

**THE CORRELATION BETWEEN INTEGRATIVE-INSTRUMENTAL
MOTIVATION AND SPEAKING PERFORMANCE OF NON-ENGLISH MAJOR
UNIVERSITY STUDENTS IN INDONESIA**

SKRIPSI



by

Tiofani Yasimawarni Saragih

Student Number: 81190070

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND HUMANITIES

UNIVERSITAS KRISTEN DUTA WACANA

YOGYAKARTA

2023

HALAMAN PERNYATAAN PERSETUJUAN PUBLIKASI
SKRIPSI/TESIS/DISERTASI UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika Universitas Kristen Duta Wacana, saya yang bertanda tangan di bawah ini:

Nama : Tiofani Yasimawarni Saragih
NIM : 81190070
Program studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Kependidikan dan Humaniora
Jenis Karya : Skripsi

demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Universitas Kristen Duta Wacana **Hak Bebas Royalti Noneksklusif** (*None-exclusive Royalty Free Right*) atas karya ilmiah saya yang berjudul:

**“THE CORRELATION BETWEEN INTEGRATIVE-INSTRUMENTAL
MOTIVATION AND SPEAKING PERFORMANCE OF NON-ENGLISH
MAJOR UNIVERSITY STUDENTS IN INDONESIA”**

beserta perangkat yang ada (jika diperlukan). Dengan Hak Bebas Royalti/Noneksklusif ini Universitas Kristen Duta Wacana berhak menyimpan, mengalih media/formatkan, mengelola dalam bentuk pangkalan data (*database*), merawat dan mempublikasikan tugas akhir saya selama tetap mencantumkan nama kami sebagai penulis/pencipta dan sebagai pemilik Hak Cipta.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di : Yogyakarta
Pada Tanggal : 14 Juni 2023

Yang menyatakan



(Tiofani Yasimawarni Saragih)
NIM.81190070

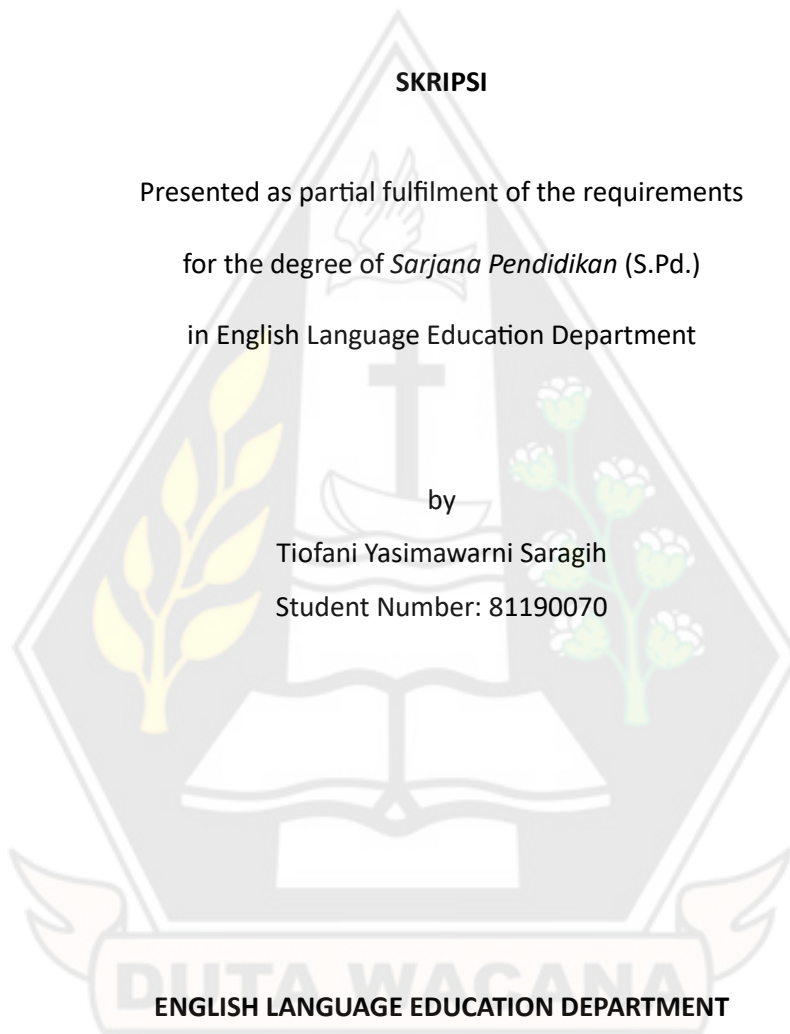
**THE CORRELATION BETWEEN INTEGRATIVE-INSTRUMENTAL
MOTIVATION AND SPEAKING PERFORMANCE OF NON-ENGLISH MAJOR
UNIVERSITY STUDENTS IN INDONESIA**

SKRIPSI

Presented as partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan* (S.Pd.)
in English Language Education Department

by

Tiofani Yasimawarni Saragih
Student Number: 81190070



ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND HUMANITIES

UNIVERSITAS KRISTEN DUTA WACANA

YOGYAKARTA

2023

APPROVAL PAGE

The *Skripsi* was written by

Name : Tiofani Yasimawarni Saragih

NIM : 81190070

Title : The Correlation between Instrumental-Integrative Motivation and Speaking Performance in Non-English Major University Students in Indonesia

has been approved for *Skripsi* Defense

Yogyakarta, 02 May 2023

Advisor,



Adaninggar Septi Subekti, M.Sc.

