

ABSTRACT

Widayanti, IkaOktaviaNur. 2016. The Correlation between Instrumental and *Integrative Motivation on Students' English Achievement at Tenth Grade Students of SMA Negeri 1 SlahungPonorogo In Academic Year 2015/2016.* Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo. Advisor: AndiSusilo, M.Pd.

Keywords: motivation, instrumental, integrative, English achievement

Learning English as a second language is important because student can access information easily and take a part in global conversation in the world. Motivation is one of the affective factors that plays a crucial role as a predetermining factors which influence students' result in learning second language. Based on student's reason in learning second language, motivation is divided into two types: instrumental and integrative motivation. The objective of this research is to find out whether there is significant correlation of instrumental and integrative motivation on students' English achievement.

This research applied correlational design. The population was taken from 218 students of the tenth grade of SMA N 1 Slahung Ponorogo in academic year 2015/2016. Simple random sampling was applied as sampling technique. The number of the sample in this research was 32 students. The technique of data collection of this present research was questionnaire and documentation. The data were analyzed using product moment formula by using SPSS 16.00 for Windows.

After conducting the research, the researcher found the 32 students the average score of instrumental and integrative motivation was 23 students or 71.9% with score 60-82 included enough or moderate category. Besides, the English achievement score was 22 students or 68.8% with score 73-86 included enough or moderate category. The r_{xy} showed 0.838. Finally, with the degree of freedom was 30, it had been got the correlation result was 0.838 in which for standard significance 1% r_t was 0.449. It means that $r_{xy} > r_t$ or $0.838 > 0.449$. It could be concluded that H_a was accepted and H_0 was rejected.

In line with the findings above, it can be summed up that there was significant correlation of instrumental and integrative motivation on students' English achievement at the tenth grade students of SMA N 1 Slahung Ponorogo in academic year 2015/2016. It implies that instrumental and integrative motivation had high correlation on students' English achievement.

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning English plays important role nowadays because English is mother tongue of nearly 320 million people and another 200 million, people use it as second language.¹ It is important for students to learn English as a second or foreign language. This is because students can access information in English easily. Besides, as there are some school/university program of student's change, and many scholarships in the abroad that require students to have ability in the English both oral and written, the need of mastering English becomes more essential.

There are some factors that affect the result of learning English. These three factors are personality, age, and motivation.² Personality factors are related to cognitive and learning style. There are some characteristics of personality such as anxious, self-confident, shy, adventuresome, introverted, extroverted and other related factors. Successful students may display different types of characteristics such as self-confident, active, and independent. While characteristics of unsuccessful students are shy, nervous and afraid.

Furthermore, age is the factor that influences second language (L2) students. Commonly, children are more successful in learning L2 than adult,

¹M.F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools & Techniques*, (Jaipur: Sunrise Publishers & Distributors, 2008), 6.

²TengkuSeporaTengkuMahadi and SepidehMoghaddas as Jafari, "Motivation, Its Types, and Its Impacts in Language Learning," *International Journal of Business and Social Science*, 24 (December, 2012), 232.

because children have less of inhibition than adult. However, evidence is convinces that adults learn successfully because of some factors such as; adult have higher levels of pragmatics skills and knowledge of mother tongue (L1) that affects positively in L2 use.

Moreover, motivation is the factor that explains why some L2 students more successful than others. Some truly motivated students show three components such as, motivational intensity, desire to learn language and attitude toward the act of learning the language.³ Students' attitude toward the target language group will affect their success in learning that language. In the classroom setting, the characteristics of positive attitudes toward language learning, such as being more attentive in class, doing the exercise/task more serious and willing to achieve more (for example, make a question about the lesson).

Ellis states that motivation is the effort which learners put into learning an L2 as a result of their need or desire to learn it.⁴ Performance and presentation of a number of learners in the context of second or foreign language learning is improved and superior than others. The reason is that they are better motivated. Similarly, Ellis sees the incident of learning by means of motivation and believes that the learning process simply occurs when a person is motivated. Therefore,

³ZoltánDörnyei, *Attitudes, Orientations, and Motivations in Language Learning*, (USA: Blackwell Publishing, 2003), 72.

⁴SeporaTengkuMahadi and Moghaddas as Jafari, "Motivation, Its Types, and Its Impacts in Language Learning," *International Journal of Business and Social Science*, 233.

Cook claims that among three factors, motivation is the most significant one in second language acquisition.⁵

There are two kinds of motivation based on students' reason in learning language such as integrative and instrumental motivation. Integrative motivation is the desire to identify with and integrate into the target-language culture.⁶The example of integrative motivation such as, learning L2 will be able to look for friends more easily among English-speaking people and able to think and behave as the English do.

Contrasted with integrative, instrumental motivation is the wish to learn language for purposes of study or career promotion. Moreover, Finish the national exam and get a good job are the example of instrumental motivation. These motivations are used in learning language to achieve students' purpose.

Gardner describes that attitudes, orientations, anxiety and motivation, are the affective variables for predicting L2 achievement.⁷ Furthermore, instrumental and integrative motivation has an inherent advantage in terms of L2 achievement.⁸A it is believed that students who have high participation in class will get good achievement. Conversely, students who have less participation in class will get low achievement. Thus, motivation both instrumental and integrative is the important factors that affect students' English achievement.

⁵ Ibid.

⁶ Penny Ur, *A Course in Language Teaching*, (USA: Cambridge University Press, 1996), 275.

⁷ZoltánDörnyei, *Attitudes, Orientations, and Motivations in Language Learning*, (2003), 72.

⁸Saville-Troike, Muriel, *Introducing Second Language Acquisition*, (Cambridge: Cambridge University Press, 2006), 86.

From the background above, it is important to know the correlation between instrumental and integrative motivation on students' English achievement. This study is conducted under the title "The correlation between instrumental and integrative motivation on students' English achievement at tenth grade students of SMANegeri 1 SlahungPonorogo in academic year 2015/2016".

B. Limitation of the Problem

To avoid a far-ranging discussion, this research focuses on the correlation between instrumental and integrative motivation on students' English achievement at tenth grade students of SMA Negeri 1 SlahungPonorogo in academic year 2015/2016.

C. Statement of the Problem

Regarding the limitation of the study, this study promotes the problem formulated as follow.

"Is there any correlation between students' instrumental and integrative motivation on students' English achievement at tenth grade students of SMA Negeri 1 SlahungPonorogo in academic year 2015/2016?"

D. Objective of the Study

Regarding to the problem statement, the objective of the study is to know whether there is correlation between students' instrumental and integrative

motivation toward students' English achievement at tenth grade students of SMA Negeri 1 SlahungPonorogo in academic year 2015/2016.

E. Significance of the Study

This result of study is expected to be beneficial for teachers, students and future researchers as follows.

1. Teachers

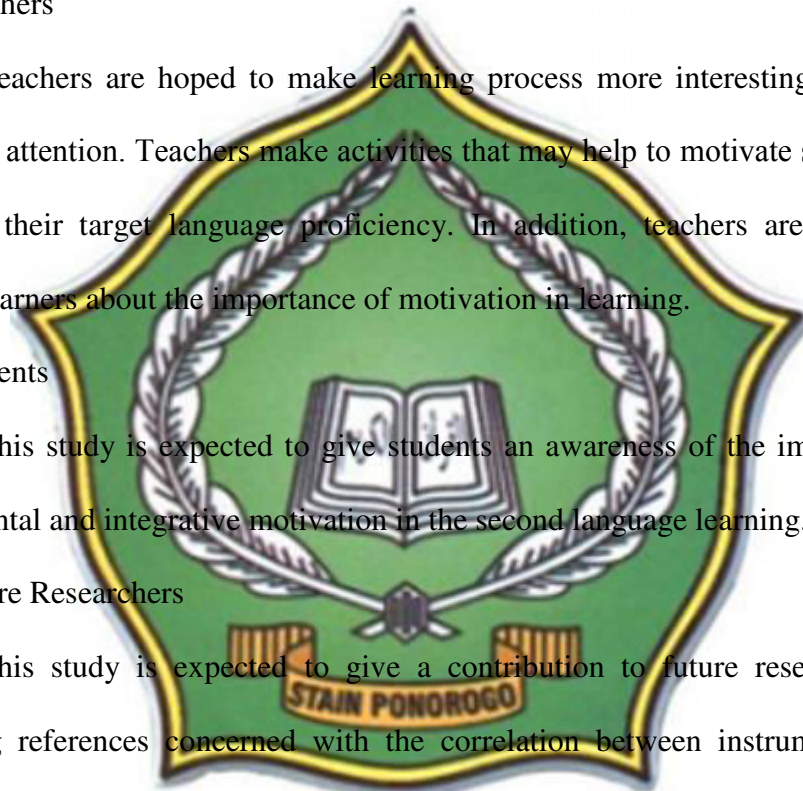
Teachers are hoped to make learning process more interesting that gain students' attention. Teachers make activities that may help to motivate students to improve their target language proficiency. In addition, teachers are hoped to inform learners about the importance of motivation in learning.

2. Students

This study is expected to give students an awareness of the important of instrumental and integrative motivation in the second language learning.

3. Future Researchers

This study is expected to give a contribution to future researchers in enriching references concerned with the correlation between instrumental and integrative motivation toward students' English achievement.



F. Organization of Thesis

This study is organized in order to make the reader easier to understand. The following shows the content covered in this research.

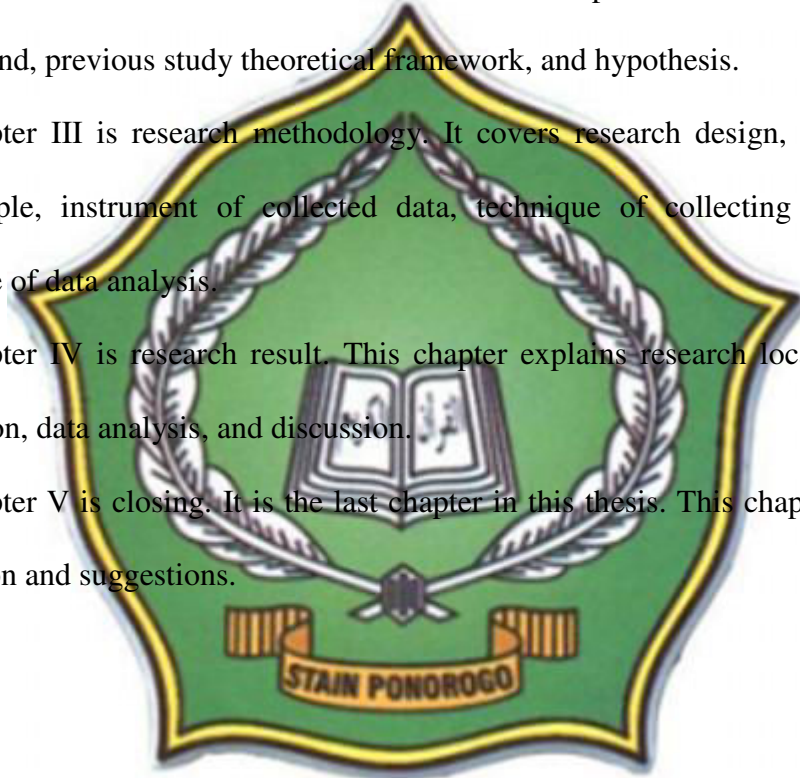
Chapter I is introduction. In this chapter, it explains about general background of the study, limitation of the problem, statement of the problem, objective of study, significance of the study and organization of thesis.

Chapter II is review of related literature. This chapter consists of theoretical background, previous study theoretical framework, and hypothesis.

Chapter III is research methodology. It covers research design, population and sample, instrument of collected data, technique of collecting data, and technique of data analysis.

