1985) as follows.

Integrative reasons are defined as those, which indicate an interest in learning the language in order to meet and communicate with members of the second language community. Instrumental reasons refer to those reasons, which stress the pragmatic aspects of learning the second language, without any particular interest in communicating with the second language community.

One of Gardner's main ideas is that the integrative motivation plays an important role in second language acquisition. It is directly and positively related to second language achievement (Gardner, 1985). However, a research revealed that there was a significant difference between the students who got instrumental motivation to speak in English from their family members on 'average or more' than those who got it in 'less than average' (Rifai, 2010).

There are some factors which affect the success of learning, which are usually referred to as intrinsic and extrinsic factors (Purwanto, 2017; Sabri, 1996). Intrinsic factors are factors which come from the individual learners, while extrinsic factors are factors which come from outside the individual. Examples of intrinsic factors are aptitude, personality, learning style, motivation, affective state and belief, which are psychological in nature (Ellis, 1994). Meanwhile, extrinsic motivation, among others, covers the teacher (including motivation from the teacher), the methods, techniques, strategies of teaching-learning, and media of teaching-learning, and teaching-learning environment.

For successful results of teaching-learning, motivation must be continually given by the teacher before the teaching-learning process, during the teaching-learning process, and after the teaching-learning process. Before the teaching-learning process the teacher should give motivation in the apperception phase, while during and after the teaching-learning process the teacher gives motivation in the

form of reinforcement. Expressions by the teacher such as “Good job.”, “Good idea.”, “Please, say in another word.” will motivate the student to perform better.

The term ‘motivation’ has been used widely and most psychologists and educators would agree that it is something very important in teaching-learning process (Dornyei, 2001). According to Dornyei (2001) motivation is responsible for 3 things: 1) *why* people decide to do something, 2) *how long* they sustain the activity, and 3) *how hard* they are going to pursue it.

Motivation can be classified into 2 types: intrinsic and extrinsic motivation (Sadiman, 2014). However, the distinction between intrinsic and extrinsic motivation became controversial almost from the first (Sansole & Harachiewicz, 2000). When someone is intrinsically motivated to do something, he/she does not hope to get something from another one, usually as a reward. He/she does the activity because he/she likes it and enjoys doing it. Extrinsic motivation, on the other hands, occurs when someone is motivated to engage in an activity to get a reward or avoid punishment. He/she does the activity not because he/she enjoys or because he/she finds it satisfying, but in order to get something in return or avoid something unpleasant (Cherry, 2018; Ryan and Deci, 2000). Unlike intrinsic motivation, which arises from within the individual, extrinsic motivation is focused on outside reward such as money, fame, grades, and praise (Cherry, 2018). Motivation in apperception phase and reinforcements given by a teacher are extrinsic motivations.

Vallerand (1997) divided intrinsic motivation into three types: (1) intrinsic motivation to know (IM-Knowledge), (2) intrinsic motivation toward accomplishment (IM-Accomplishment), and (3) intrinsic motivation to experience stimulation (IM-Stimulation). IM-knowledge is the motivation associated with doing an activity for the pleasure for developing knowledge and new ideas. IM-accomplishment refers to motivation associated with attempting to recognize an object or master a task. And

IM-stimulation is related to motivation based on the sensations aroused by doing a task that is fun and excitement.

In comparing intrinsic and extrinsic motivation, the former is primary and the latter is secondary or complementary. That is, the intrinsic motivation which usually energizes a student to be enthusiastic, tough, and autonomous in learning, in spite of the fact that there is no extrinsic motivation such as reinforcement or reward. A high-intrinsically motivated student might get a high academic achievement although he did not get any reward and even when the teacher did not promise to give him.

Although intrinsic and extrinsic motivations have different roles in energizing students, the best way is empowering both motivations so that students have full energy to learn. A research conducted by Vatankhah & Tanbakooei (2014) reveals that those L2 learners who are supported intrinsically and extrinsically from parents, siblings, and EFL teachers are more motivated to learn English.