NIDN: 0504098902



DUTA WACANA

**THE CORRELATION BETWEEN INTEGRATIVE-INSTRUMENTAL
MOTIVATION AND SPEAKING PERFORMANCE OF NON-ENGLISH MAJOR
UNIVERSITY STUDENTS IN INDONESIA**

by
Tiofani Yasimawarni Saragih
81190070

Defended before the Board of Examiners
on May 31, 2023
and Declared Acceptable

Chairperson : Ignatius Tri Endarto, S.Pd., M.A.

Examiner 1 : Adaninggar Septi Subekti, S.Pd., M.Sc.

Examiner 2 : Dr. Fransisca Endang Lestariningsih, S.Pd., M.Hum.



Yogyakarta, June 12, 2023

The Head of the English Language Education Department



Lemmuella Alvita Kurniawati. S.Pd., M.Hum.

NIDN: 0503118203

STATEMENT OF ORIGINALITY

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

Yogyakarta, 02 Mei 2023

Author



Tiofani Yasimawarni Saragih

81190070

DUTA WACANA

ACKNOWLEDGMENT

First and foremost, I would like to express my gratitude to God Almighty for giving me guidance from the beginning of my academic life until I could accomplish my *Skripsi*.

I am extremely grateful to my advisor Ms. Adaninggar Septi Subekti, M.Sc., for her invaluable feedback, patient guidance, and useful critiques for my *Skripsi* during consultation. It was very helpful by giving me a target on my *Skripsi*. I do really appreciate it.

My deepest appreciation to English Language Education Department (ELED) lectures, staff for endless support on my college life at Universitas Kristen Duta Wacana. Thank you for allowing me to be a student in this department.

There must be extraordinary thanks to my family: “*Mamak*” and “*Bapak*” who became my official financial sponsor. After this, there will be no monthly pocket. Thank you for your endless encouragement and love. Further, I would like to thank “*Oppung Boru*” my grandmother, who is one of the reasons why I must finish my *Skripsi* as soon as possible. I also want to thank my little sister Indah, who gave me support as well.

Further, I am grateful to have ELED batch 2019 friends especially Nita, Sarah, Rama, Lusi, Erlita, and Rita that became my discussion partners during my college tracks. Thank you for making memories as colleagues and having a great time in Yogyakarta.

Last but not least, I am grateful for having all my friends in Yogyakarta Dea, Kak Cindy, Kak Rika, Kak Nadya, Bang Benni, Bang Kokong, Bang Uwak, Bang Boy, Evan, Bang Dimas, and Kak Livia. Thank you for giving me support during my stay in Yogyakarta and I could finish this *Skripsi*. A warm thanks to Bryant as well, for accompanying me when I felt pressure while working on my *Skripsi*. Further, a special thanks to myself who already survived among many challenges. After passing this line, let’s earn a lot of money.

TABLE OF CONTENT

FRONT COVER	i
INNER COVER	ii
APPROVAL PAGE	iii
DEFENSE APPROVAL PAGE.....	iv
STATEMENT OF ORIGINALITY.....	v
ACKNOWLEDGMENT.....	vi
TABLE OF CONTENT	vii
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
ABSTRACT	xi
INTISARI.....	xii
CHAPTER I INTRODUCTION	1
A. Research Background.....	1
B. Research Questions.....	3
C. Research Objectives	3
D. Research Benefits.....	3
1. For teachers	3
2. For students	4
3. For researchers	4
CHAPTER II LITERATURE REVIEW	5
A. Motivation in L2 Learning	5
B. Integrative Motivation in L2 Learning.....	6
C. Instrumental Motivation in L2 Learning	7
D. Motivation and Speaking Performance	9
CHAPTER III METHODS.....	11
A. Research Design	11
B. Research Participants.....	12
C. Research Instruments	13

D.	Data Collection and Data Analysis	13
E.	Ethical Considerations.....	14
F.	Sequence of Data Collection and Analysis	14
CHAPTER IV	FINDING AND DISCUSSION	16
A.	Research Question 1: To what extent was non-English department students' integrative motivation in English Speaking class?	16
B.	Research Question 2: To what extent was non-English department students' instrumental motivation in English Speaking class?	22
C.	Research Question 3: What was the correlation between students' integrative motivation and their achievement in Speaking class?	28
D.	Research Question 4: What was the correlation between students' instrumental motivation and their achievement in Speaking class?	29
CHAPTER V	CONCLUSION.....	31
A.	Summary	31
B.	Implication and Contributions	31
C.	Limitation	32
D.	Future Studies	32
REFERENCES	34
APPENDICES	42
Appendix 1.	Paper-Based Consent Form (Indonesia Version)	42
Appendix 2.	Paper-Based Consent Form (English Version)	43
Appendix 3.	Questionnaire Items (Indonesia Version)	44
Appendix 4.	Questionnaire items (English Version)	47

