

**THE CORRELATION BETWEEN INSTRUMENTAL
MOTIVATION AND SELF – EFFICACY IN L2 LEARNING: A
STUDY OF INDONESIAN NON – ENGLISH MAJOR STUDENTS
IN GENERAL ENGLISH CLASSES**

SKRIPSI



by

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YOGYAKARTA
2023**

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SKRIPSI

Presented as partial fulfilment of the requirements

for the degree of Sarjana Pendidikan (S. Pd)

in English Language Education Department

by

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UNIVERSITAS KRISTEN DUTA WACANA
YOGYAKARTA**

2023

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STATEMENT OF ORIGINALITY

I honestly declared that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in quotations and the references.

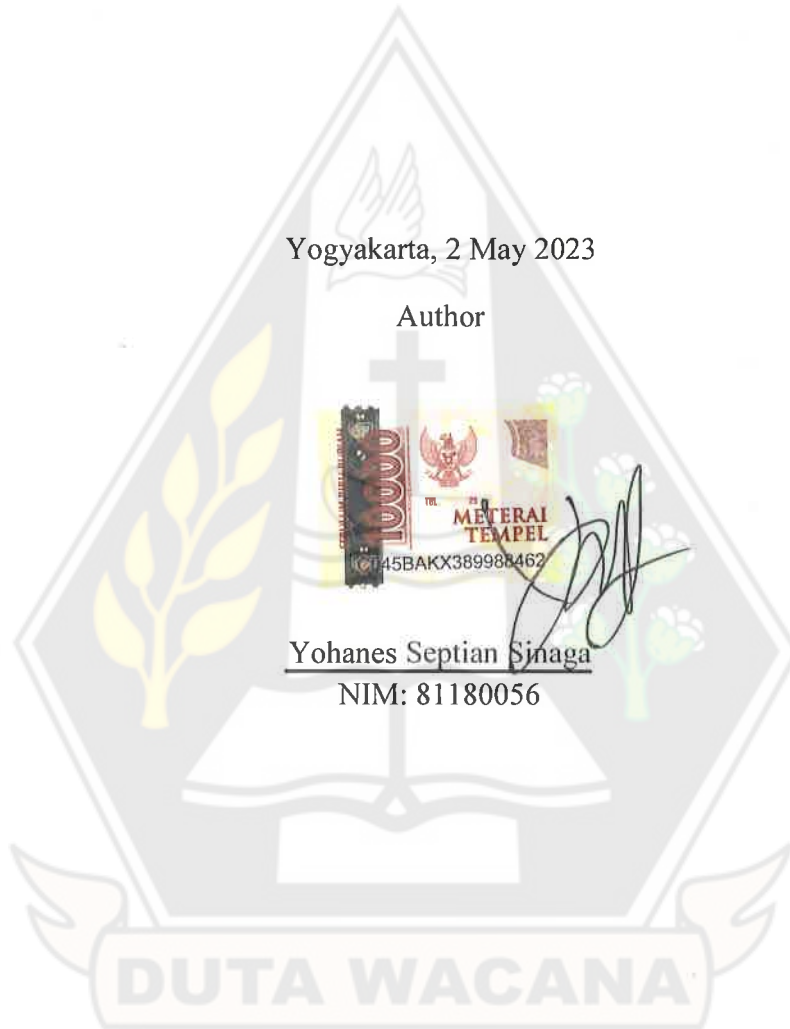
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ACKNOWLEDGEMENT

To begin with, I would like to express my gratitude to God Almighty for His grace and blessings in my life as well as in the process of writing my *skripsi*, so I am able to finish my *skripsi* this semester.

I also would like to express my gratitude to my *skripsi* advisor, Adaninggar Septi Subekti, M.Sc. for the guidance and support in the process of writing *skripsi*.

Moreover, I would like to thank all the lecturers and staff of English Language Education Department. I also would like to thank General English Program or *Pusat Pelatihan Bahasa* for allowing me to conduct research.

For my beloved family, I would like to express my gratitude for their prayers and support for me in writing my *skripsi*.