Both the level of motivation (whether it is high, moderate, or low) and the type of motivation (intrinsic or extrinsic) usually work together uniquely in motivating someone to do something (Ryan & Deci, 2000; Dornyei and Ushioda, 2009). Someone who gets extrinsic motivation so that he has high level of motivation will work differently with one who gets extrinsic motivation but has low level of motivation. This may happen because the extrinsic motivation is different. The one who is highly motivated probably gets high salary and the one who gets small salary will have low level of motivation. However, this is not always the case because there is still another type of motivation, i.e. intrinsic motivation: not so good extrinsic motivation when it is combined with very good intrinsic motivation may result in high level of motivation.

The relation between motivation and English achievement has been investigated in many researches. First, findings of a study conducted by Khan et

al. (2016) among 40 male second year pre-university students of Government MAO College, Lahore (Pakistan) indicated that for reading English in their context the students were more strongly instrumental-motivated than integrative-motivated. Meanwhile, the study conducted by Zanghar (2012) showed that there was no relationship between the Libyan students' motivation and their achievement in English as a foreign language. In addition, a qualitative case study using 12 students of a secondary school in Penang as the subjects of the research conducted by Hong & Ganapathy (2017) indicates that students are more instrumentally motivated than integratively motivated in ESL learning. Instrumental motivation is found to have a greater impact on students' English language learning.

In Indonesia context, similar research on the relationship between motivation and academic achievement was conducted by Uly (2012) and Setyowati (2007). Using the students of grade 4 and 5 of MI Riyadlotul Ulum Demak as the subjects of the research, Ulya found out that learning motivation contributed 70.56% to the academic achievement in Mathematics. Setyowati, on the other hands, concluded that there was a significant impact of motivation to academic achievement: motivation contributed 29.76% to academic achievement. In language context, Tantra et al. (2014) revealed in their research that (1) there is significant and positive contribution of learning motivation towards students' English skills achievement which is 6.3%, (2) there is significant and positive contribution of language attitude towards students' English skills achievement which is 11.2%, and (3) there is significant and positive contribution of learning motivation and language attitude simultaneously towards students' English skills achievement which is as high as 17.5%.

The difference of this research with the researches which have been referred to lies in the setting of the research, especially the subjects and the interaction between the

subjects and the English language. The subjects of this research are the students majoring in English education, so that it might be very possible that their motivation in choosing EED UMK is instrumental. Their interaction with English is natural, which means that they learn English because it is the main course that should be eaten. In other words, the subjects of this research are students of English department who are learning subjects in English field of study, English language skills and components, and are not learning English as just a single subject like the research conducted by Khan et al. 2016), Zanghar (2012) or Hong & Ganapathy (2017).

Based on the background, the objectives of this research are:

1. To explore the d motivation of the students in choosing EED UMK.
2. To test the significance of the difference between the academic achievements of the students of EED UMK who have integrative motivation and those who have instrumental motivation.

In line with the objectives of this research, the researchers propose 2 hypotheses.

1. H₁: The dominant motivation of the students in choosing EED UMK is integrative.
2. H₂: There is a significant difference of the academic achievement of the students of EED UMK between those who have integrative motivation and those who have instrumental motivation.

METHOD

The design of this research is a mixture of qualitative and quantitative. There were 2 variables in this research: motivation as the independent variable and academic achievement as the dependent variable. Qualitative approach was used to explore the motivation variable while quantitative approach or quantitative analysis was used to test the significance of the difference

between the academic achievements of the students of EED UMK who have integrative motivation and those who have instrumental motivation.

The population of the research was the students of EED UMK comprising of different semesters. The number of the subjects of the research was 81.

The method of data collecting was questionnaire. The questionnaire was used to explore the motivation of the students in choosing EED UMK as well as to record the students' GPAs. In the identity part of the questionnaire, the students had to report their GPAs as the representation of their academic achievement.

The questionnaire in this research was adapted from the one developed by Khan et al. (2016), which was an adaptation of Dörnyei's L2 learning motivation questionnaire. In order that the subjects of the research easily understood the content, the questionnaire was in the students' language, i.e. in Bahasa Indonesia.

The students had to respond to 24 questionnaire items on a 5-point Likert Scale, comprising 12 instrumental reasons and 12 integrative reasons of choosing EED UMK and learning English. The respondents had to choose one of the options given, which ranged from 1) strongly disagree, 2) disagree, 3) undecided, 4) agree, and 5) strongly agree.