LIST OF TABLES

Table 1. Participants' Majors.....	12
Table 2. Motivation to learn the cultures of English native speaker.....	16
Table 3. Motivation to be involved in English native speaker community.....	19
Table 4. Motivation to make friends with English native speakers.....	21
Table 5. Learning English for academic success.....	23
Table 6. Learning English for future careers.....	24
Table 7. Learning English for respect, vacation, and self-improvement.....	26
Table 8. Correlation between integrative motivation and achievement.....	28
Table 9. Correlation between instrumental motivation and achievement.....	29



LIST OF FIGURES

Figure 1. Data Collection and Quantitative Data Analysis Sequence 15



ABSTRACT

Saragih, T. Y. (2023). *The correlation between integrative-instrumental motivation and speaking performance of non-English major university students in Indonesia* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia

Motivation was considered as a key of success in language learning. However, there were previous studies that found motivation had almost no correlation with L2 achievement. This study aimed to investigate to what extent non-English students in integrative-instrumental motivation and to discover the correlation between students integrative-instrumental motivation and speaking performance. The study involved 188 non-English major students took General English (GE) class in a university in Indonesia. The study implemented quantitative data collection through distributing questionnaire. The findings of questionnaire show that the students had high levels of integrative-instrumental motivation to learn English. Furthermore, the correlational result showed non-significant very weak negative relationship between integrative-instrumental motivation and speaking achievement which indicated that students' integrative-instrumental motivation had almost no relationship with achievement. The result of this study suggests for future studies that teachers may provide students with monitoring the learning process to achieve actual achievement in class.

Keywords: integrative, instrumental, speaking performance.

INTISARI

Saragih, T. Y. (2023). *The correlation between integrative-instrumental motivation and speaking performance of non-English major university students in Indonesia* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia

Motivasi dianggap sebagai kunci keberhasilan dalam pembelajaran Bahasa. Namun, ada penelitian sebelumnya yang menemukan bahwa motivasi hampir tidak memiliki korelasi dengan pencapaian L2. Penelitian ini bertujuan untuk menyelidiki sejauh mana siswa non-Bahasa Inggris dalam motivasi integratif-instrumental dan untuk menemukan korelasi antara motivasi integratif-instrumental siswa dan kinerja berbicara. Studi ini melibatkan 188 mahasiswa jurusan non-bahasa Inggris yang mengambil mata kuliah General English (GE) di salah satu universitas di Indonesia. Penelitian ini menerapkan pengumpulan data kuantitatif melalui penyebaran kuesioner. Temuan kuesioner yang ditemukan menunjukkan bahwa siswa memiliki tingkat motivasi integratif-instrumental yang tinggi untuk belajar bahasa Inggris. Selain itu, hasil korelasional menunjukkan hubungan negative yang sangat lemah dan tidak signifikan antara motivasi integratif-instrumental dan prestasi berbicara yang menunjukkan bahwa motivasi integratif-instrumental siswa hampir tidak memiliki hubungan. Hasil penelitian ini menyarankan untuk penelitian selanjutnya agar guru dapat mengamati proses pembelajaran siswa untuk mencapai prestasi yang sebenarnya di kelas.

Kata Kunci: *Integrative, instrumental, performa berbicara*

CHAPTER I

INTRODUCTION

This section consists of four parts, namely research background, research questions, research objectives, and research benefits.

A. Research Background

Motivation is considered as a key of success in language learning. Dörnyei (1998) mentioned that motivation plays as a vital role that affects the rate of success in learning SL2 (second language). He also mentioned motivation as a vital role that affects the rate of success in learning SL2 (second language). He mentioned that, even someone with extraordinary abilities cannot achieve the goals without adequate motivation. The function of motivation is engaged the learners to get desire to achieve a set of successful goals in learning the foreign language. It is the energy to push them to take certain actions to gain something (Wisnuwardhani, 2022). Menggo (2018) stated as well that desire, emotion, encouragement, needs, and purpose are the inner source to be motivated in particular action.