Lastly, I would like to thank my friends who supported and helped me in doing my *skripsi*.

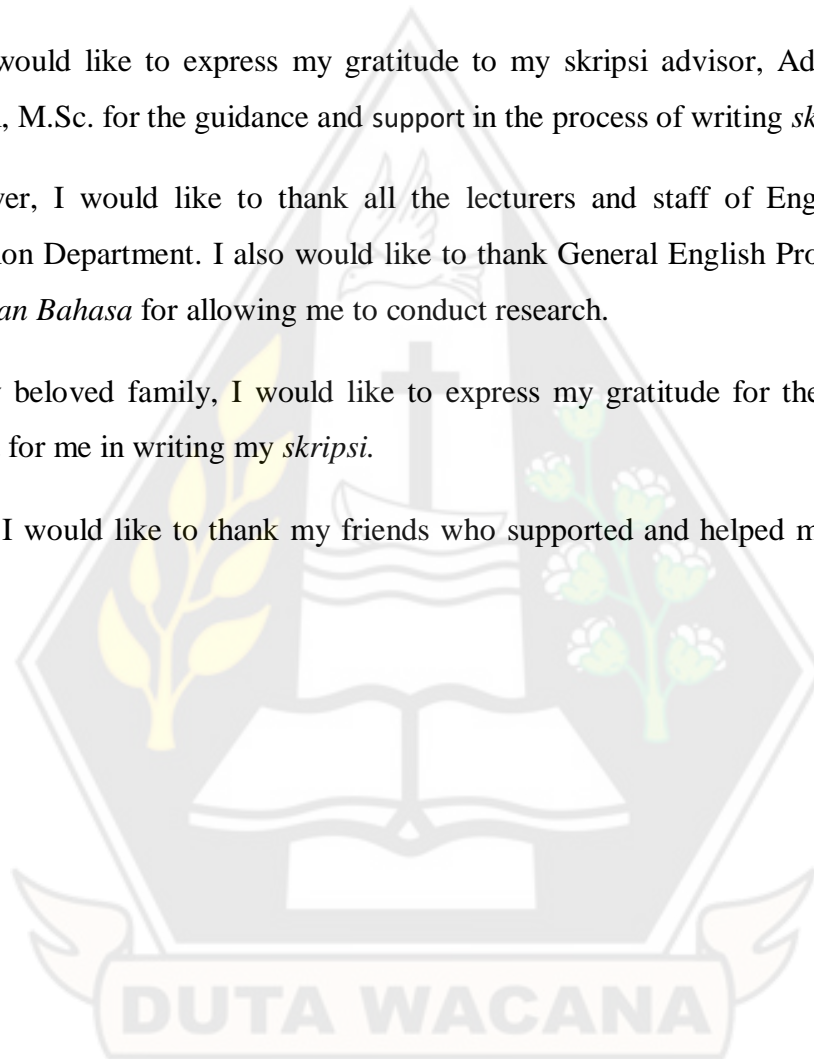
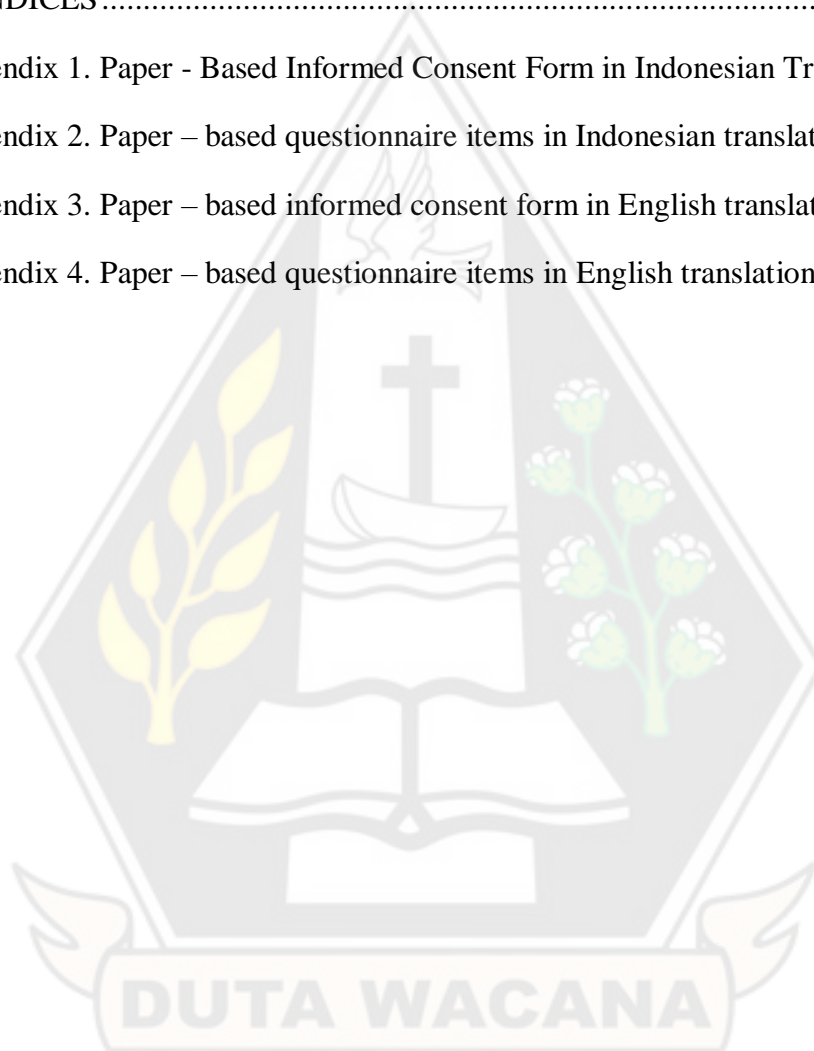