Chapter IV is research result. This chapter explains research location, data description, data analysis, and discussion.

Chapter V is closing. It is the last chapter in this thesis. This chapter consist conclusion and suggestions.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

In this chapter, the researcher presents review of literature which is used in this study. The reviews of literature have a purpose to give information that concerned with the research problem, including teaching English as a second/foreign language, English achievement, and motivation in language learning.

1. Teaching English as a second/ foreign language

Teaching English as a foreign language (TEFL) refers to teaching the English language to the students with some other first language. TEFL can occur in the students' own country, either in school or privately. Other acronyms for TEFL are TESL (teaching English as a second language), TESOL (teaching English as a second or other language), and ESL (English as a second language).

Teaching English as a second language is not an easy task. There are basic principles common to all good language teaching such as pedagogy, sociology and psychology. Pedagogy is concerned with classroom management, lesson plan, teaching strategies and daily trick that separate a professional teacher from the amateur. Furthermore, sociology is helps teachers to establish one place and role of language as a manifestation of human behavior. Then, psychology is about memory span, motivation and cognitive development.

Moreover, the importance of motivation is a consideration of the students in learning English as a second language. Motivation can be defined as students' desire and need to learn.⁹ Furthermore, motivation is the driving force that makes students work hard and pay attention.

Besides, students must master the element of language in order to be able to use language to convey their thought, feeling and information. There are some elements such as sounds, structure and pronunciation. Then there are various skills that involved in English: listening and reading (receptive skills), and speaking and writing (productive skills).

2. English Achievement

a. Definition of Achievement

Achievement refers to the result of an activity that has been done. It will never be produced if someone does not do the learning activities.¹⁰ Students' achievement means grades average obtained from the course in the first year of their study. Commonly, learning achievement is about how success the students can master the materials of the learning object. Chien stated that "learning achievement is the acquisition of knowledge or skills that are developed by subject matter, usually indicated by test scores or numerical value is assigned by teachers".¹¹

⁹ John Haycraft, *An Introduction to English Language Teaching*, (England: Longman, 1978), 6

¹⁰ Joyce McLeod, *The Key Element of Classroom Management*, (USA: ASDC Publication, 2003), 15

¹¹ Hsiang-Yung Feng, Jin-Jun Fan, Hui-Zhen Yang, *The Relationship of Learning Motivation and Achievement In EFL: Gender As An Intermediated Variable*, (2013), 52

Learning achievement is target measured by competences of the students in learning which are shown by score as a sign and score is not a final expectation. So, learning achievement is the level of students' success in learning the subject matter in schools that are expressed in the form of scores obtained from the results of tests on a particular subject matter.

Originally, achievement goal theory identified two goals: mastery goal and performance goal. Mastery goal refers to seek new skills and knowledge, whereas, performance goal means to uphold ability and omit to illustrate the lack of ability. Students with the performance goal appeared with negative behavior like cheating while students with the mastery goal obey the rules and regulations.¹²

b. English Achievement

English achievement involves four language skills; they are listening, reading, speaking and writing. To know the learners' English achievement, teacher should do the evaluation. Evaluation can be defined as the systematic gathering of information for the purpose of making decisions.¹³ A test used for purpose of evaluation is the use of an achievement test to determine student progress.

In particular, the achievement of four skills are described as follow.

In the view of language learning, listening is the way of learning the language. It gives the students information from which to build up the knowledge

¹²Muhammad Akram, ShahzadFarid, Waqas Ali Khan, Muhammad Luqman and Imtiaz Ahmed Warriach, An exploration of relationship between perceptual learning styles and achievement goals, (2013), 28

¹³ Lyle F. Bachman, Fundamental Consideration in Language Testing, (New York: Oxford University Press, 1997), 22

necessary for using the language. When the language is build up, the learner can begin to speak. The listening only period is a time for observation and learning with provides the basis of the others language skills.¹⁴ Activities can be done in teaching and learning program are listening music, dialogue and news report. To make evaluation of students' listening, it can be used the test. Auditory test are divided into two categories; test of phoneme discrimination and of sensitivity to stress and intonation and test of listening comprehension.

While reading is a set that skills that involves making sense and driving meaning from the printed.¹⁵ There are two main reasons of reading such as reading for pleasure and to get information. Reading activity is how to read comprehension and understand of the text, to show students' reading achievements; they should be able to identify meaning of written text such as poster, banner, and pamphlet. The assessment of reading is important to see the learners' progress. The one of example of reading is reading comprehension which students are graded on the percentage of correct answers.¹⁶ Many intensive reading books that consist of reading passage that followed by comprehension questions. It can be used to see about how well students are reading.

Furthermore, Speaking is a process conveying meaning (spoken message) from one to another person by using verbal or non-verbal symbols. A proficient speaker should fluent and accurate. Fluency is the capacity to speak fluidly,

¹⁴ Nation and J. Newton, *Teaching ESL/EFL listening and speaking* (London: Routledge, Taylor & Francis, 2009) 38.

¹⁵ David Nunan, *Practical English Language Teaching: Young Learners* (New York: Mcgraw-Hill, 2005), 95.

¹⁶ Kathleen M. Bailey, David Nunan series Editor, *Practical English Language Teaching: Reading*, (New York: McGraw-Hill, 2008), 12

confidently, and at a rate consistency with the norms of the relevant native speech. While accuracy refers to the ability to speak properly, which is selecting the correct words and expression to convey the intended meaning as well as using the grammatical patterns of English.¹⁷

Moreover, Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraph that will be clear to a reader.¹⁸ The paragraph must be unity, cohesive, and coherence.

In conclusion, English achievement is the result of learning process that involves four language skills; listening, speaking, reading and writing. It can be expressed in the form of scores.

3. Motivation in Language Learning

a. Definition of Motivation

Motivation is a key aspect in the teaching and learning activity. According to Gardner, motivation refers to “the combination of effort plus desire to achieve the goal of learning the language”.¹⁹ Furthermore, belief in success or failure of learning second language learning is one of the construct of motivation. Moreover, motivation is the decisions to do something that make enjoy and satisfy in order to attain need or goal.

¹⁷ Kathleen M. Bailey, David Nunan series Editor, Practical English Language Teaching Speaking, (New York: McGraw-Hill, 2005), 5

¹⁸ Kathleen M. Bailey, David Nunan series Editor, Practical English Language Teaching: Reading, 88

¹⁹ Zoltán Dörnyei, Attitudes, Orientations, and Motivations in Language Learning, 100

Different theories have been proposed to explain the construct of motivation in diverse perspective. These theories are from behavioral, cognitive, and constructivist views.²⁰

1) Behavioral

Motivation is seen as the desire to receive a positive reinforcement. Skinner, a behavioral psychologist, stressed that there are external factors that can be reinforce such as parents, teachers, peers, educational requirements, job specification and so forth. In the classroom, teachers usually use praise, gold stars, grades, and candy as the rewards or reinforcer. This rewards serves to reinforce behavior: to cause it to persist.

2) Cognitive

In cognitive perspective, the individual's decisions are the point. According to Keller, motivation refers to "the choices people make as to what experiences or goal they will approach or avoid, and the degree of effort they will exert in that respect".

Ausubel(1968), identified six needs the construct of motivation:

- a) Exploration, for seeing other side of mountain, from probing the unknown.
- b) Manipulation, for operating – to use Skinner's terms – the environment and causing change.
- c) Activity, for movement and exercise, both psychical and mental.
- d) Stimulation, the need to be stimulated by the environment, by other people, or by ideas, thoughts, and feelings.

²⁰ H. Douglas Brown, Principles of Language Learning and Teaching (5th edition), (New York: Pearson Education, 2007), 168

- e) Knowledge, the need to process and internalize the results of explorations, manipulation, activity, and stimulations, to resolve contradictions, to quest for solutions to problems and for self-consistent systems of knowledge.
- f) Ego enhancement, for the self to be known and to be accepted and approved of by others, or, what Dörnyei calls the “self-system”.

3) Constructivist

Social context is the point that emphasized in constructivist view. Abraham Maslow defined motivation as a construct of ultimate attainment of goals was possible only by passing through a hierarchy of needs. Three of which were solidly grounded in community, belonging, and social status. Motivation is derived as much from our interactions with others as it is from one’s self-determination.

b. Types of motivation

1) Instrumental and Integrative Motivation

Gardner and Lambert, suggested that both attitudes toward second language (L2) community and the goals (orientations) were the construct of individual motivation in learning L2. There are two kinds of motivation based on students’ reason in learning L2. These are instrumental and integrative motivation.

a) Instrumental motivation

Instrumental motivation refers to the learners are not learning a language because they want to (although this does not imply that they do not want to), but rather because they need to, such as need to sell things to speakers of the

language, to pass an examination in the language, to read texts in the language for works or study.

Instrumental motivation is referred to a specific goal. If a goal is continuous, it seems possible that an instrumental motivation would also continue to be active. The role of economic factors could play in promoting second language acquisition in some contexts.²¹

Instrumental motivation is as needing a language as an instrument to achieve other purpose such as doing a job effectively or studying successfully at English-speaking institution.²²

There is definition about instrumental motivation that completes other definitions. It is the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status.²³

Instrumental motivation refers to the students' desire to learn language for utilitarian purposes, such as employment and travel. Instrumental motivation is the wish of learners to learn language for purposes of study or career promotion.²⁴

Instrumental motivation involves perception of purely practical value in learning the L2, such as increasing occupational or business opportunities,

²¹Spolskyin Seyede Sara Jafari, *Motivated Learners and Their Success in Learning Second Language*, (Finland: Academy Publisher, 2013), 1915.

²² Tricia Hedge, *Teaching and Learning in the Language Classroom*, (New York: Oxford University Press, 2003), 23.

²³Wong Yin Mun, "A Study of Instrumental and Integrative Motivations as Factors Influencing UTAR Third-Year Chinese Undergraduates in Learning ESL," (Thesis, UniversitiTunku Abdul Rahman, Malaysia, 2011), 1.

²⁴ Penny Ur, *A Course in Language Teaching*, 276.

enhancing prestige and power, accessing scientific and technical information, or just passing a course in school. It means that, someone learns a language for having a good job or good economical situation.

Those definitions have same meaning in content. It can be concluded that instrumental motivation refers to the motivation of language learners for practical reasons, such as job and career promotion, studying successfully or pass examination, achieve social status and language requirement.

b) Integrative motivation

Integrative motivation derives from a desire on the part of the learners to be members of the speech community that uses a particular language.²⁵ Integrative motivation is the desire to identify with and integrate into target-language culture. Integrative motivation is based on interest in learning L2 because of a desire to learn about or associate with the people who use it (e.g. for romantic reasons), or because of an intention to participate or integrate in the L2-using speech community.

While both integrative and instrumental motivations are very important in the successful learning of a second language, it has been argued that it is integrative motivation which sustains long term success when learning a second language. She further stresses that integrative motivation: "is continually linked to successful second language acquisition, and the students who support an integrative approach to language study are usually more highly motivated and

²⁵ Tom Hutchinson and Alan Waters, *English for Specific Purposes*, (New York: Cambridge University Press, 1992), 48.

overall more successful in language learning." But, it is important to consider the fact that in countries such as Iran opportunities to use the target language in daily basis is very restricted and essentially there are no opportunities or potential for the L2 learners to integrate into target language community.²⁶

Integrative orientation is defined as “a sincere and personal interest in the people and culture represented by the other language group”, while instrumental orientation pertains to the potential pragmatic gains of L2 proficiency, such as to get a better job or to pass a required examination.²⁷

Integrative motivation is wishing to integrate into the activities or culture of another group of people.²⁸ Other definition mention integrative motivation is the desire to identify with and integrate into the target language culture and instrumental motivation is the wish to learn the language for purposes of study or career promotion.²⁹

In any case, emotional or affective factors are dominant.³⁰ So, Integrative motivation is that students’ wish to participate with the native speaker, to integrate the culture and activities of target language members, and because of love or interested of the subject. Moreover, there are three components of Integrative

²⁶ Norris – Holt (2005) in Zahra Hashemi and Maryam Hadavi, Exploring the roles of integrative and instrumental motivation on English language acquisition among Iranian medical and dentistry students, 19

²⁷ Lambert in Chin - Hsi Lin and Mark Warschauer, Integrative versus Instrumental Orientation among Online Language Learners, (Irvine: University of California, 58.

