CHAPTER II
THEORETICAL REVIEW

A. Motivation

1. Definition of Motivation

Motivation is a desire of individual to reach certain goals. However, the word of ‘motivation’ itself is rather difficult to define. It is easier and more useful to think in terms of the ‘motivated’ student: someone who is willing or even eager to get the goals in learning activities. The motivation also can be said as the reason to act in reaching a certain goal in academic life.

In foreign language learning context, motivation can be defined as the desire of students to learn a language to reach their goal as foreign language. According to Gardner (1985; 22) mentioned motivation is believed to learn foreign language, because it can be determined by basic predisposition and personality characteristics such as the learners’ attitudes toward foreign people in general, and the target group and language in partcultural.

In conclusion, based on the explanation above about motivation, it can be concluded that motivation could be enthusiastic, reasonable, or willing for doing something to reach certain goal. For foreign language learning context, motivation can be defined as an internal drive that can encourage students to study and achieve their goal in foreign language.
1. **Types of Motivation**

   People have many different reasons for studying a foreign language. According to Gardner and Lambert (2011; 8) there are mainly two types of learning motivation: Instrumental Motivation, i.e., learning the language as an instrument to achieve practical goals, and Integrative Motivation, i.e., desires to learn the language out of interest in or to identify with the target culture.

   a. **Instrumental Motivation**

   Instrumental motivation is related with a desire of the students to master English as an instrumental purpose, such as; to get a job, rewards, to know the western film, etc. It also refers to learn the language in order to accomplish some non-interpersonal purpose such as to pass as exam or advance a career. According to Dornyei (2001; 4) instrumental motivation is a desire for increasing occupational or business opportunities, enhancing prestige and power, accessing scientific and technical information, or just passing a course in school. For an example: a student of management administration just graduated from university and would like to find a job. He will find a job where the office will pay him very well and his economical situation will change enormously. However, there is one condition to be accepted on the job, the office has a requirement and one of the requirements is to be able to master the English language. In conclusion, after analyzing this example, this student will learn English because his willing is getting high payment
when he works. In this case, a student has instrumental motivation to
learn English because he wants a good job and a good economical
situation.

b. Integrative Motivation

Integrative motivation refers to a students’ desire to learn more
about the cultural community of target language or to assimilate to some
degree in the target community. Integrative motivation also refers to a
desire to increase the affiliation with the target community. According
Saville and Troike (2005; 2) integrative motivation is based on interest in
learning second language because of a desire to learn about or associate
with people who use it (e.g. romantic reasons), or because an intention to
participate or integrate in second language using speech community. This
form of motivation is known as integrative motivation. This motivation is
attached by the culture of the target language community. People who
have integrative motivation actually have a desire to know well about the
culture of target language community or want to live abroad, understand
foreign language culture, and visit many countries, etc. A tight merger to
the culture and social community of the target language are the main
purpose of this type of motivation.
B. The Importance of Motivation in Learning English

Learning and motivation have the same importance in order to achieve something. Learning makes people gain new knowledge and skills, and motivation pushes or encourage people to go through the learning process.

Motivation has an important role in success and failure in learning English. Spolsky (1990; 4) stated that motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the contrary, students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity.

C. The Study of Instrumental Motivation and Integrative Motivation

Gardner and Lambert have done pioneering work to explore the nature of motivation specific to language study for years ago. Gardner (2011; 4) highlights two different types of motivation: integrative motivation and instrumental motivation. Then, there are several researchers have conducted the study about instrumental motivation and integrative motivation.
1. Rahman (2005; 12)

Rahman conducted a study to scrutinize the socio-psychological orientation of Bangladeshi undergraduate students and their attitudes to learning English as a foreign language. The research was conducted to look at the influences of Bangladeshi linguistic reality on the socio-psychological motivational factors of learning English. Rahman hypothesized that Bangladeshi students were instrumentally motivated to learn English. The research question in the study is: *To what extent are the undergraduate students of Bangladesh instrumentally or integratively oriented towards English learning?*

Rahman chose 94 Bangladeshi students of the American International University by random to participate in the study. There were 56 males and 38 females students. A questionnaire was administrated to respond to items divided into two sections. The first one included statements reflecting how much English instruction the students received. The second section of the questionnaire comprised items examining the kinds of motivation and attitudes of the students toward English.

The result of his study is clearly indicated that the instrumental motivation was the key kind of motivation for the Bangladeshi undergraduate students to learn English as a foreign language.
2. Qashoa (2006; 15)

Qashoa investigated the two main kinds of motivation, integrative and instrumental, that stimulate students at the British University in Dubai to learn English and inspire them to get higher grades in English classes. Qashoa hypothesized that Emirati students in secondary school are instrumentally motivated to learn English. The study addressed these questions: what are the secondary students’ objectives for studying English? What kinds of motivation do the students have? (Is it integrative or instrumental?)

The participants Qashoa selected for his study were 100 students of the United Arab of Emirates. Students were asked to fill out a questionnaire demonstrating their integrative and instrumental motivation to learn English.

Qashoa attributed the students’ higher degree of instrumental motivation to several reasons. He found that 90% of the students were motivated to learn English to get a good job and subsequently a high salary. Also, pursuing a higher education either inside the country or abroad was an instrumental motive that greatly encouraged the students to learn English. The integrative motivation was also ascribed to the Emirati people as being friendly and sociable.
3. Vaezi (2009; 21)

Vaezy investigated the effects of integrative and instrumental motivation on achievement in English as a foreign language among Iranian undergraduate students whose major was not English. Vaezy had three research questions: *What is the Iranian college students’ goal for learning English? To what extent are the university students in Iran instrumentally or integratively oriented towards English Language Learning? Has the students’ motivation for learning English changed after entering university?*

Vaezy chose 79 students, the participants were selected from different departments on first semester students at Berjand University in Iran. Vaezy collected data through questionnaire that consist two parts of questions. First question was posed to elicit the students’ self measurement to students’ English proficiency and the second question was open-ended questions was posed to check students’ motivation. Vaezy stated that the result of Iranian students had positive orientations and attitudes towards English, and students were more instrumentally than integratively motivated to learn English. The result also showed that there was a significant difference between the mean score of two kinds of motivations.
D. Basic Assumption

Motivation is willing, desire, or an effort for doing something to reach certain goals. In the context of learning foreign language, motivation is the most powerful influences on language learning because motivation drives and energizes the students to learn well. With the motivation, student’s interest in learning will grow, which will ultimately strengthen his desire in learning process.

According to Gardner, there are two different types of motivation: Instrumental motivation, i.e., learning the language as an instrument to achieve practical goals. It is related to desire of the students to master English as an instrumental purposes such as to get a job, to pass exam, etc. Then integrative motivation i.e., desires to learn the language to identify the target culture. It is also refers to students’ desire to learn more about the cultural community of the target language or to assimilate to some degree in the target community and it also can increase the affiliation with the target community.

Motivation in learning English has an important role. The more motivated the students in learning English, the more proficient their English in learning foreign language. Motivation encourages the students to gain new knowledge or students’ skill.

Based on the previous research conducted on the topic of motivation and language learning, it can be hypothesized that almost all students are more instrumentally than integratively motivated to learn
English. It can be concluded that in this research, the students may also like to learn English for instrumental orientation.