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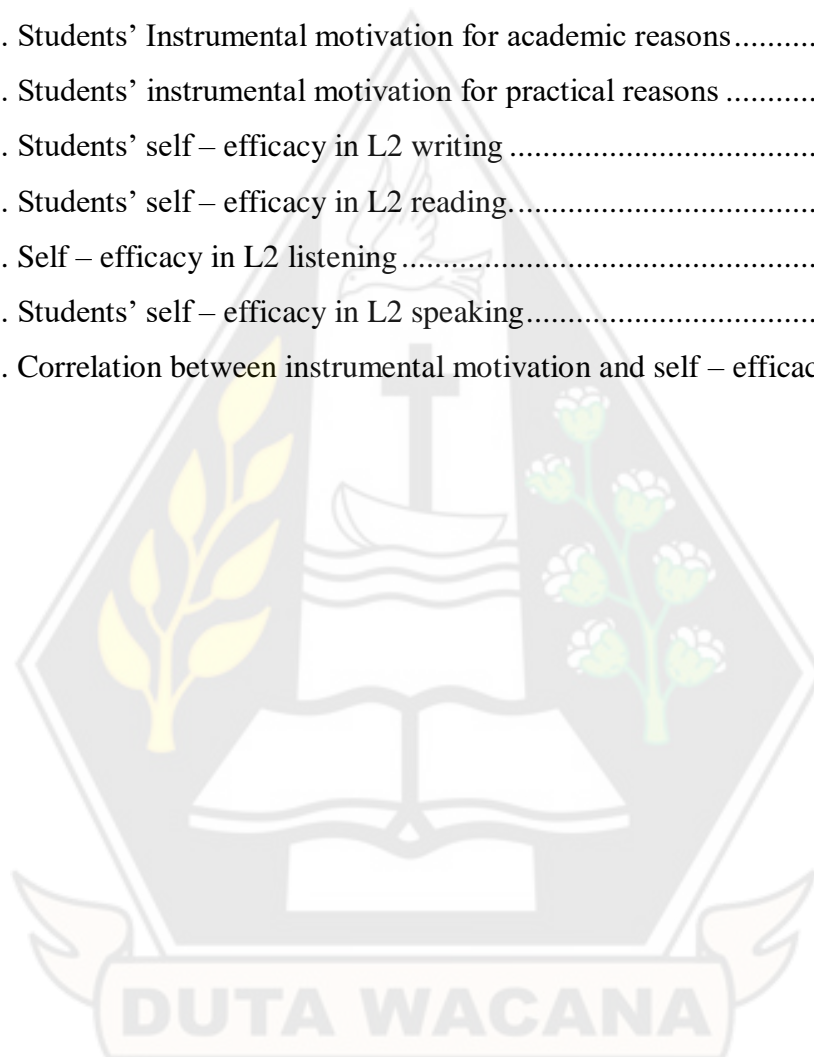
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ABSTRACT