²⁸ Tricia Hedge, Teaching and Learning in the Language Classroom, (New York: Oxford University Press, 2003), 23.

²⁹ Penny Ur, A Course in Language Teaching Practice and Theory, (Cambridge: Cambridge University, 1996), 276.

³⁰ Saville-Troike, Introducing Second Language Acquisition, 86

motivation; integrativeness, attitudes toward the learning situation, and motivation.³¹

Integrativeness refers to an openness to identify, at least in part, with another language community. While attitudes toward the learning situation refer to the individual's reaction to anything associated with the immediate content in which the language is taught. And motivation refers to goal-directed behavior. The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires, and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and/or failure, is aroused, and makes use of strategies to aid in achieving goals.

This study is focused on instrumental and integrative motivation. According to Clement and Kruidenier, there are some orientations of instrumental motivation such as knowledge, friendship and travel.³² Moreover, integrativeness, attitudes toward the learning situation, and motivation are the components of integrative motivation. Here there are some indicators that show students' instrumental and integrative motivation.

³¹Zoltán Dörnyei, *Attitudes, Orientations, and Motivations in Language Learning*, 174

³² *Ibid*, 73

Table 2.1. Indicators of instrumental and integrative motivation

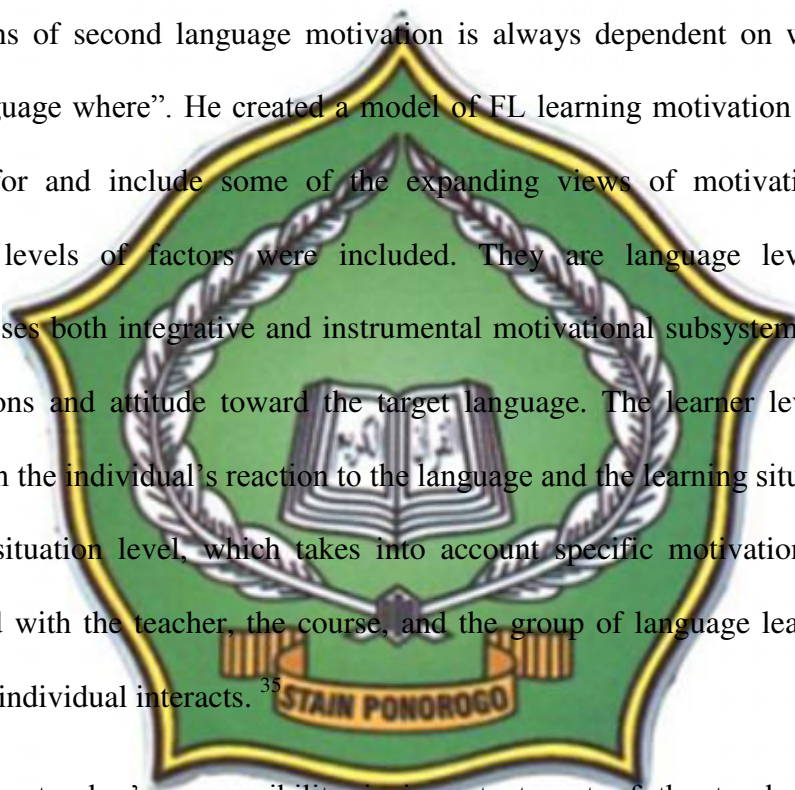
No	Type of Motivation	Indicator	Examples
1	Instrumental motivation	Knowledge	Because it will make me a more knowledgeable person
		Friendship	Because I would like to make friends with some speakers of the second language
		Travel	Because it will help me if I ever travel
2	Integrative motivation	Integrativeness	It should enable me to begin to think and behave as native speakers do
		Attitudes toward learning situation	I enjoy the English class than other class
		Motivation	I always hard work when do my task

2) The Factors Influence Integrative and Instrumental Motivation

Gardner said the motivation was the central concept of the model, but there were also some factors which affected this, such as integrativeness and attitudes. These were other factors that influenced individual differences, and

were seen as complex variables.³³ Gardner's socio-educational model, social milieu as reflected in home environment plays an important role in motivation and thus impacts learners' achievement. Gender also effects the learners' motivation where female is dominant in integrative motivation and male is instrumental motivation.³⁴

Dörnyei also stated that "the exact nature of the social and pragmatic dimensions of second language motivation is always dependent on who learns what language where". He created a model of FL learning motivation that could account for and include some of the expanding views of motivation. Three different levels of factors were included. They are language level, which encompasses both integrative and instrumental motivational subsystems focusing on reactions and attitude toward the target language. The learner level, which focuses on the individual's reaction to the language and the learning situation. The learning situation level, which takes into account specific motivational factors connected with the teacher, the course, and the group of language learners with which an individual interacts.³⁵



The teacher's responsibility is important part of the teacher's job to motivate learners. The teacher's function is seen mainly as provider of materials

³³ Elizabeth Root, "Motivation and Learning Strategies in a Foreign Language Setting: A Look at a Learner of Korean", (University of Minnesota, 1999), 2.

³⁴ Chin-His Lin and MrakWarschauer, "Integrative versus Instrumental Orientation among Online Language Learners", *Linguagens e Diálogos*, v. 2, n. 1, p. 58-86 (University of California, Irvine, 2011), 59-60.

³⁵ Elizabeth Root, "Motivation and Learning Strategies in a Foreign Language Setting: A Look at a Learner of Korean", 4-5.

and conditions for learning.³⁶ Teachers should use effective strategies to motivate students of different groups. The most important factors affect students' motivation are parents, teachers, social personality, university environment and examination.

3) Intrinsic and Extrinsic Motivation

According to self-determination theory, there are two kinds of motivation. Those are intrinsic and extrinsic motivation.

a) Intrinsic motivation

Intrinsic motivation refers to the interest in an activity because that activity is enjoyable and satisfying to do. Furthermore, motivation is that the urge to engage in the learning activity because its own sake. Vallerand and his colleagues, have proposed three-part taxonomy of intrinsic motivation (IM).

(1)IM-Knowledge

IM-Knowledge is the motivation for doing an activity for the feeling associated with exploring new ideas and developing knowledge. Students will pleasure if they find new things about language, such as knowing more about literature and way of life.

(2)IM-Accomplishment

IM-Accomplishment means the sensations related to attempting to master a task or achieve a goal. Students are pleasure when they surpassing their self in second language learning and enjoy when they grasp the difficult in second language learning.

³⁶ Penny Ur, A Course in Language Teaching, 276.

(3)IM-Stimulation

IM-Stimulation refers to the motivation based simply on the sensations stimulated by performing the task, such as aesthetic appreciation or fun and excitement. Students will feel stimulated when hearing second language spoken by native speaker.

b) Extrinsic motivation

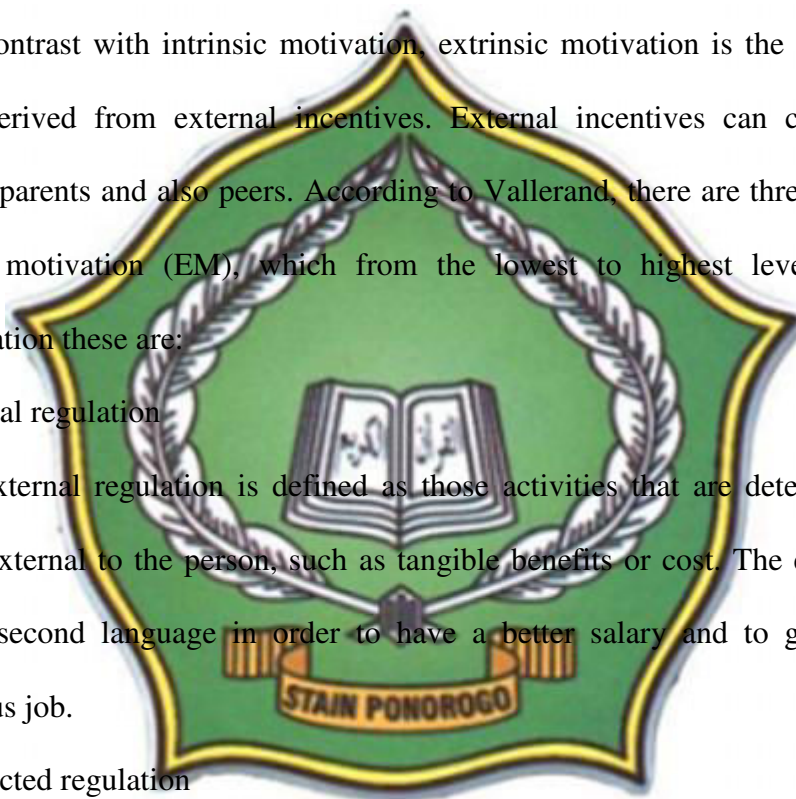
Contrast with intrinsic motivation, extrinsic motivation is the motivation that is derived from external incentives. External incentives can come from teachers, parents and also peers. According to Vallerand, there are three levels of extrinsic motivation (EM), which from the lowest to highest level of self-determination these are:

(1)External regulation

External regulation is defined as those activities that are determined by sources external to the person, such as tangible benefits or cost. The example is learning second language in order to have a better salary and to get a more prestigious job.

(2)Introjected regulation

Introjected regulation means the reasons that pertain to performing an activity due to some type of pressure that individuals have incorporated into the self, such that they compel themselves to carry out that activity. An example is that students will feel ashamed if they cannot speak English. So when they speak English, they only reduce the feel of guilt.



(3) Identified regulation

In the identified regulation, individuals invest energy in an activity because they have chosen to do so for personally relevant reasons. Students would carry out the activity because of its importance for achieving a valued goal. The example is that students will always practice oral exercise because fluency is an important aspect of speaking.

In order to summarize, instrumental motivation is likely to be intrinsic motivation and integrative motivation is likely to be integrative motivation.³⁷Spolsky borrows Harter's model of intrinsic-extrinsic dichotomy such as preference for challenge, curiosity/ interest and independent judgement that likely to be indicators of integrative motivation. Then getting for easy work, pleasing a teacher/ getting grade and being reliance on teacher's judgement what about to do are indicators of instrumental motivation.

c. Characteristics of Motivated Students

The author of classical study of successful language learning came to the conclusion that the most successful students are not necessarily aptitude to whom a language comes very easily. There are some of the characteristics of motivated students:

³⁷Veronica Abrudan, Motivation in Language Learning, 559.

1) Positive task orientation

Positive task orientation means students focus on the tasks in order to achieve a certain goal. Students are willing to tackle tasks and challenges, and have confidence in their success.

2) Ego involvement

Students find that it is important to succeed in learning in order to maintain and promote their (positive) self-image. Students which are ego-involved will perform the task to boost their own ego, such as clever and strong.

3) Need for achievement

In order to mastering of skills, there are three action, such as intense, prolonged, and effort to attain a goal. Students have a need to achieve, to overcome difficulties and succeed in what their set out to do.