The researchers that make distinction of two motivations are Gardner and Lambert (1959) (Soozandehfar, 2010). They are instrumental and integrative motivations. According to Zareian and Jodaei (2015) learners who struggle to be a part of the language community and interact with English native speaker known as integrative motivation. Soozandehfar (2010) stated that speaking a target language is a desirable among people because knowing the language is expected to speak with English native speaker community. Learners who desire to achieve particular goals is called instrumental motivation (Zareian & Jodaei, 2015) . Moreover, learners want learning English was for achieving some aims such as; gaining into university and future careers (Amoah & Yeboah, 2021). Dörnyei (1998) also wrote key factors in learning including English speaking is motivation. Therefore, courage in speaking is derived by motivation to achieve learners' best performance (Widayanti et al., 2019). Interestingly, as Dörnyei (1998) stated that motivation was a predictor of language learning success. However, there are some studies found that motivation almost not

correlate with their achievement (Subekti, 2018; Widayanti et al., 2019). Therefore, investigating this correlation study is worthwhile to do the research again.

Motivation in English as second/foreign language (L2) speaking context is a popular topic and it has been investigated in various learning contexts (e.g Al-Ta'ani, 2018 in Dubai; Amoah & Yeboah, in China 2021; Coskun, in Albania 2014; Hong & Ganapathy, 2017; Samad et al., 2012 in Malaysia). Furthermore, specific in the Indonesian context, several studies in motivation and speaking performance were conducted in vocational high school (Ratnawati et al., 2019), in senior high school (Ihsan, 2016; Menggo, 2018), in English department (Astuti, 2019; Ritonga et al., 2020; Widayanti et al., 2019). Specific in instrumental and integrative context, several studies involving English-major had been conducted (Aspuri et al., 2019; Kholid & Supriyadi, 2019; Noviana & Ayu, 2022; Siahaan et al., 2022; Susanto, 2020). Further, studies involving high school context also conducted as well (Muslim et al., 2020; Wisnuwardhani, 2022; Yulia, 2013). Seen from these, Indonesian non-English department students specific in correlation instrumental and integrative motivation in speaking performance is still rare in Indonesia context. Further, almost non-English major students learn English because it is a core requirement at universities (Al-Ta'ani, 2018; Warden & Lin, 2000). -Students at university that learn English as international language expected being proficient in communicating with foreign and qualifications for career demands (Singh et al., 2021). For these reasons, non-English major in correlation study specific integrative-instrumental motivation was rare Indonesia and non- English major required to study English. Therefore, involving non-English major is important to be explored especially in Indonesia context.

In conducting the study, this study uses quantitative method. Several previous studies in overseas had been conducted a quantitative method (Al-Oliemat, 2019; Azar & Tanggaraju, 2020; Jauregi et al., 2012; Ritonga et al., 2020). Specific in Indonesia context, some studies also conducted a quantitative (Muktianingsih et al., 2021; Noviana & Ayu, 2022; Sukri et al., 2021; Syafrizal, 2019). Considering the popularity of the data calculation using quantitative data, this present study used a survey to collect data. Furthermore, the finding of the present study was generalized

to get wider population. Other than that quantitative examines the relationship among variables in numbers where can be generalized (Creswell, 2009).

B. Research Questions

This research has four concerns regarding to correlation between instrumental – integrative motivation and speaking performance. Therefore, these are the research questions:

1. To what extent was non-English department students' integrative motivation in English Speaking class?
2. To what extent was non-English department students' instrumental motivation in English Speaking class?
3. What was the correlation between students' integrative motivation and their achievement in Speaking class?
4. What was the correlation between students' instrumental motivation and their achievement in Speaking class?

C. Research Objectives

In order to conduct this research, the present study is expected to find:

1. The non-English students' integrative motivation in English speaking class.
2. The non-English students' instrumental motivation in English speaking class.
3. The correlation between students' integrative motivation and their achievement in speaking class.
4. The correlation between students' instrumental motivation and their achievement in speaking class.

D. Research Benefits

There are three benefits of doing this study research:

1. For teachers

This study helps teachers to know students' motivation to learn English. Therefore, teachers can design classroom activities based on students' motivation to provide them in their interest in English learning. Another benefit, teacher can

be aware that students with high motivation did not determine good achievement.

2. For students

This study helps students to get knowing deeply their motivation in learning English. This benefits them to find their purpose to learn English and aware of their next pace for their English learning. They will be aware whether they learn English for career requirements, participate in English community or both.

3. For researchers

This study can be references for other researchers who will conduct motivation especially in instrumental - integrative motivation and speaking context. Moreover, this study found that motivation did not correlate with achievement which is interesting and can be a reference to motivation studies in Indonesia.



CHAPTER V

CONCLUSION

This chapter consists of summary, implication and contribution, limitation, and further studies.

A. Summary

This study was to investigate the extent of students' integrative and instrumental motivation, and the correlation between students' integrative and instrumental motivation and speaking performance. Regarding students' integrative, this study found that participants had high level of integrative motivation. Related to students' instrumental result, it was found that participants had high level of instrumental motivation. Furthermore, the present study also discovered the correlation between integrative motivation and speaking performance. It had been found that there was very negative weak relationship which indicated there was no correlation between Integrative motivation with L2 achievement, $r(186) = -.054, p > .05$. Further, this study found correlation between students' instrumental motivation and L2 achievement was very weak negative correlation indicating almost no relationship as well, $r(186) = -.056, p > .05$.