Two types of data were used in this research. The first was the data of the students' motivation in choosing EED UMK and the second was the data of the academic achievements of the students. Therefore, the analysis of the data concerned with analysing the motivation of the students in choosing EED UMK and analysing the dependency relationship between motivation variable, instrumental and integrative, and academic achievements, which are represented by the students' GPA.

Data analysis was conducted firstly by giving scores to the students' responses with reference to Table 1.

Table 1. Scores of the Students' Responses

Option	Score
a. Strongly disagree	1
b. Disagree	2
c. Undecided	3
d. Agree	4
e. Strongly agree	5

The next step in data analysis was calculating the Mean of the scores of each motivation to determine the tendency of the students' motivation. After that, the students were grouped into instrumental motivation group and integrative motivation group. The highest possible Mean is 5, while the lowest one is 1. If the Mean of integrative motivation of a student is higher than that of his instrumental motivation, he is grouped into integrative motivation group.

Example:

If the Mean of student A for integrative motivation is 4.45 while the Mean for instrumental motivation is 3.21, he will be assigned to the group having integrative motivation.

With reference to the Mean, interpretation was also given in accordance with the level of the motivation. The criteria which are used to interpret the level of the motivation was Table 2.

Table 2. Criteria of the Level of Motivation

Mean Range	Level of Motivation
3.69 – 5.00	High
2.35 – 3.68	Moderate
1.00 – 2.34	Low

In accordance with the GPA, the group of integrative motivation and that of instrumental motivation are then compared. The test of significance used was *test of significance between two means*. Because the

number of the subject of the research was 81 or less than 100 (>100), we used t-test (Healey, 2009), and more specifically t-test for independent samples (Purwanto, 2017; Ary, et al, 1979). The formula of the t-test is as follows.

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$$t = \frac{\bar{X}_1 - \bar{X}_2}{s_{\bar{X}_1 - \bar{X}_2}}$$

$\bar{X}_1 - \bar{X}_2$ = the observed difference between means

$s_{\bar{X}_1 - \bar{X}_2}$ = the standard error of the difference between two means (expected difference between the two means when the null hypothesis is true)

The last step in data analysis was doing hypothesis testing. In testing the hypotheses the researchers used the 5-Step Model proposed by Healey (2009), in the level of significance 0.05 ($\alpha = 5\%$) and degree of freedom (df) ($N_1 + N_2$) - 2. The steps are:

- Step 1. Making assumption and meeting test requirements
- Step 2. Stating the null hypothesis
- Step 3. Selecting the sampling distribution and establishing the critical region
- Step 4. Computing the test statistic
- Step 5. Making a decision and interpreting the results of the test

- a. Reject H_0 if t (obtained) falls in the critical region
- b. Accept H_0 if t (obtained) does not fall in the critical region

FINDINGS

There were 2 findings: the motivation of the students in choosing EED UMK and the academic achievement of the students.

Motivation of the Students in Choosing EED UMK

The motivation of the students of EED UMK in choosing the major is classified into two, those are, instrumental and integrative motivation. The number of

the samples is 81. Table 3 illustrates the summary of the findings.

Table 3. Summary of the Findings
Number of samples = 81

Variable	Mean
GPA: average	3.55
Motivation: average	3.78
a. Instrumental	3.64
b. Integrative	3.91

Referring to Table 3, we can see that the level of motivation is *high*. Because the Mean of integrative motivation is higher than that of instrumental motivation, it can be said that the motivation of the students in choosing EED UMK tends to be *integrative*.

In more detail, the findings after grouping the respondents into instrumental motivation and integrative motivation are described through Table 4. Of the 81 respondents, 23 (28.40%) have instrumental motivation and 58 (71.60) have integrative motivation in choosing EED UMK. The greater number of the students who belong to integrative group (58) than the number of those who belong to instrumental group (23) is also an indication that the motivation of the students in choosing EED UMK tends to be *integrative*.

Table 4. GPA and Motivation of Instrumental and Integrative Group

Mean and Level of Motivation	Group	
	Instrumental (23)	Integrative (58)
GPA	3.49	3.58
Motivation Level of Motivation	High	High

Academic Achievement of the Students of EED UMK

With reference to Table 3, we can see that the mean of the GPA of the students is

3.55, which can be categorized as high achievement. If other requirements are fulfilled, they are graduated with praise or *cum laude*.