Sinaga, Y.S. (2023). *The Correlation between Instrumental Motivation and Self – efficacy in L2 Learning: A Study of Indonesian Non – English Major Students in General English Classes* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

This study investigated students' level of instrumental motivation and self - efficacy. The present study was conducted to find out the correlation between instrumental motivation and self – efficacy in L2 learning. This study used a quantitative method of data collection by distributing questionnaires. The study involved 144 General English students from different departments in one of private universities in Indonesia. The data were analysed using SPSS 25 to find students' level of instrumental motivation and self – efficacy using descriptive analysis as well as Pearson coefficient to find the correlation. Through the questionnaires, it was found that students had a high level of instrumental motivation (4.30) which means in the process of L2 learning, students' motives to obtain external rewards. The study also found that students had a high level of self – efficacy (3.92) where they highly believe in their English skills. Lastly, the present study found that there was positive moderate correlation ($r(142) = .47, p < .05$) between instrumental and self – efficacy. Indicated the higher students' level of instrumental motivation, the higher their self - efficacy in L2 learning. In conclusion, implication of the study to accommodate students' motives and gauge students' self – efficacy beliefs in the new challenging tasks that related to employment or for practical reasons.

Keyword: *instrumental motivation, self – efficacy, General English students*

INTISARI

Sinaga, Y.S. (2023). *The Correlation between Instrumental Motivation and Self – efficacy in L2 Learning: A Study of Indonesian Non – English Major Students in General English Classes* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Penelitian ini bertujuan untuk menyelidiki tingkat motivasi instrumental siswa dan tingkat efikasi diri siswa. Penelitian ini juga dilakukan untuk mengetahui hubungan antara motivasi instrumental dan efikasi diri dalam pembelajaran L2. Penelitian ini menggunakan pengumpulan data metode kuantitatif yaitu dengan menyebarkan kuesioner. Penelitian ini melibatkan 144 mahasiswa dari berbagai jurusan yang mengikuti General English Program di salah satu universitas swasta di Indonesia. Hasil data dianalisis dengan menggunakan SPSS 25 untuk menemukan level motivasi instrumental dan effkasi diri pelajar serta menggunakan koefisien Pearson untuk mencari korelasinya. Melalui angket diketahui bahwa siswa memiliki motivasi instrumental yang tinggi (4. 30), yang berarti dalam proses pembelajaran L2, motif siswa untuk memperoleh penghargaan eksternal. Studi ini juga menemukan bahwa siswa memiliki tingkat efikasi diri yang tinggi (3. 92), yang mana mereka sangat yakin dengan kemampuan bahasa Inggris mereka. Akhirnya, penelitian ini menemukan bahwa ada korelasi moderat positif ($r(142) = 0.47, p < 0.05$) antara instrumental dan efikasi diri. Mengindikasikan semakin tinggi tingkat motivasi instrumental siswa, maka semakin tinggi efikasi diri mereka dalam pembelajaran L2. Kesimpulannya, implikasi dari penelitian untuk mengakomodasikan motif siswa dan ukur keyakinan self-efficacy siswa dalam tugas-tugas baru yang menantang yang terkait dengan pekerjaan atau untuk alasan praktis.

