

**THE EFFECT OF INSTRUMENTAL AND INTEGRATIVE MOTIVATION
TOWARD STUDENTS' ENGLISH ACHIEVEMENT AT THE TENTH
GRADER OF SMK PANCASILA 2 JATISRONO**

THESIS

Presented to
State Institute of Islamic Studies Ponorogo
In Partial Fulfillment of the Requirement
For the Degree of *Sarjana* in English Education



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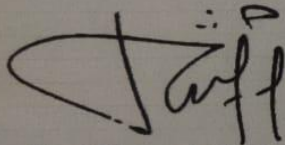
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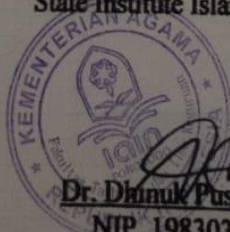


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Has been approved by the board of examiner on :

Day : Tuesday
Date : May 04 2021

and has been accepted as the requirement for the degree the sarjana in english Education on :

Day : Monday
Date : May 24 2021

Ponorogo, May 27 2021




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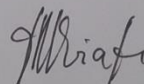
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ABSTRACT

Wati, Eka Novia. *The Effect of Instrumental and Integrative Motivation toward Students' English Achievement at the Tenth Grader of SMK 2 Pancasila Jatisrono.* Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies of Ponorogo (IAIN). Advisor Nurul Khasanah, M.Pd.

Key Words: *Instrumental Motivation, Integrative Motivation, English Achievement.*

Motivation is one of the factors that influence students' English achievement. There are two kinds of motivation in learning the target language. They are instrumental motivation and integrative motivation. Instrumental motivation emphasizes the practical value and advantages of learning a new language. While, learners with integrative motivation worship the target culture that they are learning, and thus want to learn as much as possible about its culture, history, society and are curious about everything related. The purpose of this research was to find out about the significant effect of instrumental and integrative motivation toward students' achievement at the tenth grade of SMK 2 Pancasila Jatisrono.

This research applied quantitative research design used survey research. The population was taken from the tenth grade students at SMK 2 Pancasila Jatisrono academic year 2020/2021. The researcher used simple random sampling to determine the sampling, and the numbers of the sample in this research were 32 students. The procedures of data collection were questionnaire and documentation. To analysis it, used multiple linear regression and to answer the hypothesis used F-test to know the significant effect of instrumental and integrative motivation toward students' achievement.

The result have known that the significance value for the effect of instrumental motivation (X_1) and integrative motivation (X_2) on students' achievement was $0.994 > 0,05$ and $F_{hit} 0.006 < F_{table} 3.32$, so it be concluded that H_0 was accepted and H_a was rejected.

The conclusion of this research has shown that there is no significance effect of instrumental and integrative motivation toward tenth grade of SMK 2 Pancasila Jatisrono. Students must have strong instrumental and integrative motivation, to get a good score because it has both motivations without being developed, and then motivation will not work. That's why this must be known by students and teachers so that learning English can be improved.

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CHAPTER I

INTRODUCTION

This chapter consists of a background of the study, scope and limitation of the study, research question, research objective, significances of the study, and the organization of the study.

A. Background of the Study

In the modern era, English is important for everyone because English is a language widely used in the world. English also has an important role in many aspects of life. For example in technology, education, science, and career. English also takes the role as an international language. Therefore, it will make people decide to learn English, because by learning English some people hope that they can get job in international level, some of them want to be able to communicate in English with people from another countries in order to wider get information.

English is one of foreign languages that is taught in Indonesia. In Indonesia is taught from kindergarten until university level. This subject in kindergarten and elementary belongs to a local content. Meanwhile in junior and senior high school, English is a compulsory subject. In university level, English is a complementary object in order to help student's access references in English. But in the other side, learning English language has become a public image for the students that as a difficult subject. It caused by teacher just give them material and forget to motive them or give perspective about how English language is important for life.