In accordance with instrumental and integrative motivation, the GPA of instrumental group of students is 3.49, while that of integrative group is 3.58. These two numbers should be tested whether they are significantly or statistically different or not.

Hypothesis Testing

The research hypotheses which the researchers propose are:

H₁: The dominant motivation of the students in choosing EED UMK is integrative.

H₂: There is a significant difference of the academic achievement of the students of EED UMK between those who have integrative motivation and those who have instrumental motivation.

Testing H₁

H₁ is descriptive in nature, so that the testing is done descriptively. The H₀ for H₁ is that the dominant motivation of the students in choosing EED UMK is *not* integrative is rejected because the result shows that the motivation of the students in choosing EED UMK tends to be *integrative*. In other words, we can say that the dominant motivation of the students in choosing EED UMK is *integrative*.

Testing H₂

Using Excel program we computed the data needed to test the hypothesis.

Table 4. Data of Academic Achievement of the Students of EED UMK

	Sample 1 (Instrumental Group)
\bar{X}_1	3.49
s_1	0.26
N_1	23

H₂ was tested using the five-step model of hypothesis testing proposed by Healey (2009) as follows.

Step 1. Making assumption and meeting test requirements

Model:

Independent random sampling

Level of measurement is interval-ratio

Sampling distribution is normal

Step 2. Stating the Null Hypothesis

$$H_0: \bar{X}_1 = \bar{X}_2$$

$$(H_2: \bar{X}_1 \neq \bar{X}_2)$$

Step 3. Selecting the Sampling Distribution and Establishing the Critical region

Sampling distribution = *t* distribution

Alpha = 0.05, two-tailed

$$\text{Degree of freedom} = (N_1 + N_2) - 2 = (23 + 58) - 2 = 79$$

$$t \text{ (critical)} = \pm 1.671$$

Step 4. Computing the Test Statistic

The formula used to compute the *t*(obtained) is:

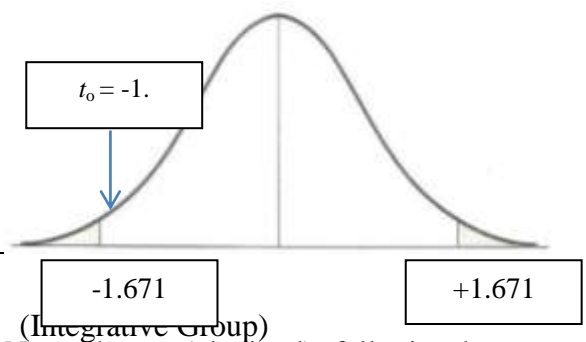
$$t = \frac{\bar{X}_1 - \bar{X}_2}{s_{\bar{X}_1 - \bar{X}_2}}$$

From the calculation, the *t* (obtained) = -1.80

Step 5. Making a Decision and Interpreting the Result of the Test

$$t \text{ (obtained)} = -1.80$$

$$t \text{ (critical)} = \pm 1.671$$



Now that *t* (obtained) falls in the critical region, the decision is that H₀ is rejected and H₂ is accepted. In other words, there is a significant difference of the academic achievement of the students of EED UMK between those who have instrumental motivation and those

who have integrative motivation. Since the Mean of integrative group (3.58) is better than that of instrumental group (3.49), it can be interpreted that students who have integrative motivation have better academic achievement than those who have instrumental motivation, although the gap is small (0.09).

DISCUSSION

The discussion focuses on the motivation of the students of EED UMK in choosing the department and on the relationship between motivation and academic achievement.