4) High aspiration

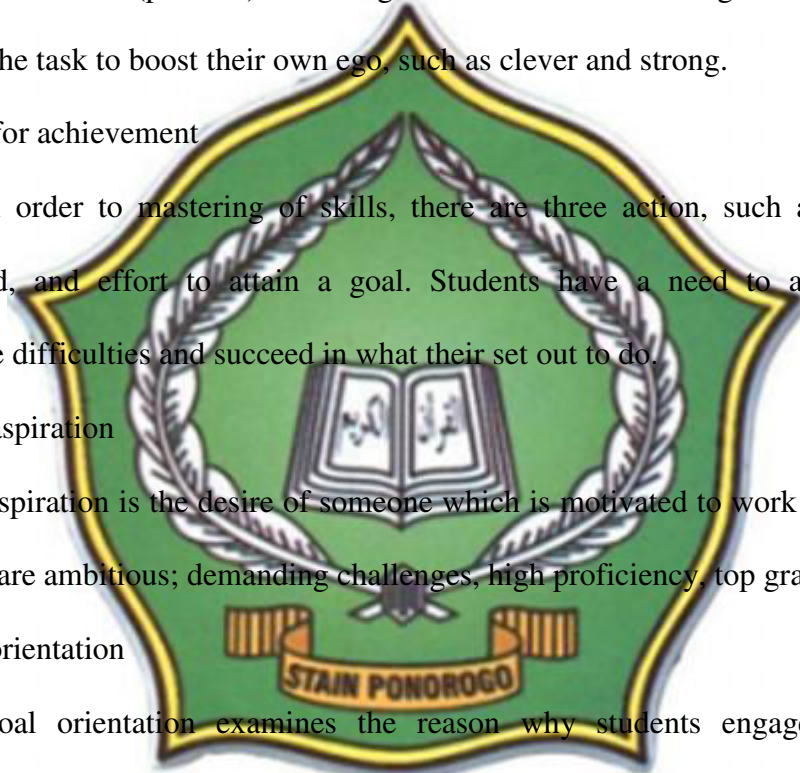
Aspiration is the desire of someone which is motivated to work very hard. Students are ambitious; demanding challenges, high proficiency, top grades.

5) Goal orientation

Goal orientation examines the reason why students engage in their academic work. Students are very aware of the goals of learning, or of specific learning activities, and direct their effort towards achieving them.

6) Perseverance

Perseverance is not giving up. Students consistently invest a high level of effort in learning and are not discouraged by setbacks or apparent lack of progress.



7) Tolerance of ambiguity

Tolerance of ambiguity is the open minded of students in the ambiguous situation (first and second language). Students are not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come late.

B. Previous Study

It is necessary to review some previous research as consideration theories in this study. The details are explained as follows:

Masruroh conducted comparative study to identify the differences between students' achievement based on integrative and instrumental motivation in learning English on sixth semester.³⁸ The research applied a quantitative approach using Pooled Varian test-t formula. The result found that from 90 students, there are 54 students that have integrative motivation and 36 students that have instrumental motivation.

Farida in her study "The correlation between students' motivation and students' speaking achievement to the seventh grade students of SMPN 1 MlarakPonorogo" described the correlation between English vocabulary mastery and writing ability.³⁹ This research applied a quantitative approach and applied a correlative research using product moment formula. The result of her research

³⁸FebriyantiMasruroh, "The Comparative Study of Students' Achievement based on Integrative and Instrumental Motivation in English Learning (on Sixth Semester of English Department at STAIN Ponorogo in Academic Year 2012/2013)," (Ponorogo, 2013).

³⁹ Ana Ayu Farida, "The Correlation between Students' Motivation and Students' Speaking Achievement to the Seventh Grade Students of SMPN 1 MlarakPonorogo,"(Ponorogo, 2014).

was shown that high motivation in speaking English makes the students' possible concentration on the lesson, better the achievement they obtain. High students motivated can arise a feeling and emotional connection to the lesson and the material.

Doo H.Lim and Hyunjoong Kim in their study "Motivation and learners characteristics affecting online learning and learning application", identified what learners characteristics and motivation types affected on the students.⁴⁰ The subject of this study included 77 undergraduate students who took online course at southeastern University. This study applied qualitative and quantitative research using ANCOVA and multi-way ANOVA. This study found that gender and employment status are affected on students. Several motivation variables were also found that influence students' learning.

Chalernporn and Intharaksa conducted a quantitative and qualitative research to examine the relationship between motivation and students' English learning achievement in Hatyai Technical College students.⁴¹ The subjects of this study consist of 140 second-year vocational certificate students. This study applied qualitative research using depth interview and quantitative research using test-t. The result was motivation of students with high and low achievement

⁴⁰Doo H.Lim and Hyunjoong Kim, "Motivation and learners characteristics affecting online learning and learning application," J. Educational Technology Systems, Vol. 31(4), (2002-2003), 423-439.

⁴¹Chalernporn and Intharaksa, "Relationship between motivation and students' English learning achievement: A study of second-year vocational certificate level Hatyai Technical College students," The 3rd International Conference on Humanities and Social Sciences, (April, 2011).

were at high level. Furthermore, instrumental motivation was found to have more impact on students than integrative one.

Adlinaabdul, AtikaEtemadzadeh and Hamid Koohbakhsh in their study “Motivation and language proficiency: instrumental and integrative aspects”, investigated the relationship between motivation and language proficiency of Iranian EFL learner studying in Universiti Teknologi Malaysia (UTM).⁴² The subjects of this study included 100 Iranian students. This research applied descriptive analysis using multiple regressions. The result is that high achiever L2 learner were highly integrative motivated.

In conclusion, motivation is the important factor that affects the result in second language learning especially instrumental and integrative motivation. Therefore the purpose of this research is wanted to know the correlation between instrumental and integrative motivation on students' English achievement.

C. Theoretical Framework

For several decades, researchers in social psychology and education have recognized the importance of motivation for successful second language learning.⁴³ Motivation is one of the important affective variables for predicting L2 achievement.

There are two kinds of motivation, instrumental and integrative motivation. Integrative motivation is the desire to identify with and integrate into

⁴²Adlinaabdul, AtikaEtemadzadeh and Hamid Koohbakhsh, “Motivation and language proficiency: instrumental and integrative aspects,” *Procedia - Social and Behavioral Sciences*, 66 (2012), 432 – 440.

⁴³ZoltánDörnyei, *Attitudes, Orientations, and Motivations in Language Learning*, 35.

the target-language culture. Contrasted with integrative, instrumental motivation is the wish to learn language for purposes of study or career promotion. Neither of these orientations has an inherent advantage over the other in terms of L2 achievement.⁴⁴ The relative effect of one or the other is dependent on complex personal and social factors.

From two variables above, can be pointed the theoretical framework as follows:

- 1) If the students have less instrumental and integrative motivation, the English achievement is low.
- 2) If the students have more instrumental and integrative motivation, the English achievement is high.

D. Hypotheses

Based on the problem and objective of study, there is form of hypothesis in this study:

1. Null Hypothesis (Ho)

There is no significant correlation between instrumental and integrative motivation toward English Achievement at the tenth grade students of SMA N 1 Slahung in academic year 2015/2016.

2. Alternative Hypothesis (Ha)

There is a significant correlation between instrumental and integrative motivation toward English Achievement at the tenth grade students of SMA N 1 Slahung in academic year 2015/2016.

⁴⁴Saville-Troike, *Introducing Second Language Acquisition*, 86.

CHAPTER III

RESERCH METHODS

This chapter presents the research method used in this study. The goal of research method is to guide the researcher in order to work systematically. This chapter describe the methodological steps, involves research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

A. Research Design

This research applied quantitative approach particularly using correlational research. Quantitative approach emphasizes precisely measuring variables and testing hypothesis that were linked to general causal explanation.⁴⁵ While correlational research was the process of gathering data from individuals on two or more variables and then sought to determine if the variables were related (correlated).⁴⁶ The result could be positive correlation and negative correlation.

This study consisted of two variables, they were instrumental and integrative motivation (X) as independent variable and students' English achievement (Y) as dependent variable.

⁴⁵W. Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches* (USA: Allyn and Bacon, 1991), 122

⁴⁶ Donald Ary, Lucy Cheser Jacob, and Chris Sorensen, *Introduction to Research in Education*, (USA: Wadsworth, 2006), 27

B. Population and Sample

1. Population

Before conducting an observation, it was important to determine the population. Population is the entire mass of observation.⁴⁷ In the research, population means a total of the students which are observed. The population is very important, because it is a part of fundamental subject in the observation.

The population of this research was the tenth grade students of SMA N 1 Slahung Ponorogo in academic year 2015/2016. The amount of population was 218 students which were divided into 9 classes.

2. Sample

After determining the population, the next step was determining the sample of the population. Sampling means selecting a given number of subjects from a defined population as representative of that population.⁴⁸ In short, sample is the part of population.

The sample of this research was 32 students (15%) of tenth grade that chosen randomly. As Arikunto stated "If the population is more than 100 persons, the researcher can take the sample about 10% - 15% or 20% of the population or even more".⁴⁹ This research applied simple random sampling. In this technique, each member of the population had equal chance become sample. If the

⁴⁷Yogesh Kumar Sigh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., 2006), 82.

⁴⁸Walter R. Borg and Meredith Damien Gall, *Educational Research An Introduction*, (New York: Longman, 1983), 240.

⁴⁹ *Ibid.*, 114

population was small, a more practical technique could be used as conducting some steps as follows: firstly, write the name or ID number of each student on a slip of paper. Then, mix the slips thoroughly. And draw the slips as many as needed for the sample.⁵⁰

Table 3.1. Tabulation of sampling technique

Percents Classes	100 %	15 %
	X 1	25
X2	24	4
X3	24	4
X4	24	4
X5	24	4
X6	23	4
X7	25	4
X8	24	4
X9	25	4
Number of students	218	32

C. Instrument of Data Collection

In the quantitative research, the instrument of data collection or the research instrument was agreed with the instrument validity and reliability. Validity was the most important consideration in developing and evaluating measuring instrument. Validity always refers to degree to which that evidence support the inferences that were made from the score. Reliability was the

⁵⁰ W.R Borg and M.D Gall, Educational Research: An Introduction (5th Ed.) in Mohammad Adnan Latief, Educational Research: An Introduction (5th Ed), (New York: Longman, 1989), 221.

consistency of test scores. SuharsimiArikunto said that the good test measure tool must fulfill the test requirement, such as had validity and reliability.

1. Validity

Validity means the ability of the test to measure what we went to measure. To measure the validity of questionnaire, in this research, researcher employed SPSS program. The steps to calculate the validity were:

- Making the table of item analysis of all questions.
- Applying the data into SPSS Program.
- Making an interpretation of the correlation result (r_{xy}) of each question.

When the coefficient correlation of magnitude $r_{xy} \geq 0,468$, so the question item was valid, and when the coefficient correlation was under $r_{xy} \leq 0,468$ so the question item was invalid.

Table3.2. Result of Validity Test

Question Number	"r" calculated	"r" criteria	Criteria
1	0.281	0.468	Invalid
2	0.724	0.468	Valid
3	0.437	0.468	Invalid
4	0.547	0.468	Valid
5	0.760	0.468	Valid
6	0.536	0.468	Valid
7	0.317	0.468	Invalid
8	0.710	0.468	Valid

9	0.263	0.468	Invalid
10	0.644	0.468	Valid
11	0.607	0.468	Valid
Question Number	"r" calculated	"r" criteria	Criteria
13	0.656	0.468	Valid
14	0.106	0.468	Invalid
15	0.589	0.468	Valid
16	0.549	0.468	Valid
17	0.406	0.468	Invalid
18	0.599	0.468	Valid
19	0.301	0.468	Invalid
20	0.186	0.468	Invalid
21	0.528	0.468	Valid
22	0.750	0.468	Valid
23	0.538	0.468	Valid
24	0.787	0.468	Valid
25	0.548	0.468	Valid
26	0.623	0.468	Valid
27	0.123	0.468	Invalid
28	0.548	0.468	Valid
30	0.332	0.468	Invalid
31	0.168	0.468	Invalid
32	0.661	0.468	Valid

From the table above, there were 20 questions with indexes of correlation ≥ 0.468 and 12 questions ≤ 0.468 . It means that 12 questions were invalid (would not be used as instrument) because the correlation results (r_{xy}) were less than coefficient correlation (r_{table}). There were the questions number 2, 4, 5, 6, 8, 10, 11, 12, 13, 15, 16, 18, 21, 22, 23, 24, 25, 26, 28, and 32. These questions were valid and would be used as the instrument of the sample.