Motivation is one of the factors that influence students' English achievement. Motivation is a word that both teachers and learners use widely when they speak about language learning success or failure, and normally it is taken for granted that we understand what the term covers.¹ Its main motivation determines students' success or failure in their achievement. The motivation can be discerned as the key determinant factor in language learning process, thus student motivation must be preserved, elaborated and even heightened.²

There are two kinds of motivation in learning the target language. They are instrumental motivation and integrative motivation. An instrumental motivation emphasize the practical value and advantages of learning a new language, while an integrative motivation reflect an interest in learning another language because of a sincere and personal interest in the people and culture represented by other language group.³ Students have different motivation to learn English language whether it is integrative or instrumental. Some learners are likely to learn English because they love to learn in order to communicate with foreigners, enjoy English songs or movies; others are probably because they have to for the sake of academic degree or some others might be due to job demands, business

¹ Zoltan Dorney, *Motivation in Second Language Learning*, (MA: National Geographic Learning /Cengage Learning, 2014), 518.

² Zamira Hodo, "Students' Motivation Factors: Albania Case", *IOSR Journal of Research & Method in Education*, Volume 6, Issue 6 Ver. VI (Nov. - Dec. 2016), 22.

³ Gardner and MacIntyre, *An Instrumental Motivation in Language Study*, (America: University of Westem Ontario, 1991), 58.

opportunity and career path.⁴ Some instrumental reasons, such as meeting the demands of passing different tests, going to college, reading technical materials for specific information, hunting for a job, requesting better pay, or achieving higher social status. They are also likely to learn as those learners with integrative motivation do, however they do so just because of necessity, not satisfaction. In contrast to instrumental motivation, learners with strong integrative motivation worship the target culture that they are learning, and thus want to learn as much as possible about its culture, history, society and are curious about everything related.⁵

According to Gardner, the integrative motive is viewed as a constellation of attitude and motivation involving various aspect of second language learning with the prime determinant of achievement being motivation component. It same with instrumental motivation, to the extent that instrumental motivation is a powerful motivator, it too will influence achievement.⁶

To see how the role of students' motivation in learning English language, the researcher conducted observation and interview. The researcher had come to the school nearby her house and conducted interview with Mrs. Ilhama Buanawati, S.Pd. as English teacher at class X of SMK Pancasila 2 Jatisrono. The researcher

⁴ Somariah Fitriani, *Student's learning: Instrumentally, Integratively or Personally Motivated?*, Vol. 10, No. 2 (2017), 143.

⁵ Dongmei Wang, "A Study on Students' Instrumental Motivation for English Learning in Chinese Universities" *International Conference on Education, E-learning and Management Technology* (EEMT 2016).

⁶ Gardner and MacIntyre, *An Instrumental Motivation in Language Study*, (America: University of Westem Ontario, 1991), 58.

chose this school because of the time efficiency. Based on interview with Mrs. Ilhama Buanawati, S.Pd. as English teacher at SMK Pancasila 2 Jatisrono, She said about student's English achievement are different. It causes by some factor, one of them is because students have different perspective and motivation of English language. The researcher also gives some questions about students' instrumental and integrative motivation for random students, and found that most of them prefer to learn English to get a job. It showed that students are dominant in instrumental motivation. But, some of them also have integrative motivation as their motivator. Students with instrumental motivation said that they are very careful when take the English test.

Based on the background above, the researcher interested in conducting a research or know about the significant effect of instrumental and integrative motivation on students' achievement at the tenth Grader of SMK 2 Pancasila Jatisrono academic year 2020/2021, with the title **“The Effect of Instrumental and Integrative Motivation toward Students' English Achievement at the Tenth Grader of SMK 2 Pancasila Jatisrono”**.

B. Scope and Limitation of the Study

To avoid a deviation of the discussion, this study is focused on some concerns identified as follows:

1. The subject of this study is at the tenth Grader of SMK 2 Pancasila Jatisrono academic year 2020/2021, especially at class XO B.

2. The object of this study is the effect of instrumental and integrative motivation toward students' English achievement.

C. Research Question

Is there any significant effect of instrumental and integrative motivation toward students' achievement?

D. Research Objective

To find out about the significant effect of instrumental and integrative motivation toward students' achievement.

E. Significances of the Study

The study is expected to have both theoretically and practically contributions.

1. Theoretically

The result of the study will be useful theoretically in providing information on how senior high school students are motivated to learn English and giving a perspective of the significant effect of instrumental and integrative motivation toward students' English achievement.