Kata kunci: Motivasi Instrumental, Efikasi Diri, kelas Bahasa Inggris untuk tujuan umum (General English)

CHAPTER I

INTRODUCTION

This chapter presents research background, research questions, research objectives, and research benefits.

A. Research Background

In second language learning, motivation has an important role for the students to initiate the action. Gilakjani et al. (2012) stated that as the term implies it is an initial drive something that encourage, provoke or stimulates actions. Motivation was divided into two basic types one of which is instrumental motivation (Dörnyei, 1998; Gardner & MacIntyre, 1991; Ryan & Deci, 2000). Genc and Aydin (2017) stated that instrumental motivation has relation with actions to obtain external rewards such better job opportunities, academic reasons, and personal fulfillment. Moreover, Ng and Ng (2015) stated that learners who have instrumental reasons usually consider the economic and practical benefits in second language learning, furtherly they also mentioned the main reason for L2 learning is to obtain something outside the language itself. Naeeni et al. (2018) stated that students study language as a tool for the purpose of gaining some practical outcome. Further, Zanghar (2012) stated that it is an idea where the purposes of L2 Learning is when students have no interest interacting with the suppose target language community members. Öztürk and Güzbür (2015) mentioned that instrumentally motivated individuals have little interest in the people and culture of the target language community. In other words, learners who are instrumentally motivated in L2 learning tend to be more driven for practical reasons rather than the language itself. Furthermore, instrumental motivation is linked to a behavior to get external rewards such as job opportunities, better grades, or some kind that benefits the individual (Genc & Aydin, 2017). Al-Ta'ani (2018) stated that the learners' concerns in learning a second language for obtaining the main skills and improving career prospects. Additionally, instrumental motivation underlies the target to gain some social or economic reward through second language achievement, thus

referring to more reasons for language learning (Carrió-Pastor & Mestre, 2014). As discussed previously that instrumental motivation has a significant role in L2 learning, it is necessary to investigate the level of students' instrumental motivation.

Another factor that has a significant role in the second language is self – efficacy. Flammer (2015) stated that self – efficacy can be defined as individuals' belief in their ability to perform in the certain task that exercises influence over actions that affect their lives. He also mentioned that a high sense of self – efficacy increases individuals' achievement and interest in various ways. Moreover, Doğan (2016) stated that self – efficacy can be described to be a determining factor in affecting how people feel, think, and motivate themselves and behave. Mahyuddin et al. (2006) stated that self – efficacy is improved when they execute the task successfully. Shehzad et al. (2019) also stated that self – efficacy beliefs increase when succeeding and decrease if facing failure. Further, higher self – efficacy, the higher effort, tenacity, and resilience (Mahyuddin et al., 2006). As Ersanlı (2015) also mentioned that higher levels of self-efficacy will lead to students' persistence on tasks to overcome difficulties. In other words, learners who have a higher level of self – efficacy put effort into their task to succeed. Additionally, Blumenthal (2014) stated from the view of self – efficacy, learners acknowledge their own capability and ability to perform using their capabilities to succeed in given task. In the context of EFL teaching, Raoofi et al. (2012) stated that for educators' concerns that self – efficacious students engage in the task and achieve a high score than the lower ones although they might have low ability. It can be said that from previous studies, both students and teachers take part in the role of self – efficacy in second language learning. As previously discussed, the important role of self – efficacy in L2 learning, thus it could be necessary investigating students' level of self – efficacy.

In Indonesia, several studies are available in the field of instrumental motivation (Al - Munawwarah, 2018; Aspuri et al., 2019; Noviana & Ayu, 2022) and self – efficacy (Anam & Stracke, 2020; Yulianawati, 2019). They involved students from different

education levels, however studies investigating the relationship between instrumental motivation and self – efficacy, to the best of my knowledge, are still very limited. Therefore, the present study will be conducting the present topic in Indonesian context.