B. Implication and Contributions

Regarding the findings, this study has implications. First, related to students' motivation, either integrative or instrumental, it obtained high level of motivation. Interestingly, students' motivation did not correlate with L2 achievement. This study may help teachers to be aware that the students with high motivation did not determine L2 achievements. Therefore, the teachers may help students through monitoring their learning process to reach an actual achievement. For instance, giving feedback on their assignments so they can have better performance, providing students with peer evaluation, or having interviews with students about their academic challenges. Third, the relevancy of GE class can be increased related to students needs so they have willingness to learn English. Thus, they may feel English is necessary for their individual requirements.

This study also contributed to other studies in the L2 motivation context. Even though studies had been conducted in Indonesia that investigated in integrative-instrumental

motivation in non-English majors, this present study involved more participants that allowed generalization. Regarding the result of correlation, this study found motivation and achievement did not have a relationship. Therefore, it may be a reference in motivational studies in the future in Indonesia or in regional context such as in southeast Asia and Europe. Furthermore, most of the correlation studies between motivation and L2 achievement examined motivation in general which is not specific. This study provided information about integrative-instrumental motivation and L2 achievement.

C. Limitation

Beside the implications and contributions, this study has limitations. First, this study used a quantitative method only through distributing questionnaire items in general English class in a university in Indonesia. The result was based on the participants' response, so it was just general data and a lack of details. Second, this study involved non-English major in a university in Indonesia which cannot represent all non-English major university students in Indonesia. Thirdly, the questionnaire was general motivation, which was not a specific English skill-related motivation questionnaire item. Lastly, the questionnaire items in this study were not English skill related which is the items were just general questionnaire. Due to correlation result, the six teachers' subjectivity in scoring the presentation in class may contribute which as well can affect students speaking performance. Furthermore, teachers' activities in class may not appropriate to students' learning style and questionnaire was not filled seriously by students.

D. Future Studies

Based on the findings and limitations, there are several recommendations. Firstly, regarding questionnaire motivation might be connected to the English skill related in both integrative and instrumental items. Therefore, other researchers may create validated questionnaire related to motivation specifically in English skills. Secondly, based on the findings of correlation integrative-instrumental motivation and speaking achievement, future studies might conduct in other English skills context such as writing, listening, reading or involved all the skills achievement. Furthermore, this research only spread for students in a university in Indonesia, it would be better if future studies can distribute to many universities in Indonesia. Forth, by having participants from different universities

research findings can provide accurate answers. Moreover, other researchers could conduct a study involving students with the same characteristics of GE classes. Lastly, regarding motivation and L2 achievement did not correlate, future studies may give more suggestions on teachers due to students having high motivation but do not have actual achievement.



REFERENCES

- Abir, M. S. U. H. K. (2022). Integrative or instrumental motivation that works closely during the adolescence days of female English language learners of different Bangladesh universities. *The Journal of English Language Teaching Literature and Applied Linguistics*, 4(2), 89–97.
- Al-Oliemat, D. A. (2019). Motivation and attitudes towards learning English among Saudi female English majors at Dammam University. *International Journal of Language & Literature*, 7(1), 121–137. <https://doi.org/10.15640/ijll.v7n1a15>
- Al-Ta'ani, M. H. (2018). Integrative and instrumental motivations for learning English as a university requirement among undergraduate students at Al-Jazeera university/Dubai. *International Journal of Learning and Development*, 8(4), 89–105. <https://doi.org/10.5296/ijld.v8i4.13940>
- Aljuaid, H. (2021). Students' motivation to learn English as a foreign language in the context of Saudi Arabian learners. *Arab World English Journal*, 12(3), 242–256. <https://doi.org/10.24093/awej/vol12no3.17>
- Amoah, S., & Yeboah, J. (2021). The speaking difficulties of Chinese EFL learners and their motivation towards speaking the English language. *Journal of Language and Linguistic Studies*, 17(1), 56–69. <https://doi.org/10.52462/jlls.4>
- Ariyanti. (2016). Psychological factors affecting EFL students' speaking performance. *ASIAN TEFL Journal of Language Teaching and Applied Linguistics*, 1(1), 77–88. <https://doi.org/10.21462/asiantefl.v1i1.14>
- Aspuri, N., Samad, I. A., Fitriani, S. S., & Abdul Samad, N. M. (2019). The role of instrumental motivation among efl students in language learning process. *Journal of English Education*, 4(1), 48–53. <https://doi.org/10.31327/jee.v4i1.892>
- Astuti, Y. (2019). EFL students' achievement motivation and their speaking performance. *ISSN*, 2(2), 64–74.
- Azar, A. S., & Tanggaraju, D. (2020). Motivation in second language acquisition among learners in Malaysia. *Studies in English Language and Education*, 7(2), 323–333. <https://doi.org/10.24815/siele.v7i2.16506>
- Chung, I. F. (2013). Crammed to learn English: What are learners' motivation and approach? *Asia-Pacific Education Researcher*, 22(4), 585–592.