Motivation in Choosing EED UMK

It is a good phenomenon that the general motivation of the students in choosing EED UMK is *integrative* and the level of the motivation is *high*. Another indication that the students of EED UMK tend to have integrative motivation in choosing the department is the greater percentage of the students who have integrative motivation (71.60%) than those who have instrumental motivation (28.40%). It means that the students choose EED UMK because they have positive attitude towards English. They want to integrate with the language and the speakers of the language. That is why when they were asked with question 13 if their motivation to choose EED UMK and learn English was to increase their English skills, the score gained the highest among the 24 questions (4.62 of 5.00 as the highest possible score). This is supported by the fact that when they were asked with question 7, choosing EED UMK and learn English because of friends, they tended to disagree, which means that they were not driven by extrinsic instrumental motivation but intrinsic integrative motivation. The average score for question 7

is 2.83 (moderate), which is very close to the lower limit of the interval class for moderate level of motivation (2.35). The students did not choose EED UMK because they were motivated by the hope to be a Civil Servant (PNS).

Another fact indicating that the students choose EED UMK because of integrative motivation is supported by the result of question 23. The majority of the students agreed when they were asked if they chose EED UMK and learnt English because they wanted to be able to have discussion in English with foreigners. The average score for question 23 is 4.33.

Relationship between Motivation and Academic Achievement

The result of the hypothesis testing for the relationship between motivation and academic achievement (H_2) reveals that there is a *significant difference* of the academic achievement of the students of EED UMK between those who have integrative motivation and those who have instrumental motivation. Now that the model of testing is two-tailed the term *difference* should be interpreted by looking at the mean of both groups. The mean of the GPA of the integrative group is 3.58 while that of instrumental group is 3.49. Therefore, it can be interpreted that the academic achievement of integrative group is better than that of instrumental group. This supports the fact that when learners have positive attitude towards the target language group and the potential for integrating into that group will result in better achievement than when the learners only want to use the language as a means of getting something such as getting a better job and getting praise from others.

In accordance with the relationship between motivation and academic achievement, the result of this research

supports the result of the research conducted by Uly (2012) that learning motivation, in general, contributed as high as 70.56% to the academic achievement of the students in Mathematics. The result of this research also supports the result of the research conducted by Tantra et al. (2014) that there is a significant and positive contribution of learning motivation towards students' English skills achievement. In addition, the result of this research is in line with that of Samad et al. (2012) that high achievers' language proficiency correlates well with integrative motivation ($r = .72$).

All questions in the questionnaire about integrative motivation relate to intrinsic motivation, while some of the questions about instrumental motivation are extrinsic. When we compare intrinsic and extrinsic motivation, it is very logical that the GPA of integrative group is higher than that of instrumental group, because the intrinsic motivation which usually energizes a student to be enthusiastic, tough, and autonomous in learning. A high-intrinsically motivated student might get a high academic achievement although he did not get any reward from others.

CONCLUSION

The present research is conducted to explore the motivation of the students in choosing EED UMK and to test the significance of the difference between the academic achievements of the students who are integrative- motivated and that who are instrumental-motivated. Based on the research findings, it shows that the dominant motivation of the students in choosing EED UMK is integrative. However, there is no cut-off point between instrumental and integrative motivation. We can only say, for example, that a certain student tends to be driven by instrumental motivation in

choosing his major. In the level of significance (α) 0.05 and degree of freedom (df) 79, it is found that there is a significant difference of the academic achievement of the students of EED UMK between those who have instrumental motivation and those who have integrative motivation. *Different* in this context means that the academic achievement of the students who have integrative motivation is better than that of the students who have instrumental motivation. This is shown by the fact that the Mean of the GPA of integrative group (3.58) is higher than that of instrumental group (3.49).

The research implies that teachers should guide their students to have high and clear motivation in choosing their major and learning English, especially to have integrative motivation. For further researchers who are interested in investigating motivation, it is recommended to develop an instrument that can more precisely distinguish between those who are instrumental-motivated and those who are integrative-motivated in choosing their major. This is because instrumental and integrative motivation is a continuum. There seems to be no *cut-off point* between them. There is no one who can be identified to have pure instrumental motivation as well as no one who has pure integrative motivation by using the instruments which have been available. By using polar questions in the questionnaire, we can distinguish more precisely between those who are instrumental-motivated and those who are integrative-motivated in choosing their major. By combining the frequency and the percentage of the *Yes* and the *No* answers to the instrumental and integrative motivation, we can classify the respondents into instrumental or integrative motivation. Another way of making the instrument is by

classifying the level of motivation more moderate, low, and very low. rigidly, such as into very high, high,

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