In terms of method, there are quantitative studies on the relationship between motivation and self – efficacy in many countries on different level of educations in Turkey (Ersanlı, 2015), in Iran (Roshandel et al., 2018), and in the Philippines (Torres & Alieto, 2019). To the best of my knowledge, the study on the present topic in Indonesian context is limited. Therefore, it might be necessary to conduct study on the present topic involving larger number of participants in Indonesian context. Hence, this present study will use quantitative method, so the data results can be generalized. As McCusker and Gunaydin (2015) stated that in pursuing the method of “collecting data”, the main concern is to get to the aspect of generalization contained within quantifiable research since questionnaire is being used to collect the participant’s data. McCusker and Gunaydin (2015) noted that researcher uses tools, such as questionnaires or equipment, to collect numerical data.

B. Research Questions

The research questions of the present study are:

1. To what extent is students’ level of instrumental motivation in L2 learning?
2. To what extent is students’ level of self – efficacy in their L2 learning?
3. What is the correlation between Instrumental motivation and self – efficacy in second language learning?

C. Research Objectives

The objectives of the present study are:

1. To find the students’ level of instrumental motivation in L2 learning.
2. To find students’ level of self – efficacy in L2 learning.
3. To find the correlation between instrumental motivation and self – efficacy.

D. Research Benefits

This present study has several benefits that might help students, teachers, and researchers that will be explained below.

1. Students

In this present study, considering the findings the students could learn where is their source of motivation or motives and what motivates them to learn English language. Moreover, the students also could understand their self – efficacy beliefs, in which is the main source or what might improve their beliefs which has influence their ability in L2 learning.

2. Teacher

From the results of this study, the teachers could help students in their English language learning knowing their motivation. The teacher could accommodate the teaching and trigger the students learning English not only instrumentally, yet more towards the language itself. Furthermore, regarding self – efficacy beliefs the teacher could be a role model for the students and giving them a sense of mastery by giving students exposure through practice and feedback in L2 learning.

3. Researcher

Regarding the correlation between instrumental motivation and self – efficacy in L2 learning. This study could help researchers who intend to conduct research on this particular topic further especially in Indonesia context. Since it is very rare, it could be a good opportunity to find the correlation between instrumental motivation and self – efficacy in L2 learning. Lastly, hopefully this study could assist in having research on the correlation between instrumental motivation and self – efficacy as an early picture in Indonesian context.

CHAPTER V

CONCLUSION

This chapter consists of summary, implication and contribution, limitations, and future studies.

A. Summary

The present study investigated the correlation between instrumental motivation and self – efficacy in L2 learning. The present study found that through distributing questionnaires, the participants revealed that they had a high level of instrumental motivation in their L2 learning. Which means, the motives of the participants were learning English for utilitarian purposes such as for future employment and personal fulfillment. Moreover, the study also found that the participants had a high level of self – efficacy beliefs in their English skills which are listening, speaking, reading, and writing. Which indicates that participants had high belief in their own ability to succeed and overcome their difficulties in L2 learning. Furthermore, the study found that there was a positive correlation between instrumental motivation and self – efficacy. The finding indicates that the higher participants' instrumental motivation, the higher their self – efficacy in second language learning.

B. Implication and Contribution

There are several implications and contributions based on the findings of the present study. To begin with the ELT context, in the present study the majority of the participants revealed that they were highly instrumentally motivated in learning English to obtain external rewards. The teacher could accommodate the learning process with more real-world tasks that have relation to employment or practical reasons that can meet their goals of learning English language. The teachers also could choose more challenging topics that related to students' motives in L2 learning such as

the use of English for job opportunities, passing exams, or passing language requirements. Moreover, relating the self – efficacy which the participants had high beliefs in their own English ability. As EFL teachers, it is important to gouge their high self – efficacy beliefs by providing students with new or challenging tasks that challenge their beliefs in their own ability to overcome the difficulties in L2 learning. The teacher also could maintain students' self – efficacy by giving frequent practice and a certain amount of exposure for students to perform in given tasks to succeed. Lastly, there are several contributions in this present study that could be considered. First, the study could contribute to literature of correlation between motivation and self – efficacy. Since the present study was rarely conducted in Indonesian context. Second, the study specifically on instrumental motivation and self – efficacy, to the best of my knowledge was rarely discussed.