2. Reliability

Reliability means dependability. It means that numerical results produced by an indicator do not vary because of characteristics of the measurement instrument itself. Reliability was the consistency of the result if an indicator or question was repeated in similar condition. To measure reliability, in this research, researcher employed SPSS program.

Table 3.3. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.886	32

The more reliability coefficient was depressed below 1 and the lower the reliability. Conversely, if the reliability coefficient was near 1,00, the instrument was relatively little error and high reliability.⁵¹ Sugiyono (2008) provided indicator as follows: 0,800-1.000=veryhigh, 0,600- 0.799=high, 0,400- 0,599=enough, 0,200 - 0.399 =low, and 0,000 - 0.199=verylow.⁵² In this research,

⁵¹ Louis Cohen, et al, Research Method in Education, 241.

⁵² Sugiyono. Metodologi Penelitian Pendidikan. (Bandung: Alfabeta. 2008), 15

researcher found reliability was 0.886. It means that the reliability of the instrument was high.

Table 3.4. Instrument of Data Collection

Title	Variables	Indicators	Number	
			Favorable	Unfavorable
The correlation between instrumental and integrative motivation on students' English achievement at tenth grade students of SMANegeri 1 SlahungPonorogo in academic year 2015/2016	Instrumental motivation	Knowledge	1, 7, 9, 11, 13, 15.	17, 19, 21, 23, 29, 31.
		Friendship	5	25
		Travel	3	27
	Integrative motivation	Integrativeness	2, 8, 10, 12.	18, 22, 24, 30.
		Attitudes toward learning situation	4, 14.	20, 26
		Motivation	6, 16.	32, 28.

D. Technique of Data Collection

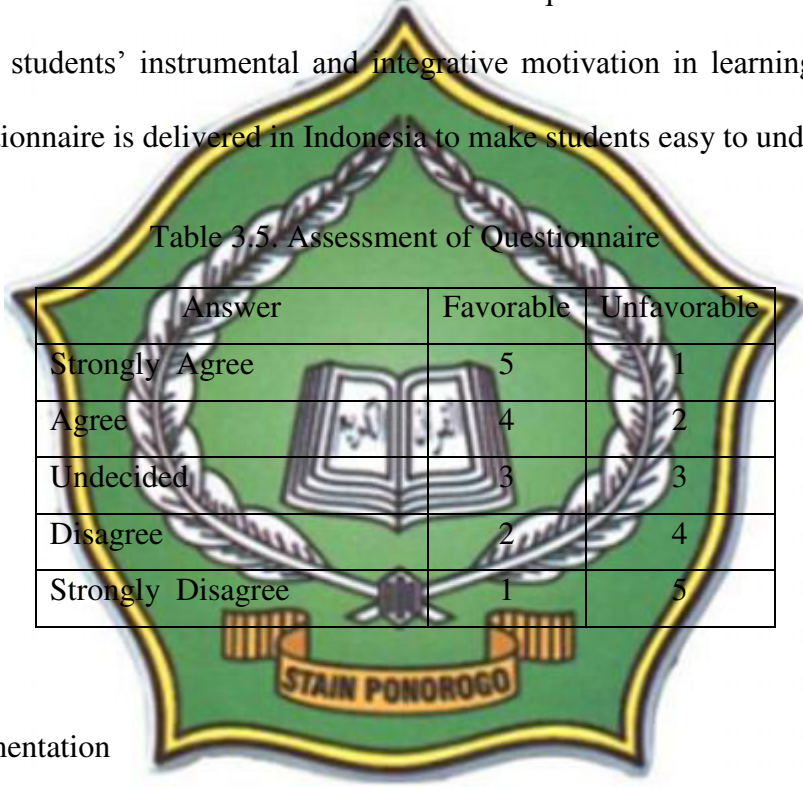
In this research, researcher used questionnaire and documentation to collect data.

1. Questionnaire

Questionnaire was one of the most widely used social research technique. The idea formulating precise written questions, for those whose opinions or experience you are interested in, seems such an obvious strategy for finding the

answer to the issue that interested someone.⁵³ In this study, the researcher used closed-form questionnaire, it could be called structure questionnaire. In this form, the statements or questions had the options of answer. The scoring of the items was done by Likert scale. The students/respondents just gave the (√) sign in option of answer agree and disagree. In this research, researcher used a questionnaire to identify the students who have integrative motivation and the students who have instrumental motivation. This questionnaire is conducted to know the students' instrumental and integrative motivation in learning English. The questionnaire is delivered in Indonesia to make students easy to understand.

Table 3.5. Assessment of Questionnaire



Answer	Favorable	Unfavorable
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

2. Documentation

Documentation method is used to find out the data from the written documentation, such as daily notes, transcript, book, newspaper.⁵⁴ In this research, documentation was used to get some data about students' English Achievement of the tenth grade students of SMA N 1 Slahung Academic year 2105/2016. The data

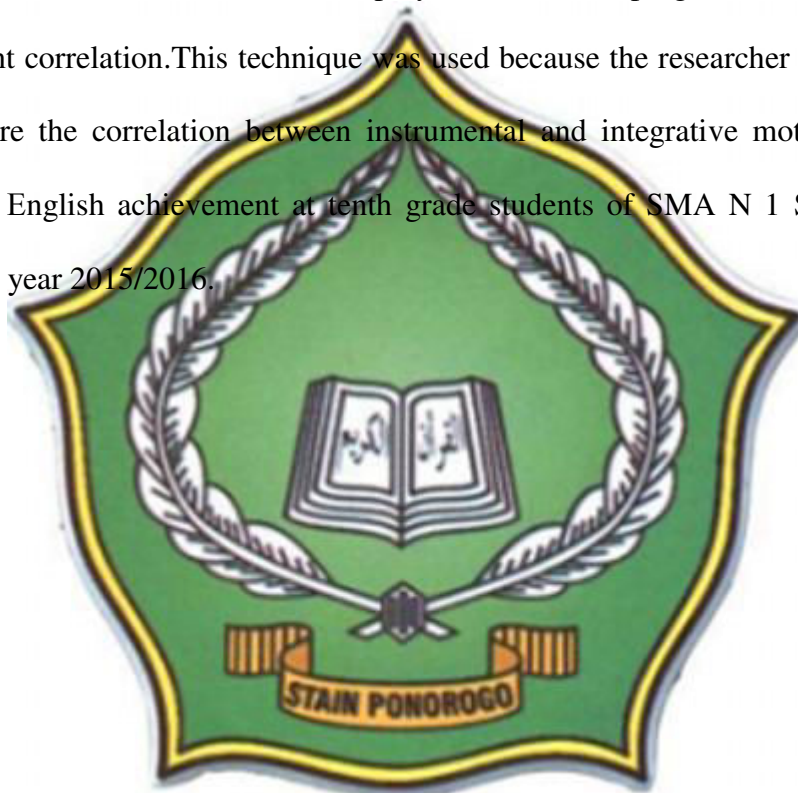
⁵³Loraine Blaxter, et al, How to Research; Third Edition, (New York: Open University Press, 2006), 179

⁵⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta: Rineka Cipta, 2002), 158

got from documentation of Students' evaluation estimation (UTS). Beside that documentation used to know about research location, data description and other data.

E. Technique of Data Analysis

In this research, researcher employed SPSS 16.0 program using Pearson coefficient correlation. This technique was used because the researcher would like to measure the correlation between instrumental and integrative motivation on students' English achievement at tenth grade students of SMA N 1 Slahung in academic year 2015/2016.



CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Location

1. The School Identity

This research was conducted in SMA N 1 SlahungPonorogo. SMA Negeri 1 SlahungPonorogo was located at Jl. Raya Bungkal No. 24 Galak, Slahung, Ponorogo, JawaTimur. The status of school was a state secondary school whose accreditation A. The status of land was independent which had width of its land was 2365 square meters.

2. The History of SMAN 1 SlahungPonorogo

A long time ago, starting from the consciousness of the importance of improving education of society in Ponorogo regency, particularly communities in southern of Ponorogo city, they desired the existence of senior high school institution. At that time, there was not any senior high school institution established / operating. That was why every graduate junior high school or MTs must go to the city of Ponorogo or other areas if they wanted to continue their education to higher level.

Beside that, the community also hoped that the institution with religious nuance in order to their children had good knowledge of religion and could evolve it in house after school. With the hope of overall community of southern Ponorogo and by preparing the land or location of school construction and material that was

necessary, they began to built it. By the existence of this institution, the society hoped that the graduate of this senior high school institution would be skillful and had the good knowledge of religion that benefit for them.

After all construction was completed, and by the Decree Minister of Education and Culture number 189/104.2.4/111.6 1983/SK that commencing from 31 May 1983, officially held the opening of SMAN 1 SlahungPonorogo which witnessed by the communities of Slahung district. After the opening, SMAN 1 SlahungPonorogo became well known not only in societies of Slahung district, but also outside of Slahung district. So, many students came from outside of Slahung. Then, the number of students began to increase.

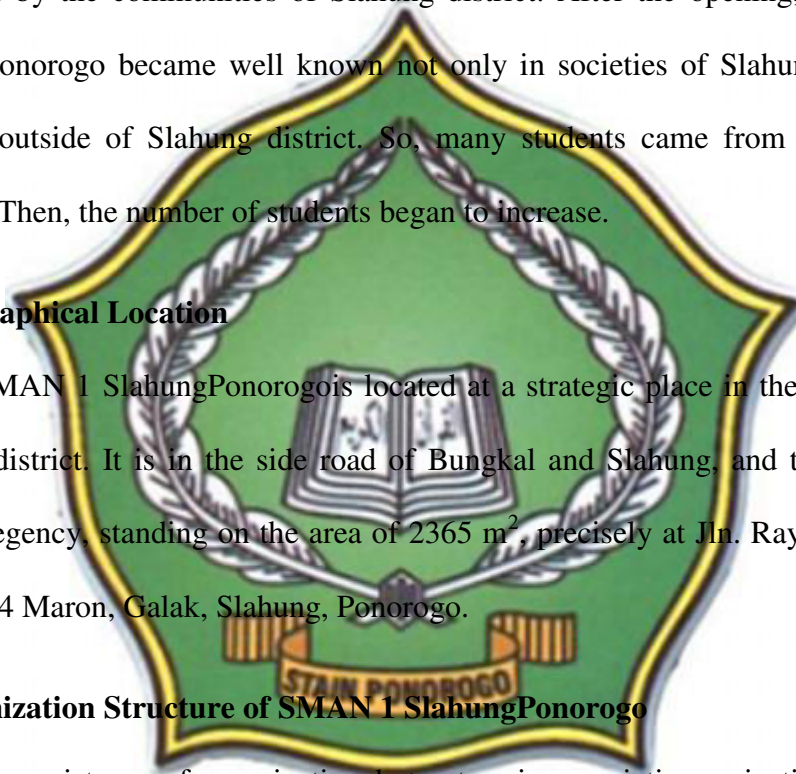
3. Geographical Location

SMAN 1 SlahungPonorogois located at a strategic place in the middle of Slahung district. It is in the side road of Bungkal and Slahung, and the road to Pacitan regency, standing on the area of 2365 m², precisely at Jln. Raya Bungkal number 24 Maron, Galak, Slahung, Ponorogo.

