



AN INVESTIGATING EFL LEARNERS' INSTRUMENTAL MOTIVATION IN LEARNING ENGLISH

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Abstract

Someone's readiness to take action to fulfill their goals is encouraged by motivation. The incentive under consideration in this study is for learning languages, particularly English. The purpose of this study is to examine the many types of instrumental motivation that support students' English-language acquisition. In conducting this study, the researcher used the Descriptive Qualitative Method. The data collecting technique used in this study was to conduct a survey using Google Form 'Questions (questionnaire) with the number of questions in the Google Form are six questionnaires with four answer choices (Strongly Agree, Agree, Disagree, Strongly Disagree). The subjects of the research are coming from the students of English Education major in Universitas Teknokrat Indonesia, especially students from PI18A class. The object of this research is students' perceptions about what kind of instrumental motivations motivate them and how high the motivation they have when learning English. The study's findings show that the majority of participants are highly motivated to learn English for its practical applications.

Keywords: EFL learners, instrumental motivation, learning English

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INTRODUCTION

English is the international language used to communicate with people from all around the world. This is in line with the opinion expressed by Pustaka & Wiedarti (2019), who stated that English is a language that acts as the language used by most countries in the world (international language) today. Uddiniyah & Silfia (2019) stated that today's billions of people speak English in the world. Every foreigner who visits from another country will use English as an intermediary language to communicate with other foreigners. Sinaga & Oktaviani, (2020) stated that as a worldwide language, English plays an important part in the world. No wonder almost all people around the world learn English, and Indonesia is no exception.

Almost all students or people in Indonesia learn English. However, in Indonesia itself, English still has a position as a foreign language, because the first language is the local language of origin, and the second language is Indonesian (which is used by all Indonesians to communicate with people from other regions in Indonesia). Is because the Indonesian state consists of various ethnic groups and languages, so it is not surprising that the first language of the Indonesian people is their regional language, Indonesian is the second language learned after their mother tongue (regional language), and English is the foreign language they learn. It is different from other countries, for example, Malaysia, where English has a position as their second language.

In addition, nowadays many aspects of life make English language skills one of the qualifications. Pustaka (2021) stated that to be globalized civilians, some people need English as an important skill. There are several kinds of skills in English. Anjayani and Suprpto (2016) explained that there are four skills in language learning: listening, speaking, reading, and writing. The most basic example of the importance of learning English is that English is made one of the compulsory subjects at various levels of education, from elementary school to university.

Another example is that many professions make English language skills one of the qualifications that must be possessed and fulfilled by prospective job applicants, such as flight attendants, tour guides, bankers, and many more. Those are the reasons why many people or students want to learn and master English skills. Because they have aspirations (such as the profession they dream of) and also the academic achievements they want to

achieve make students motivated to learn English. Because they have goals and also something they want to achieve, that motivation grows in each student.

Talking about motivation, what is exactly the meaning of motivation in language learning itself? Gardner (1985) defined motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity". Another researcher, Sepora and Sepideh (2012) stated that motivation is commonly thought of as an internal drive, impulse, feeling, or willingness that moves one to a specific action. From that explanation, we can see that motivation has a meaning as a will or spirit that is in humans to do something that they want to achieve. In language learning, motivation is divided into several types, one of them is instrumental motivation.

Ellis (1997) defined instrumental motivation as learners making efforts to learn an L2 for a functional reason, such as passing an exam, getting a better job, or getting a place at university. From this understanding, we can know that instrumental motivation is a form of motivation in language learning where students are motivated to learn because they have a goal to achieve what they want to achieve from the efforts they make. It may be compared, for instance, to students who are determined to study English assiduously to win the English-speaking competition, receive acceptable test results, and so on. In other words, instrumental motivation in learning English refers to a drive to do an action that will affect future behavior. (Aminatun, Ayu & Mulyah, 2021).