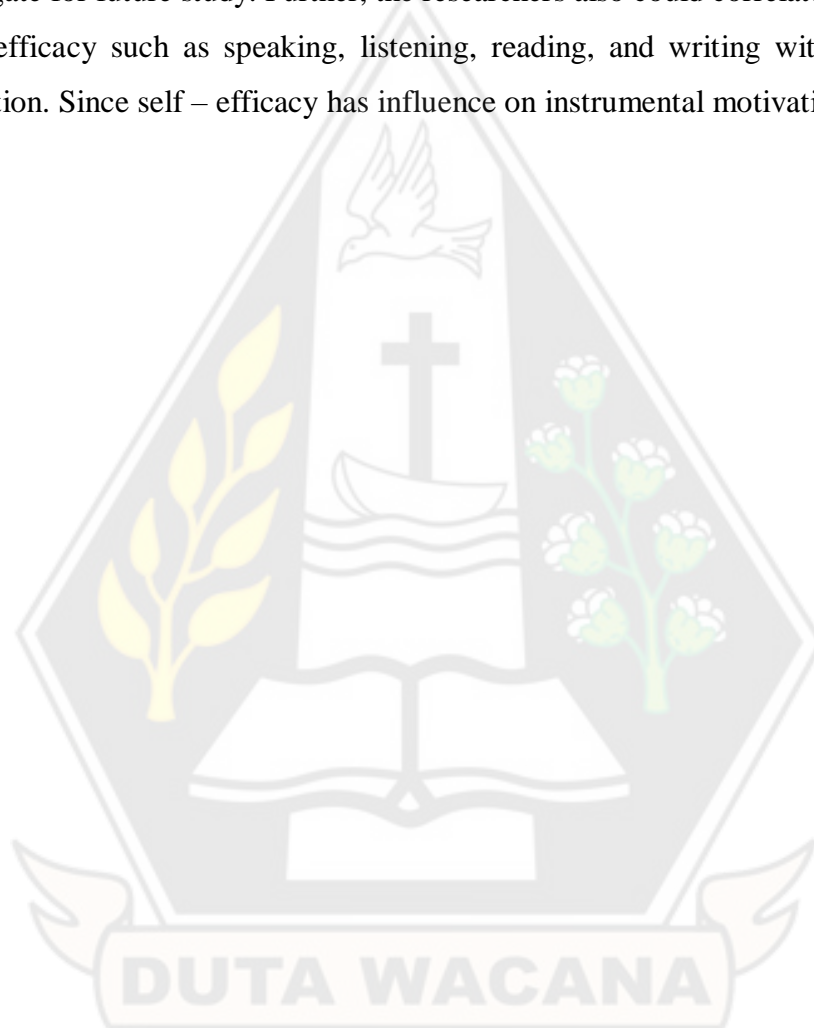
C. Limitations

The present study has several limitations that should be highlighted. First, the method used in this study was a quantitative method which was distributing questionnaires. The participants had limited options and the results were also based on participants' self – report. Further, the data results were based on generalization that may lack some details. The participants were 144 students from the same level and institution; therefore, the data might not be sufficient to represent Indonesian context. Lastly, as previously mentioned, that study on the correlation between instrumental motivation and self – efficacy was rarely conducted, therefore there was limited for the comparison to the present finding.

D. Future Studies

The present study has recommendations based on the findings and limitations of the study for future studies. To begin with the quantitative method which depends on generalization, for future studies the researcher could use mixed – method study to get in depth findings. Moreover, since the present study had limitations in terms of range

of area and variety of participants and education level. For future study, the researchers could conduct a study involving a variety of participants from a large range area and across education level. Lastly, the study found that participants with high self – efficacy were able to succeed although they might have low ability, hence the researcher could investigate for future study. Further, the researchers also could correlate English skills self – efficacy such as speaking, listening, reading, and writing with instrumental motivation. Since self – efficacy has influence on instrumental motivation.



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