4. Organization Structure of SMAN 1 SlahungPonorogo

The existence of organizational structure in association or institution was very important. This would help implementation of programs that had been planed easier. So, the tasks of each member could run smootly and works mechanism could be detected easily. The organizational structure of SMAN 1 SlahungPonorogo could be seen clearly in appendix 5.

5. Condition of Students, Teacher and Staff of SMAN 1 SlahungPonorogo.



a. Condition of students at SMAN 1 SlahungPonorogo

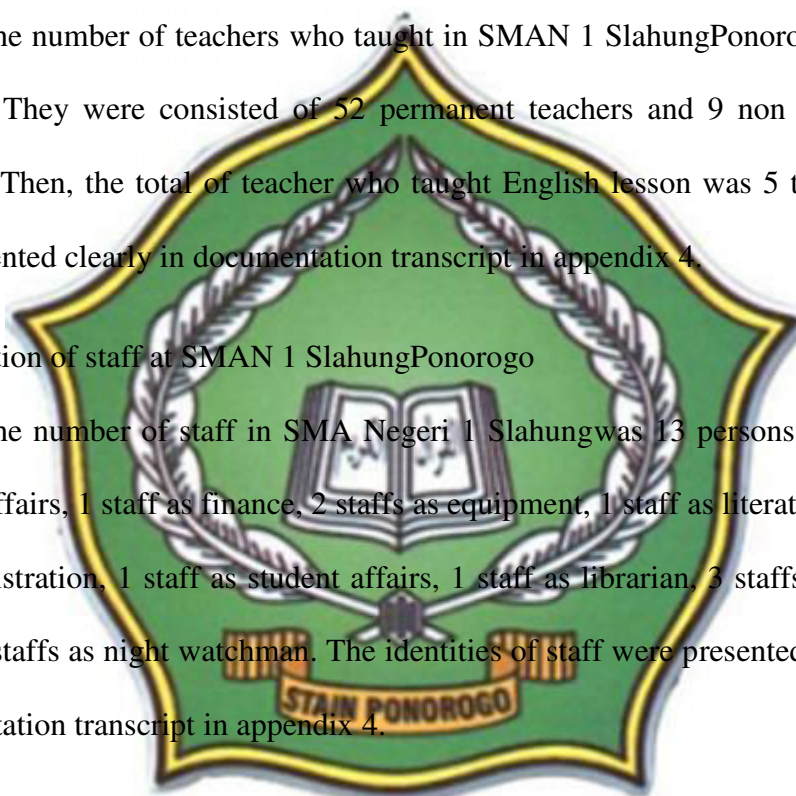
The students of SMAN 1 SlahungPonorogo were 475 students. It consisted of 218 students for X grade, 60 students in science program for XI grade, 66 students in social program for XI grade, 80 students in science program for XII grade, and 51 students in social program for XII grade.

b. Condition of teachers at SMAN 1 SlahungPonorogo

The number of teachers who taught in SMAN 1 SlahungPonorogo was 61 teachers. They were consisted of 52 permanent teachers and 9 non permanent teachers. Then, the total of teacher who taught English lesson was 5 teachers. It was presented clearly in documentation transcript in appendix 4.

c. Condition of staff at SMAN 1 SlahungPonorogo

The number of staff in SMA Negeri 1 Slahung was 13 persons. 1 staff as head of affairs, 1 staff as finance, 2 staffs as equipment, 1 staff as literature, 1 staff as administration, 1 staff as student affairs, 1 staff as librarian, 3 staffs as school guard, 2 staffs as night watchman. The identities of staff were presented clearly in documentation transcript in appendix 4.



6. The facilities and infrastructure of SMAN 1 SlahungPonorogo

Facilities and infrastructure were the component that also determined the success of the teaching learning process. Educational process that was supported by sufficient infrastructure would make the teaching learning process run well. In addition, educational purpose could be achieved maximally as expected. Facilities and infrastructure of SMAN 1 Slahung consist of mosque, chemist laboratory,

physics-biology laboratory, classrooms, library, computer laboratory, UKS, BK room, food science room, change room, basket room, tennis arena, futsal arena, volley ball arena, park, SAM canteen, teacher office, TU room, music room, OSIS room, toilet, science laboratory, and kitchen. The complete description of facilities and infrastructure could be seen clearly in documentation transcript in appendix 5.

7. Extracurricular of SMAN 1 SlahungPonorogo

SMAN 1 Slahung had a lot of extracurricular for developed the students talented and skills. The extracurricular were scouting, football, volleyball, ESC (English Study Club), dance, and PMR.

B. Data Description

1. Students' instrumental and integrative motivation

The data table showed the score of students' instrumental and integrative motivation. The score of the students' instrumental and integrative motivation was gotten using questionnaire which consisted of 20 items.

The result was as follows:

Table 4.1. Scores of students' instrumental and integrative motivation

No.	Name	Score of instrumental and integrative motivation
1.	AnindiaWidyaPratama	63
2.	Handa Tri Nurcahyo	51
3.	LeniSetyorini W	71
4.	RiekaShinta N. A.	73
5.	AmbarsariHasnaa N. A.	76
6.	FikarRusdiawan	52
7.	AristyaPendriani	79
No.	Name	Score of instrumental and integrative motivation

8.	Rizzal A	50
9.	RinaOktapiya	66
10.	RopiNurFebrianti	72
11.	RiandiAchmad B. A.	72
12.	HendrigAyodyaPradana	62
13.	Agustin Rahayu I. B.	71
14.	ZamZamiHerning M.	69
15.	OktaNurWahyuPratama	84
16.	NurulIstiqomah	68
17.	NurulHidayah	65
18.	Adam Nur A	55
19.	ElaEllysa A	72
20.	Cantika Mila Soniya	63
21.	LailaMagfirulMuniroh	93
22.	PuputWidyaWahyuti	90
23.	Eva AinunFarihin	87
24.	RiyanWijayanto	64
25.	UmiWidiyani	76
26.	Yusuf DwiCahya	76
27.	CahyoBintoro	73
28.	DewiAstuti	71
29.	Elisa D. A.	71
30.	RisqiArifatussa'adah	80
31.	Moch. ImanYulianto	72
32.	RahmatSuryadinata	85
Average		71

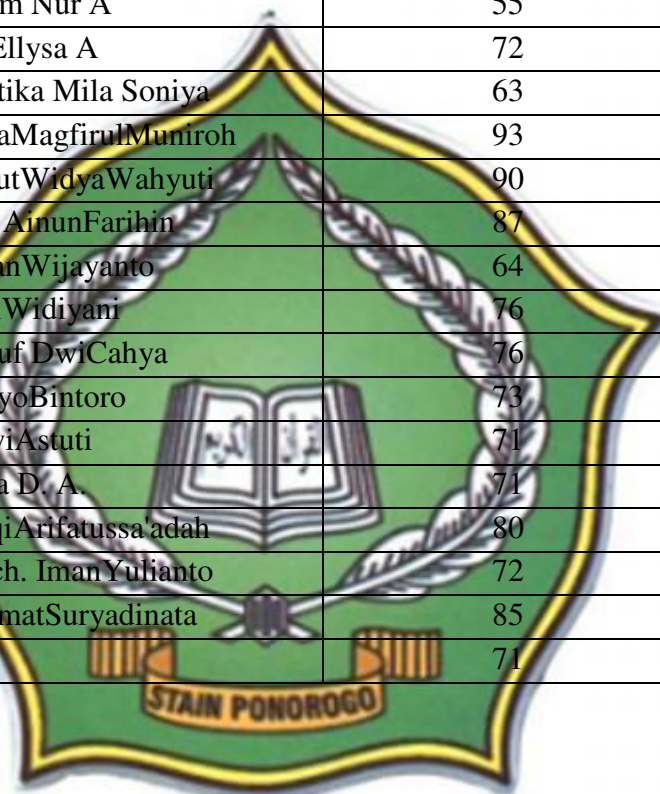


Table 4.2. Frequency Distribution of the Questionnaire of Instrumental and integrative motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.1	3.1	3.1
	51	1	3.1	3.1	6.2
	52	1	3.1	3.1	9.4
	55	1	3.1	3.1	12.5
	62	1	3.1	3.1	15.6
	63	2	6.2	6.2	21.9
	64	1	3.1	3.1	25.0
	65	1	3.1	3.1	28.1
	66	1	3.1	3.1	31.2
	68	1	3.1	3.1	34.4
	69	1	3.1	3.1	37.5
	71	4	12.5	12.5	50.0
	72	4	12.5	12.5	62.5
	73	2	6.2	6.2	68.8
	76	3	9.4	9.4	78.1
	79	1	3.1	3.1	81.2
80	1	3.1	3.1	84.4	
84	1	3.1	3.1	87.5	
85	1	3.1	3.1	90.6	
87	1	3.1	3.1	93.8	
90	1	3.1	3.1	96.9	
93	1	3.1	3.1	100.0	
Total		32	100.0	100.0	

From the table above, it could be seen that the score questionnaire of students' instrumental and integrative motivation was varieties. The students who get score 50, 51, 52, 55, 62, 64, 65, 66, 68, 69, 79, 80, 84, 85, 87, 90, 93 was only one student on each. The students who got score 63, 73 were 2 students. The students who got score 76 were 3. The students who got score 71, 72 were 4.

Based on table above, the histogram can be seen in as follows:

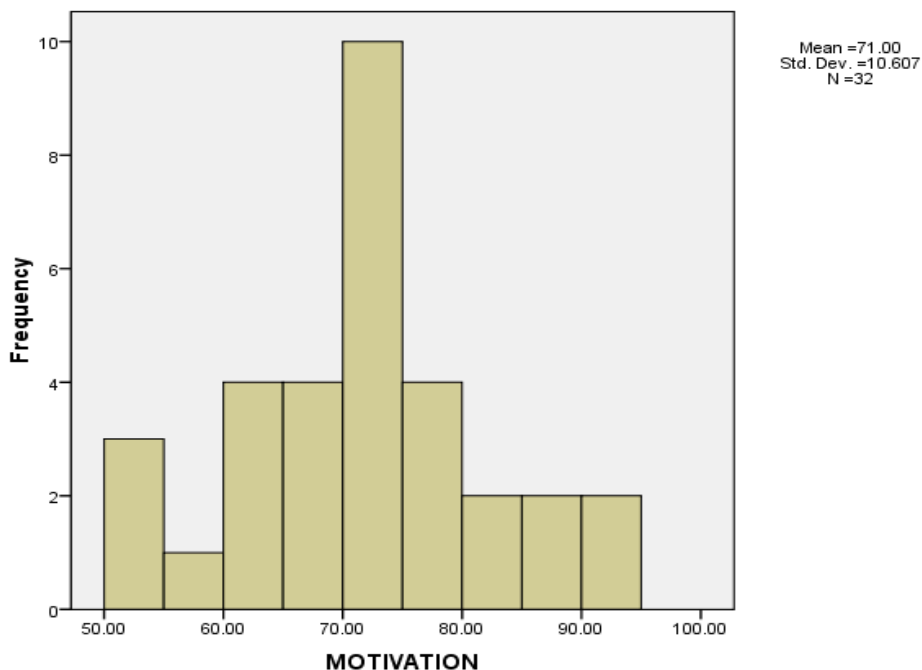


Figure 4.1 Histogram for Questionnaire of instrumental and integrative motivation

From the histogram above, it is known Mean (M_x) = 71.00 and Standard Deviation (SD_x) = 10.607 to determine the category of instrumental and integrative motivation at tenth grade was good, enough, or less, made grouping scores using standard as follows:

- Score more than $M_x + 1.SD_x$ is the category of instrumental and integrative motivation is good
- Score more than $M_x - 1.SD_x$ is the category of instrumental and integrative motivation is less
- Score between $M_x - 1.SD_x$ to $M_x + 1.SD_x$ is the category of instrumental and integrative motivation is enough

The calculation is:

$$Mx + 1.SDx = 71.00 + (1) (10.607)$$

$$= 71.00 + 10.607$$

$$= 81.607$$

$$= 82 \text{ (rounded)}$$

$$Mx - 1.SDx = 71.00 - (1) (10.607)$$

$$= 71.00 - 10.607$$

$$= 60.393$$

$$= 60 \text{ (rounded)}$$

Thus it could be seen that score over 82 was considered good category of instrumental and integrative motivation, while scores less than 60 were categorized as less of instrumental and integrative motivation and score between 60–82 was enough category. To know more clearly about the categorization of instrumental and integrative motivation of the students could be seen in the following table:

Table 4.3. The categorization of instrumental and integrative motivation

No	Score	Frequency	Category	Percents
1	More than 82	5	Good	15.6%
2	60 – 82	23	Enough	71.9%
3	Less than 60	4	Less	12.5%
Total		32		100%

Based on the accounting above, the researcher could see the instrumental and integrative motivation the students of tenth grade in SMA N 1 SlahungPonorogo varied. There were 15.6% or 5 students got good categorization with score more than 82, 71.9% or 23 students got enough categorization with score between 60-82, and 12,5% or 4 students got less categorization with score less than 60. So that, it could be concluded that instrumental and integrative motivation of the students was enough.