In order to acquire English as a foreign language, motivation is crucial. This supports the assertion made by Alizadeh (2016) that motivation is a crucial element of learning a second or foreign language and is acknowledged by all students, instructors, material creators, and researchers. As a result of this remark, learning a second or foreign language becomes significantly influenced by the learners' motivation since it determines how serious and open-minded they are about their studies. In addition, Dincer and Yesilyurt (2017) conclude that motivation is used to assess students' success or failure in learning a foreign language. This statement means that motivation can be a measure of the success or failure of learning a language (second language or foreign language) they are doing. If students do not have learning motivation or have low learning motivation, then they will also find it more difficult to master the language they are learning (Kiswardhani & Ayu, 2021). It can happen because of the lack of willingness and encouragement to find out something they do not understand. They will stay stuck and it will be very difficult to master the language they are learning.

From the explanation above, the question arises about what kinds of instrumental motivation are encouraging students in learning English. Furthermore, in this research, researchers will discuss what kinds of instrumental motivation are encouraging students, especially students from English Education majors in studying English through online surveys. That is the reason or the background that makes the researcher want to do research entitled "Investigating EFL learners' Instrumental Motivation in Learning English."

RESEARCH METHOD

In conducting this study, the researcher used the Descriptive Qualitative Method. The definition of the Descriptive Qualitative method itself is a broad inquiry method that uses unstructured data-collection methods, such as focus groups, observations, or documents. To gather data for this study, a survey utilizing Google Form Questions was carried out (questionnaire). This survey's purpose is to determine what students believe the EFL learners' instrumental motivations for studying English are. The study's participants are English Education major students at Universitas Teknokrat Indonesia, particularly those in the PI18A class. The PI18A students will contribute by providing their comments in answer to the questioners supplied via Google Form.

The reason why the researcher chose a sample of students from the English Education major is that the knowledge field they are studying is in line with the theme or topic of the research being carried out by the researcher. The research instruments that researchers used to obtain data in this research were in the form of close-ended questions. The number of questions in the Google Form is six questionnaires with four answer choices (Strongly Agree, Agree, Disagree, Strongly Disagree) that adopted from several journals, such as Carreira (2004), Husna & Murtini (2019), Subakthiasih & Putri (2020) and Takagi (2003). The object of this research is students' perception. This research is using perception questions as the instrument of data collecting. The questions in this survey discuss student perceptions about what are the EFL learners' instrumental motivation in learning English.

FINDINGS AND DISCUSSION

In carrying out this research, researchers used Google Forms to survey to find out what kinds of instrumental motivation are encouraging students in learning English. The researchers gathered the findings from the participants in the form of online texts after providing the Google Form link to the study's sampled

participants (answers in the Google Form). The study's findings indicated that the majority of participants are very motivated to learn English for practical purposes. The findings of the Google Form poll on the EFL learners' instrumental motivation for studying English are shown in table 1 as the following percentages.

Table 1. EFL Learners' Instrumental Motivation in Learning English

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
I have high motivation to learn English.	58,8 %	41,2 %	0%	0%
I learn English to get a high score in my studies.	41,2 %	47,1 %	11,8 %	0%
I studied English to continue my education to a higher level.	58,8%	41,2 %	0%	0%
Mastering English skills is very important for my future career.	76,5%	23,5%	0%	0%
I believe that English skills will be needed to get a better job.	64,7%	35,3 %	0%	0%
English skills that I have learned will be very necessary to support the profession that I will pursue in the future.	58,8%	41,2%	0%	0%

The first statement in the questionnaires which reads "I have high motivation to learn English" obtained a Strongly Agree response = 58.8%, Agree = 41.2%, Disagree = 0% and Strongly Disagree = 0% response. From these results, we can see that all participants who participated gave their responses to the six questionnaires had high motivation when learning English. It can be seen from the answers of the participants who mostly answered "Strongly Agree" and got a percentage of 58.8%, and also some participants chose the answer "Agree" with a percentage of 41.2%. Neither of them chose the answer "Disagree" or "Strongly Disagree."

Next is the result of the second questionnaire statement. The second questionnaire containing the statement "I learn English to get a high score in my studies" received a response Strongly Agree = 41.2%, Agree = 47.1%, Disagree = 11.8%, and Strongly Disagree = 0%. From these results, we can see that the participants who participated gave their responses to the six questionnaires, on average, had the motivation to learn English because their goal was to get high scores in their subject. It can be seen from the answers of the participants who mostly answered "Strongly Agree" and got a percentage of 41.2%, and also some participants chose the answer "Agree" with a percentage of 47.1%. However, some participants chose the Disagree answer with a percentage of 11.8%. It can be concluded that the majority of participants are motivated to learn English to get high scores in their current level of education. Because the sample in this study were people from among students in college, the motivation that existed in they had a goal to get the achievement at the level of higher education. One useful example of motivation is the desire to study English and achieve academic success since they are motivated to do so by the want to receive a good grade. Additionally, some students chose "Disagree" in response to the second statement. It can imply that they are studying English for other reasons, such as career advancement.