<https://doi.org/10.1007/s40299-013-0061-5>

- Clément, R., Dörnyei, Z., & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language Learning, 44*(3), 417–448. <https://doi.org/10.1111/j.1467-1770.1994.tb01113.x>
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). Routledge.
- Coskun, L. (2014). Investigating the essential factors on students motivation through comparing boys and girls in terms of instrumental & integrative motivation in EFL classrooms. *Journal of Educational and Social Research, 4*(2), 150–156. <https://doi.org/10.5901/jesr.2014.v4n2p150>
- Creswell, J. . (2009). *Research design qualitative, quantitative, and mix methods approaches*. SAGE.
- Dörnyei, Z. (1990). *Conceptualizing motivation in foreign language learning. 40*(1), 45–78.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching, 31*(3), 117–135. <https://doi.org/10.1017/S026144480001315X>
- Fatimah, W. O., Sale, F., & Sapan, Y. T. (2019). The correlation between students' motivation and their speaking achievement at English department of Halu Oleo university. *Journal of Teaching English, 3*(2), 249–259. <https://doi.org/10.36709/jte.v4i4.13972>
- Fleming, J., & Zegwaard, K. E. (2018). Methodologies, methods and ethical considerations for conducting research in work-integrated learning. *International Journal of Work-Integrated Learning, 19*(3), 205–213.
- Gardner, R. C. (2004). Attitude motivation test battery : International AMTB research project. *The University of Western Ontario*, <http://publish.uwo.ca/~gardner/docs/englishamtb.pdf>.
- Gardner, R. C. (2012). Integrative motivation and global language English acquisition in Poland. *Studies in Second Language Learning and Teaching, 2*(2), 215–226. <http://www.sllt.amu.edu.pl>
- Gholami, R., Allahyar, N., & Galea, S. . (2015). *Motivation in second language acquisition: A state of the art article. 5*(2), 295–308.
- Hamad, M. M. (2013). Factors negatively affect speaking skills at Saudi colleges for girls in the south. *English Language Teaching, 6*(12), 87–97.

<https://doi.org/10.5539/elt.v6n12p87>

- Hanyeq, S., Suhatmady, B., & Syamdianita. (2018). Students' instrumental and integrative motivation in learning English. *The 65th TEFLIN International Conference*, 65(1), 102–107.
- Hernandez, T. (2006). Integrative motivation as a predictor of success in the intermediate foreign language classroom. *Foreign Language Annals*, 39(4), 605–617. <https://doi.org/10.1111/j.1944-9720.2006.tb02279.x>
- Hernández, T. A. (2010). The relationship among motivation, interaction, and the development of second language oral proficiency in a study-abroad context. *Modern Language Journal*, 94(4), 600–617. <https://doi.org/10.1111/j.1540-4781.2010.01053.x>
- Hong, Y. C., & Ganapathy, M. (2017). To investigate ESL students' instrumental and integrative motivation towards English language learning in a Chinese school in Penang: cases study. *English Language Teaching*, 10(9), 17–35. <https://doi.org/10.5539/elt.v10n9p17>
- Ihsan, M. D. (2016). Students' motivation in speaking English. *JEES (Journal of English Educators Society)*, 1(1), 31–48. <https://doi.org/10.21070/jees.v1i1.147>
- Jauregi, K., de Graaff, R., van den Bergh, H., & Kriz, M. (2012). Native/non-native speaker interactions through video-web communication: A clue for enhancing motivation? *Computer Assisted Language Learning*, 25(1), 1–19. <https://doi.org/10.1080/09588221.2011.582587>
- Kholid, I., & Supriyadi, S. (2019). Students instrumental motivation: An investigating toward English learning of students in islamic higher education. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 4(1), 51–62. <https://doi.org/10.24042/tadris.v4i1.3752>
- Khorsheed, R. (2021). Youth culture and efl students' development of integrative motivation. *Theory and Practice in Language Studies*, 11(4), 377–389. <https://doi.org/10.17507/tpls.1104.07>
- Kitjaroonchai, N., & Kitjaroonchai, T. (2012). Motivation toward English learning of Thai students majoring in English at Asian Pacific international university. *Catalyst*, 7(1), 21–38.
- Kivunja, C., & Kuyini, A. B. (2017). Understanding and applying research paradigms in