2. Students' English achievement at tenth grade students of SMAN 1 SlahungPonorogo

The students' English achievement of the tenth grade students of SMANegeri 1 Slahung, can be seen on the following table.

Table 4.4 Students' English Achievement Score

No.	Name	Score of English
1.	AnindiaWidyaPratama	75
2.	Handa Tri Nurcahyo	70
3.	LeniSetyorini W	80
4.	RiekaShinta N. A.	85
5.	AmbarsariHasnaa N. A.	85
6.	FikarRusdiawan	70
7.	AristyaPendriani	87
8.	Rizzal A	70
9.	RinaOktapiya	78
10.	RopiNurFebrianti	85
11.	RiandiAchmad B. A.	70
12.	HendrigAyodyaPradana	75
13.	Agustin Rahayu I. B.	75
14.	ZamZamiHerning M.	77
15.	OktaNurWahyuPratama	80

No.	Name	Score of English
16.	NurulIstiqomah	75
17.	NurulHidayah	75
18.	Adam Nur A	70
19.	ElaEllysa A	80
20.	Cantika Mila Soniya	75
21.	LailaMagfirulMuniroh	95
22.	PuputWidyaWahyuti	90
23.	Eva AinunFarihin	90
24.	RiyanWijayanto	76
25.	UmiWidiyani	85
26.	Yusuf DwiCahya	82
27.	CahyoBintoro	85
28.	DewiAstuti	80
29.	Elisa D. A.	85
30.	RisqiArifatussa'adah	90
31.	Moch. ImanYulianto	75
32.	RahmatSuryadinata	80
Average		80

Table 4.5. Frequency Distribution of the English achievement

ACHIEVEMENT				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	5	15.6	15.6
	75	3	9.4	25.0
	76	1	3.1	28.1
	77	1	3.1	31.2
	78	1	3.1	34.4
	80	5	15.6	50.0
	82	1	3.1	53.1
	85	6	18.8	71.9
	87	1	3.1	75.0
	90	3	9.4	84.4
	95	1	3.1	87.5
Total	32	100.0	100.0	

From the table above, could be seen that the score of students' English achievement was varied. The students who got score 76, 77, 78, 82, 87, 95 was only one student on each. There were 3 students got score 90, 5 students got score 80, 6 students got score 85, 7 students got score 75, and 5 students got score 70.

Based on the table above, the histogram could be seen as follows:

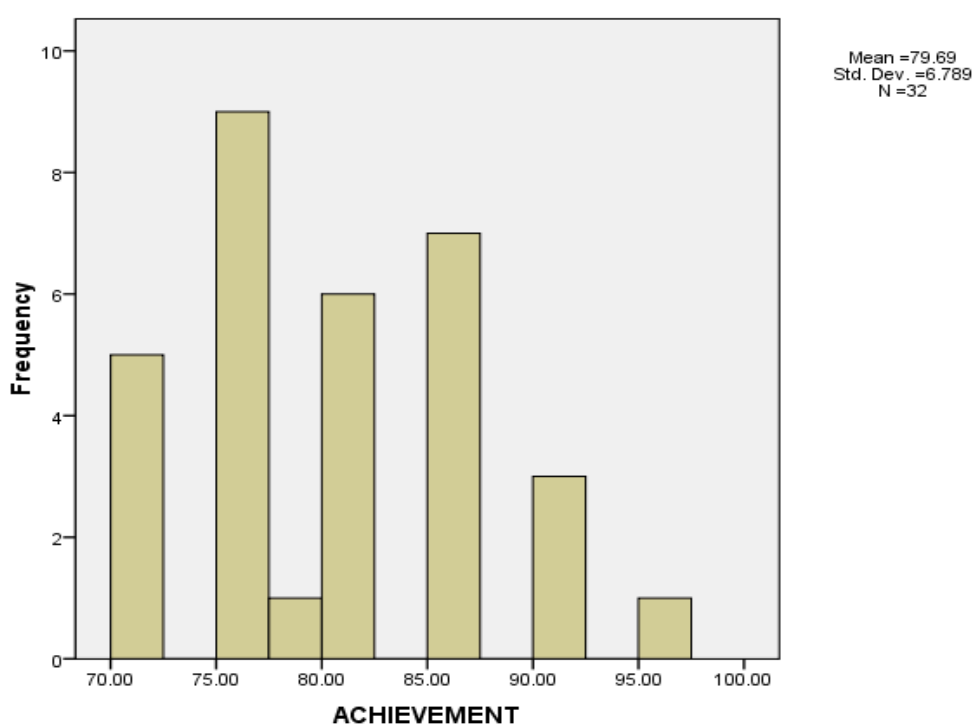


Figure 4.2. Histogram for English Achievement

From the histogram above, it was stated Mean (M_x) = 79.69 and Standard Deviation (SD_x) = 6.789 to determine the category of students' English achievement at tenth grade of SMA N 1 SlahungPonorogois good, enough, or less, made grouping scores using standard as follows:

- a. Score more than $M_x + 1.SD_x$ was the category of English achievement

- b. Score more than $Mx - 1.SDx$ was the category of English achievement
- c. Score between $Mx - 1.SDx$ to $Mx + 1.SDx$ was the category of English achievement

The calculation is:

$$Mx + 1.SDx = 79.69 + (1)(6.789)$$

$$= 79.69 + 6.789$$

$$= 86.479$$

$$= 86 \text{ (rounded)}$$

$$Mx - 1.SDx = 79.69 - (1)(6.789)$$

$$= 79.69 - 6.789$$

$$= 72.901$$

$$= 73 \text{ (rounded)}$$

Thus it could be seen that score over 86 was considered good category of English achievement, while score less than 73 were categorized as less of English achievement and its score of 73 - 86 was enough category. To know more clearly about the categorization of English achievement of the students could be seen in the following table:

Table 4.6. The categorization of English achievement

No	Score	Frequency	Category	Percents
1	More than 86	5	Good	15.6%
2	73 - 86	22	Enough	68.8%
3	Less than 73	5	Less	15.6%
Total		32		100%

Based on the accounting above, the researcher could see the English achievement at tenth grade students of SMA N 1 SlahungPonorogo in academic year 2015/2016 at tenth grade was varied. There were 15.6% or 5 students got good categorization with score more than 86, 68.8% or 22 students got enough categorization with score between 73 - 86, and 15.6% or 5 students got less categorization with score less than 73. So that, it could be concluded that English achievement of the students was enough.

C. Data Analysis

1. Normality Test

Normality test was aimed at knowing whether distribution of the data had normal distribution or not. In this research, the researcher used Kolmogorov Smirnov by SPSS 16.0.

Table 4.7. The result of Kolmogorov-Smirnov Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
MOTIVATION	.125	32	.200*	.968	32	.441
ACHIEVEMENT	.130	32	.183	.942	32	.085

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Referring to the table above, it could be concluded that the data was normally distributed. The data was normally distributed if the significant value > 0.05. In the Kolmogorov-Smirnov column, we could view that the significant value for instrumental and integrative motivation was 0.200.

Therefore, the significant value was greater than 0.05. Moreover, the result of Kolmogorov-Smirnov column for English achievement in the following table showed 0.183, it indicated that the data for motivation (instrumental and integrative and) English achievement were normally distributed.

2. Homogeneity Test

Homogeneity test was aimed at knowing that two or more sample group come from population which had same variants. The researcher tried to know the homogeneity of the data. In this study, the researcher used SPSS 16.0.

Table 4.8. The result of Homogeneity Test

Test of Homogeneity of Variances			
MOTIVATION			
Levene Statistic	df1	df2	Sig.
2.786	4	21	.053

From the table above, the result was $0.053 > 0.05$, it means that the data was homogeny.

3. Hypothesis Test

In research, data were most important because it was described variable of the research. Data had function to prove hypothesis. To know the correlation students' instrumental and integrative motivation on students' English achievement, the researcher used product moment correlation. It was one of the techniques frequently used to found out the correlation between two variables.

Table 4.9. Score of Variable X and Variable Y

No.	Name	X	Y
1.	AnindiaWidyaPratama	63	75
2.	Handa Tri Nurcahyo	51	70
3.	LeniSetyorini W	71	80
4.	RiekaShinta N. A.	73	85
5.	AmbarsariHasnaa N. A.	76	85
6.	FikarRusdiawan	52	70
7.	AristyaPendriani	79	87
8.	Rizzal A	50	70
9.	RinaOktapiya	66	78
10.	RopiNurFebrianti	72	85
11.	RiandiAchmad B. A.	72	70
12.	HendrigAyodyaPradana	62	75
13.	Agustin Rahayu I. B.	71	75
14.	ZamZamiHerning M.	69	77
15.	OktaNurWahyu P	84	80
16.	NurulIstiqomah	68	75
17.	NurulHidayah	65	75
18.	Adam Nur A	55	70
19.	ElaEllysa A	72	80
20.	Cantika Mila Soniya	63	75
21.	LailaMagfirulMuniroh	93	95
22.	PuputWidyaWahyuti	90	90
23.	Eva AinunFarihin	87	90
24.	Riyan Wijayanto	64	76
25.	UmiWidiyani	76	85
26.	Yusuf DwiCahaya	76	82
27.	CahyoBintoro	73	85
28.	DewiAstuti	71	80
29.	Elisa D. A.	71	85
30.	RisqiArifatussa'adah	80	90
31.	Moch. ImanYulianto	72	75
32.	RahmatSuryadinata	85	80

To get the result of Pearson product moment, the researcher used SPSS

16.0. The steps as follows:

1. Test the hypothesis. The hypothesis was:

Ho : There is no positive correlation between students' instrumental and integrative motivation to students' English achievement at tenth grade of SMA N 1 SlahungPonorogo in Academic Year 2015/2016.

Ha : There is positive correlation between students' instrumental and integrative motivation to students' English achievement at tenth grade of SMA N 1 SlahungPonorogo in Academic Year 2015/2016.