The results of the third questionnaire containing the statement "I studied English to continue my education to a higher level" obtained the following responses: Strongly Agree = 58.8%, Agree = 41.2%, Disagree = 0%, and Strongly Disagree = 0%. From the results of the statements in this questionnaire, we can see that the majority of participants are motivated to learn English to be able to continue their education to a higher level. None of the participants answered "Disagree" or "Strongly Disagree". The motivation that encouraged them to learn English, then, is to be able to continue their education (after successfully graduating and getting a bachelor's degree), to a higher level, such as continuing their education for a master's degree or possibly higher. This is because the sample in this study is students who are currently studying to get a bachelor's degree.

Then, the results of the fourth questionnaire statement containing the statement "Mastering English skills is very important for my future career" obtained the following responses: Strongly Agree = 76.5%, Agree = 23.5%, Disagree = 0%, and Strongly Disagree = 0%. From these results, we can see that the majority of participants consider mastering English skills very important for their future careers. They assume that their English skills can support their future careers. In other words, they said that mastering English skills, has an important role in welcoming the future careers they will build later. The desire to study English, for this reason, is crucial. This is consistent with Gardner's viewpoint (1985). He said that instrumental orientation refers to studying an L2 for logical goals, such as obtaining a better job or a greater wage.

The results of the fifth questionnaire statement containing the statement "I believe that English skills will be needed to get a better job" obtained the following responses: Strongly Agree = 64.7%, Agree = 35.3%, Disagree = 0%, and Strongly Disagree = 0%. From the results of the questionnaire, we can see that the majority of students believe that they will need English skills when looking for work or when they are already working in the future. As we have seen many around us professions require prospective job applicants to master English as one of the qualifications that must be met. Examples of professions that require English language skills as one of

the requirements that must be met are translators, employees who work in foreign companies, and many other examples.

The last or sixth questionnaire statement containing the statement "English skills that I have learned will be very necessary to support the profession that I will pursue in the future" received the following response: Strongly Agree = 58.8%, Agree = 41.2%, Disagree = 0% and Strongly Disagree = 0%. From the results of the questionnaire, we can assume that the participants' motivation to learn English is to be able to carry out their desired profession well in the future. In other words, the participants already have aspirations and goals about what they will become (what profession they want to be) when they finish their education at their current level. So, before they take up the profession that they will live in later, they equip themselves by learning English.

From the results of the questionnaires that have been described previously, we can see that the majority of participants have high instrumental motivation. Zhao (2012) conducted a study on the motivational styles of 124 Chinese ESL students and found that these pupils were more instrumentally motivated. If viewed from the overall results of this survey conducted using questionnaires in Google Form, the instrumental motivation in the participants has various objectives. These goals include obtaining satisfactory academic grades or achievements, continuing education to a higher level, and also to organize a career in the future (getting a better job).

Instrumental motivation certainly plays a big role in learning foreign languages, especially in learning English. According to (Hong & Ganapathy, 2017), instrumental motivation has a greater impact on students' English language learning. Instrumental motivation owned by students will encourage students to be more enthusiastic and motivated to learn English. They will be motivated to learn English because they have goals or ideals that they want to achieve.

CONCLUSION

Motivation is something that encourages someone's willingness to do something to achieve what they want. Efforts made by someone to learn a foreign language for certain purposes are known as Instrumental Motivation. In this study, the researcher invests in various Instrumental Motivations that students have when studying English. The results showed that the students had the high instrumental motivation and it had various goals, including getting satisfactory academic grades or achievements, continuing their education to a higher level, and also getting a better job in the future.

Then, the last is in conducting research, the researcher is aware that there are still many shortcomings in presenting information and data in this study. Therefore, it is hoped that researchers who will research the investigation of EFL learners' instrumental motivation in learning English in the future can address those deficiencies so that researchers who will analyze this topic in the future can present a better research result than previous research.

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