- educational contexts. *International Journal of Higher Education*, 6(5), 26–41. <https://doi.org/10.5430/ijhe.v6n5p26>
- Li, P., & Pan, G. (2009). The relationship between motivation and achievement-a survey of the study motivation of English majors in Qingdao agricultural university. *English Language Teaching*, 2(1), 123–128. <https://doi.org/10.5539/elt.v2n1p123>
- Ma, X., Wannaruk, A., & Lei, Z. (2019). Exploring the relationship between learning motivation and L2 wtc in an EFL classroom among Thai EFL learners. *English Language Teaching*, 12(7), 33. <https://doi.org/10.5539/elt.v12n7p33>
- Mahendra, M. S., Dewi, N. L. P. E. S., & Utami, I. A. M. I. (2022). Analysis of efl learners' integrative and instrumental motivation factor at English language education undiksha. *The Art of Teaching English as a Foreign Language*, 1(2), 55–60. <https://doi.org/10.36663/tatefl.v1i2.83>
- Menggo, S. (2018). English learning motivation and speaking ability. *Journal of Psychology and Instructions*, 2(2), 71–76. <https://doi.org/10.23887/jpai.v2i2.15979>
- Moskovsky, C., Assulaimani, T., Racheva, S., & Harkins, J. (2016). The L2 motivational self system and L2 achievement: A study of Saudi EFL learners. *Modern Language Journal*, 100(3), 641–654. <https://doi.org/10.1111/modl.12340>
- Muktianingsih, R. L., Azhar, F., Training, T., Faculty, E., & Riau, U. (2021). *An analysis of the instrumental and integrative motivation of the first year students of English study program fkip universitas Riau in the learning of English*. 8(1), 1–14.
- Muslim, A. B., Hamied, F. A., & Sukyadi, D. (2020). Integrative and instrumental but low investment: The English learning motivation of Indonesian senior high school students. *Indonesian Journal of Applied Linguistics*, 9(3), 493–507. <https://doi.org/10.17509/ijal.v9i3.23199>
- Nailufar, Y. (2018). Analysis of motivations to study English and Arabic. *English Education Journal*, 9(2), 328–345.
- Newman, E., & Kaloiupek, D. (2009). Overview of research addressing ethical dimensions of participation in traumatic stress studies: Autonomy and beneficence. *Journal of Traumatic Stress*, 22(6), 595–602. <https://doi.org/10.1002/jts>
- Noels, K. A., Clément, R., & Pelletier, L. G. (2001). Intrinsic, extrinsic, and integrative orientations of French Canadian learners of English. *Canadian Modern Language Review*, 57(3), 424–440. <https://doi.org/10.3138/cmlr.57.3.424>

- Noviana, N., & Ayu, M. (2022). An investigating EFL learners' instrumental motivation in learning English. *Journal of Research on Language Education*, 3(2), 49. <https://doi.org/10.33365/jorle.v3i2.2149>
- Oroujlou, N., & Vahedi, M. (2011). Motivation, attitude, and language learning. *Procedia - Social and Behavioral Sciences*, 29, 994–1000. <https://doi.org/10.1016/j.sbspro.2011.11.333>
- Putri, I. G. A. V. W., & Winarta, I. B. G. N. (2021). Instrumental motivation of English online learning during pandemic Covid-19. *Yavana Bhasha : Journal of English Language Education*, 4(1), 23. <https://doi.org/10.25078/yb.v4i1.2208>
- Rahadiano, P., Huda, M. C., & Hadaad, M. Al. (2022). Students' instrumental and integrative motivation in learning English as a foreign language in Indonesia. *Lingua-LiterA: Journal of English Language Teaching Learning and Literature*, 5(1), 1–11. <https://doi.org/10.55933/lng.v5i1.252>
- Rahardjo, A., & Pertiwi, S. (2020). Learning motivation and students' achievement in learning English: A case study at secondary school students in the covid-19 pandemic situation. *JELITA: Journal of English Language Teaching and Literature*, 1(2), 56–64.
- Rahman, M. A. R. M., Jalaluddin, I., Kasim, Z. M., & Darmi, R. (2021). Aliya madrasah students' motivation for learning English in Bangladesh. *Journal of Language and Linguistic Studies*, 17(1), 70–84. <https://doi.org/10.52462/jlls.5>
- Rahman, M. S. (2016). The advantages and disadvantages of using qualitative and quantitative approaches and methods in language "testing and assessment" research: A literature review. *Journal of Education and Learning*, 6(1), 102. <https://doi.org/10.5539/jel.v6n1p102>
- Ratnawati, Sumirna, & Isma, H. N. (2019). A study on the correlation between motivation and students' speaking performance at an Indonesian vocational high school context. *ELT Worldwide: Journal of English Language Teaching*, 6(2), 170–180. <https://doi.org/10.26858/eltww.v6i2.13336>
- Ritonga, S. N. A., Nasmilah, N., & Rahman, F. (2020). The effect of motivation and anxiety on students' speaking performance: A study at Dayanu Ikhsanuddin university. *ELS Journal on Interdisciplinary Studies in Humanities*, 3(2), 198–213. <https://doi.org/10.34050/els-jish.v3i2.10263>
- Samad, A. A., Etemadzadeh, A., & Far, H. R. (2012). Motivation and language proficiency:

- instrumental and integrative aspects. *Procedia - Social and Behavioral Sciences*, 66, 432–440. <https://doi.org/10.1016/j.sbspro.2012.11.287>
- Siahaan, A., Ardayati, A., & Ramasari, M. (2022). The importance of instrumental motivation among students in teaching English as foreign language (TEFL) process. *Education of English as a Foreign Language Journal*, 5(1), 1–12. <https://doi.org/10.21776/ub.educafl.2022.005.01.01>
- Singh, K. K. M., Fu, D. L. E., Chu, I. L. Y. K., Ngor, P. Y., Seng, C. Y., & Hamid, N. A. A. (2021). Motivational orientations of learning Japanese as a foreign language among undergraduates in a public university in Malaysia. *Asian Journal of University Education*, 17(3), 255. <https://doi.org/10.24191/ajue.v17i3.14525>
- Soozandehfar, S. M. A. (2010). Is oral performance affected by motivation? *Journal of Pan-Pacific Association of Applied Linguistics*, 14(2), 105–119. <http://search.proquest.com/docview/864941692?accountid=14548>
- Subekti, A. S. (2018). L2 Motivational self system and L2 achievement: A study of Indonesian EAP learners. *Indonesian Journal of Applied Linguistics*, 8(1), 57–67. <https://doi.org/10.17509/ijal.v8i1.11465>
- Sukri, N. A. P. S., Nasmilah, N., & Jubhari, R. R. (2021). The orientation in learning English: A Study of the Causal Factors of Students' Integrative and Instrumental Motivation. *ELS Journal on Interdisciplinary Studies in Humanities*, 4(4), 494–500. <https://doi.org/10.34050/elsjish.v4i4.19115>
- Susanto, A. T. (2020). Teacher candidates' reflection on instrumental motivation. *IS*, 1(47), 1–12. <https://doi.org/10.1016/j.jnc.2020.125798> <https://doi.org/10.1016/j.smr.2020.02.002> <http://www.ncbi.nlm.nih.gov/pubmed/810049> <http://doi.wiley.com/10.1002/anie.197505391> <http://www.sciencedirect.com/science/article/pii/B9780857090409500205> <http://www.sciencedirect.com/science/article/pii/B9780857090409500205>
- Syafrizal, U. M. (2019). The impact of integrative and instrumental motivation on foreign language learning among Indonesian learners. *LINGUA PEDAGOGIA (Journal of English Teaching Studies)*, 1(2), 1–12. <https://journal.uny.ac.id/index.php/lingua-pedagogia/article/view/18541/pdf>
- Token, M. K., & Imakulata, M. M. (2019). The effect of motivation and learning behaviour on student achievement. *South African Journal of Education*, 39(1), 1–8.

<https://doi.org/10.15700/saje.v39n1a1510>

- Torres, J. M., & Alieto, E. O. (2019). English learning motivation and self-efficacy of Filipino senior high school students. *Asian EFL Journal*, 22(1), 51–72.
- Warden, C. A., & Lin, H. J. (2000). Existence of integrative motivation in an Asian EFL setting. *Foreign Language Annals*, 33(5), 535–545. <https://doi.org/10.1111/j.1944-9720.2000.tb01997.x>
- Widayanti, A., Nafisah, D. A., Munawwaroh, A., Fadilah, N., & Islamiyah, M. (2019). The correlation between students' motivation and their speaking ability. *International Conference on English Language Teaching*, 43(4), 153–160. <https://doi.org/10.2991/assehr.k.200427.031>
- Williams, C. (2007). Research methods. *Journal of Business & Economic Research*, 5(3), 65–72. <https://doi.org/10.1017/9781108656184.003>
- Wisnuwardhani, S. I. (2022). Influence of instrumental motivation and integrative motivation on English learning outcomes. 2(1), 19–24.
- Yu, B. (2019). The predicting roles of approaches to learning, L2 learning motivation, L2 learning strategies and L2 proficiency for learning outcomes: a comparison between Mainland and Hong Kong Chinese students. *Educational Studies*, 45(4), 1–13. <https://doi.org/10.1080/03055698.2018.1509775>
- Yu, B., & Downing, K. (2012). Determinants of international students' adaptation: Examining effects of integrative motivation, instrumental motivation and second language proficiency. *Educational Studies*, 38(4), 457–471. <https://doi.org/10.1080/03055698.2011.643111>
- Yulia, Y. (2013). Teaching challenges in Indonesia: Motivating students and teachers' classroom language. *Indonesian Journal of Applied Linguistics*, 3(1), 1–16. <https://doi.org/10.17509/ijal.v3i1.186>
- Zareian, G., & Jodaei, H. (2015). Motivation in second language acquisition: A state of the art article. *International J. Soc. Sci. and Education*, 5(2), 295–308.
- Zhang, H., Dai, Y., & Wang, Y. (2020). Motivation and second foreign language proficiency: The mediating role of foreign language enjoyment. *Sustainability (Switzerland)*, 12(4), 1–13. <https://doi.org/10.3390/su12041302>
- Zhang, J. (2020). The construction of college English online learning community under ADDIE Model. *English Language Teaching*, 13(7), 46.

<https://doi.org/10.5539/elt.v13n7p46>