2. Analyze data (X and Y) by SPSS 16.0 by correlation bivariat at two tailed significant.

Table 4.10. The result of SPSS Analysis

		MOTIVATION	ACHIEVEMENT
MOTIVATION	Pearson Correlation	1	.838**
	Sig. (2-tailed)		.000
	N	32	32
ACHIEVEMENT	Pearson Correlation	.838**	1
	Sig. (2-tailed)	.000	
	N	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

D. Discussion

From the calculation about score of students' instrumental and integrative motivation on students' English achievement at tenth grade of SMA N 1 SlahungPonorogo in Academic Year 2015/2016, the researcher got r_{xy} was 0.838 while value of r_{table} at the significant standart 1% (two tailed) with $db = N - nr = 32 - 2 = 30$ found number 0.449. So, it could be concluded that $r_{xy} > r_{table} = 0.838 > 0.449$. The researcher took summary:

1. Hypothesis

a. Null hypothesis (H_0)

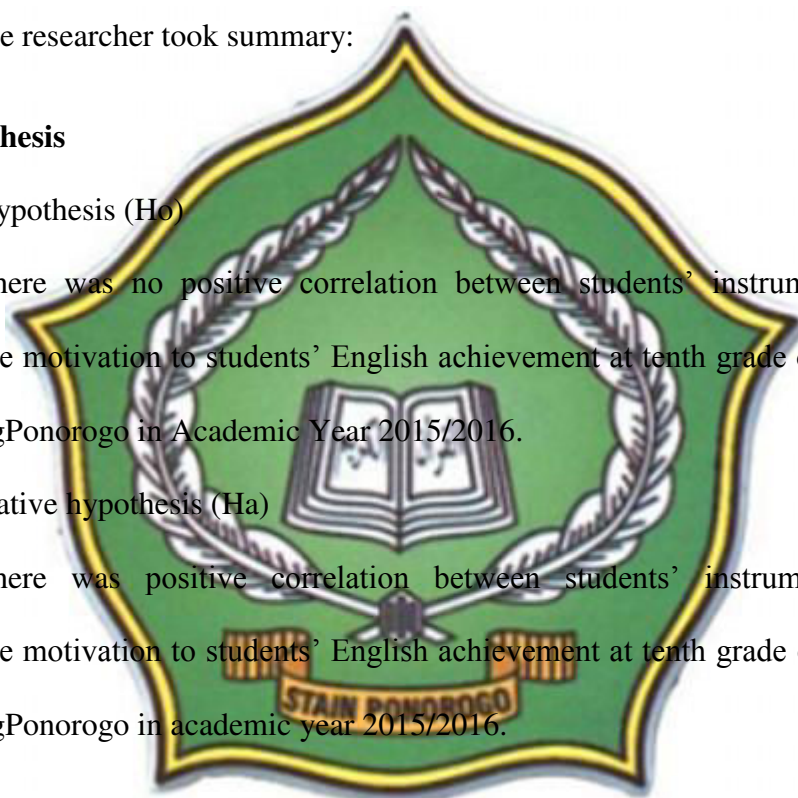
There was no positive correlation between students' instrumental and integrative motivation to students' English achievement at tenth grade of SMA N 1 SlahungPonorogo in Academic Year 2015/2016.

b. Alternative hypothesis (H_a)

There was positive correlation between students' instrumental and integrative motivation to students' English achievement at tenth grade of SMA N 1 SlahungPonorogo in academic year 2015/2016.

2. Interpretation

There were two ways to interpret whether any positive correlation between students' instrumental and integrative motivation to students' English achievement. They were interpretation about correlation coefficient by applying the index of correlation, as suggested by Arikunto.



The interpretation about rate of the correlation coefficient was formed by certain rule, as follows:

Table 4.11. Index of Correlation

No.	Scale	Interpretation
1	0.800 - 1.000	High correlation
2	0.600 - 0.800	Sufficient correlation
3	0.400 - 0.600	Fair correlation
4	0.200 - 0.400	Low correlation
5	0.000 - 0.200	Very low correlation

Based on the computation, it was known that the value of $r_{xy} = 0.838$. It would be categorized by using coefficient correlation criteria above. It was known that 0.838 was classified in interval 0.800 – 1.000 on the high correlation.

And Interpretation about correlation coefficient by table of product moment (r_{table})

Ho : There is no positive correlation between students' instrumental and integrative motivation to students' English achievement at tenth grade of SMA N 1 SlahungPonorogo in Academic Year 2015/2016.

Ha : There is positive correlation between students' instrumental and integrative motivation to students' English achievement at tenth grade of SMA N 1 SlahungPonorogo in Academic Year 2015/2016.

Then the researcher analyzed from two hypotheses above by using the value of r_{xy} with the table of product moment.

Note:

- a. If $r_{xy} > r_{table}$, so H_a is accepted.
- b. If $r_{xy} > r_{table}$, so H_o is rejected.

From the table: The significant standard 1%

$$df = N - nr = 32 - 2 = 30$$

By checking the r_{table} of product moment, it could be found at the significant standard 1% get $r_{table} = 0.449$. Those, it could be determined that $r_{xy} > r_{table}$.

From the formula above, it is known that $df = 30$. In standard significance table, for standard significance 1% r_{table} is equal to 0.449. While the result of r_{xy} is 0.838, it implied that r_{xy} is greater than r_{table} for 1% significance. It can be concluded that H_a was accepted. It means that both instrumental and integrative motivation had correlate with English achievement. Similarly, five classes of variables, attitudes toward learning situation, integrativeness, motivation, integrative orientation, and instrumental orientation, were all positively related to achievement in a second language as stated by Dörnyei. It also found that integrative motivation at tenth grade students of SMA Negeri 1 SlahungPonorogo in Acedemic Year 2015/2016 were greater than instrumental motivation.

Based on the explanation above, result of this research support the theory. Instrumental and integrative motivation had correlated with English achievement. Finally, it can be concluded that between students' motivation both instrumental and integrative and students' English achievement at tenth grade of SMA N 1 Slahung Ponorogo in academic year 2015/2016 has positive value or direction correlation. It means that the hypotheses which promoted by researcher was true.



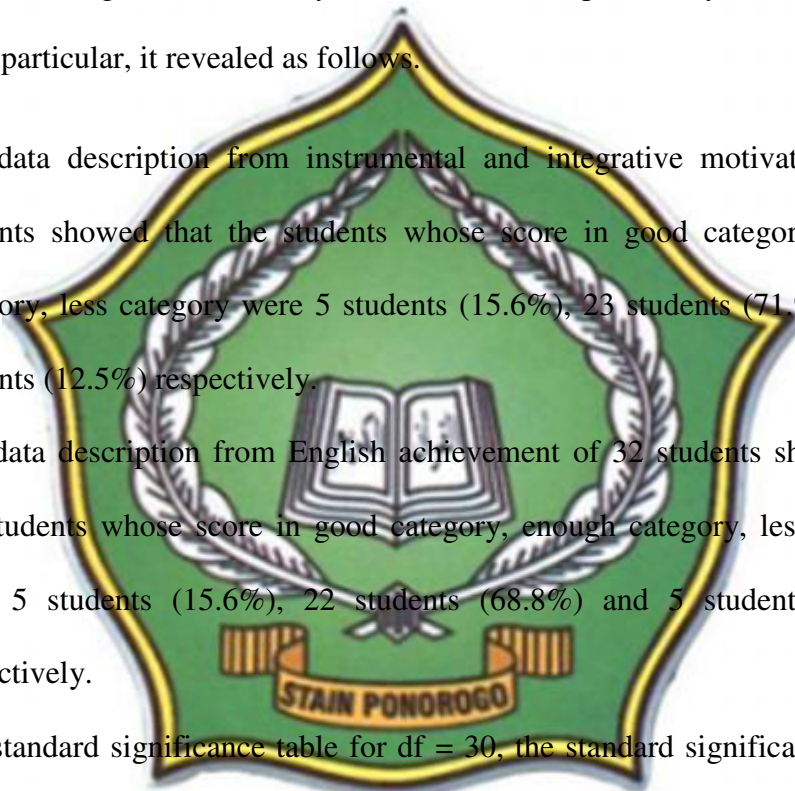
CHAPTER V

CLOSING

A. Conclusion

This study revealed that correlation between instrumental and integrative motivation on students' English achievement at tenth grade students of SMA Negeri 1 Slahung in academic year 2015/2016 is proven by the hypothesis testing. In particular, it revealed as follows.

1. The data description from instrumental and integrative motivation of 32 students showed that the students whose score in good category, enough category, less category were 5 students (15.6%), 23 students (71.9%) and 4 students (12.5%) respectively.
2. The data description from English achievement of 32 students showed that the students whose score in good category, enough category, less category were 5 students (15.6%), 22 students (68.8%) and 5 students (16.5%) respectively.
3. The standard significance table for $df = 30$, the standard significance 5%, $r: 0.349$. It means $r_{xy} > r_t$ or $0.838 > 0.273$ and the standard significance 1%, $r: 0.449$. It means $r_{xy} > r_t$ or $0.838 > 0.449$. Based on the statement above, it means that there is significant correlation between instrumental and integrative motivation on students' English achievement at tenth grade students of SMA Negeri 1 Slahung in academic year 2015/2016.



B. Recommendations

Based on conclusion above, the researcher attempts to give some suggestions:

1. For Teachers

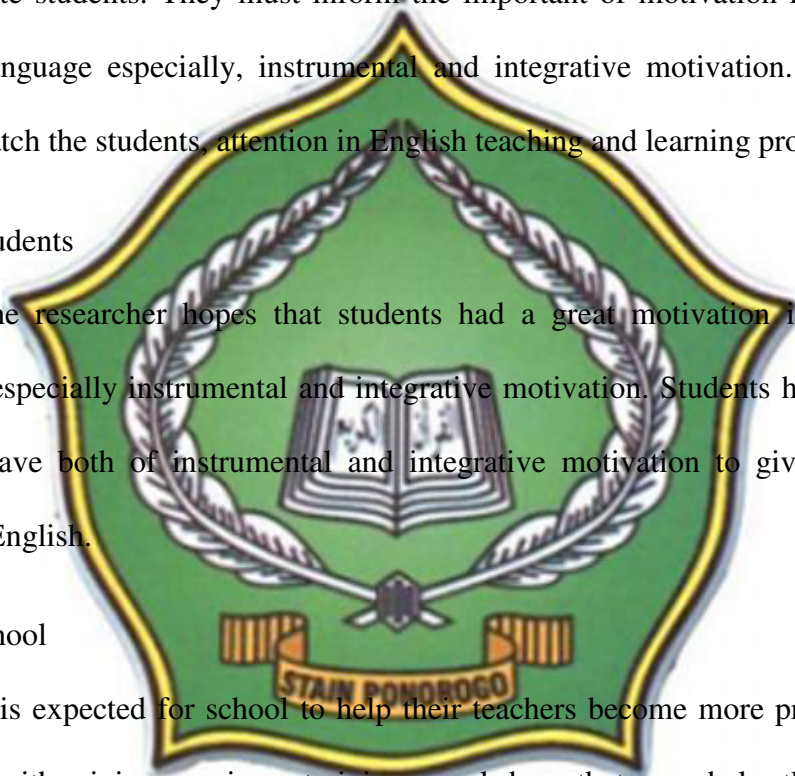
Instrumental and integrative motivation had relationship with English achievement. Teachers are expected to develop their ability in teaching, to make the students more interested and focus to the lesson. English teacher must be able to motivate students. They must inform the important of motivation in learning second language especially, instrumental and integrative motivation. It can be used to catch the students attention in English teaching and learning process.

2. For Students

The researcher hopes that students had a great motivation in learning English, especially instrumental and integrative motivation. Students hoped were able to have both of instrumental and integrative motivation to give spirit in learning English.

3. For school

It is expected for school to help their teachers become more professional teachers with giving seminar, training, workshop that can help them more professional in teaching English.



4. For future researchers

Refer to the result of the research, instrumental and integrative motivation had correlation with English achievement, other researcher is suggested to make other research about motivation in learning English.



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