2. Practically

a. For the Students

It is useful for the students' of Tenth Grader of SMK Pancasila 2 Jatisrono academic year 2020/2021 because by knowing about the significant effect of instrumental and integrative motivation on their English achievement, they will decide their next step for increase their English achievement.

b. For the Teachers

It is expected that it is useful for the teachers of SMK Pancasila 2 Jatisrono academic year 2020/2021 because by knowing the information about the relationship between students' motivation and achievement they will motivate their students in studying. Understanding the motivation of the students can help the teachers to apply the varied method in teaching English.

c. For the School

This research will help school in facilitating students in learning to increase their motivation to learning English.

d. For the Researcher

This research will be useful for the researcher as a reference in teaching and applying it to students when becoming a teacher.

F. Organization of the Research

The researcher formulates this study into five chapters. These chapters are related one to another which has aimed to arrange the thesis easier. The organization of this thesis as follows:

Chapter I is Introduction. It consists of a background of the study, scope and limitation of the study, research question, research objective, significance of the study, and the organization of the research.

Chapter II is review related literature. It discusses an overview of the previous studies, the theoretical background, the theoretical framework, and the hypothesis.

Chapter III is a research method. This chapter explains about research design, population, and sample, an instrument of data collection, the technique of data collection, and the technique of data analysis.

Chapter IV is research result. It discussed the result of the study which contains the data description, data analysis, and discussion.

Chapter V is closing. This last chapter illustrates about conclusions of this study and the suggestions for the next researchers or readers.



CHAPTER II

REVIEW RELATED LITERATURE

In this chapter the researcher gives an overview of previous related studies, literature review, conceptual framework, and hypothesis.

A. Previous Related Studies

Considering the topic discussed in this research, there are many research related to the topic as follows:

The first one which was presented by Ahmed Zanghar under the title, Instrument and Integrative Motivation among Undergraduate Libyan Students of English as a Foreign Language, 2012. In this research Ahmed Zanghar provides a problem about English Foreign Language (EFL) Libyan students at the collage of Arts Bani Walid are varied in their level in English achievement, and as the instrumental and integrative motivation have not been investigated among this specific population yet, it is still unknown whether or not those types of motivation can affect the Libyan students' achievement in EFL. According to the Ahmed it should be important to knowing about types of motivation which affect the Libyan students' achievement in EFL because it would be possible to work on promoting and enhancing them in order to have more students join a university English language program and to develop their English proficiency level. From the reason, Ahmed Zanghar want to determine what motivates EFL Libyan students to study English and also to see if this motivation has an influence on their achievement in EFL or not. In this research, he paired samples t-test was applied to see which kind

of motivation the students were more motivated. Then the questionnaire motivation data and the students' grades in speaking class were run through a correlation to see if there is any relationship between the students' motivation and their achievement in English language. The data analysis, have shown that instrumental and integrative motivation on student's achievement showed no relationship between the Libyans students' motivation and their achievement in EFL. This result does not support the second hypothesis of the study that proposed a positive and direct relationship between motivation and language achievement. The similarity is both of them using instrumental and integrative motivation as the X_1 and X_2 of these researches. While, the research question are different, in this research focus on the effect of instrumental and integrative motivation on students' achievement. And in this previous, the writer focused on determine what motivates EFL Libyan students to study English and also to see if this motivation has an influence on their achievement in EFL or not.⁷

Second, was presented by Sucilia Paramita, under the title *The Relationship between Students' Motivation and Their Achievment in Studying in The English Language*, 2017. Sucilia provides a problem of Students of the English Education department of UIN Ar-Raniry who are motivated in learning will get good achievement and students who are weak motivated in learning will get bad achievement. Based on this reason, Sucilia tries to find out what students'

⁷ Ahmed Zanghar , "*Instrumental And Integrative Motivation Among Undergraduate Libyan Students Of English As A Foreign Language*", 2012.

motivation of UIN Ar-Raniry is in studying English and to identify whether there is a significant relationship or not between their motivation and achievement. In this research, she used questionnaire and document analysis to collect data, after the researcher got the data from questionnaire of motivation and obtains data from the students in the questionnaire, it is necessary to analyze the data and to correlate between questionnaire result and students' achievement (GPA). After analyzing both variable by Pearson Product Moment formula, it is found that $r = 0.907$. It indicates the gravity of correlation in this study is in the very high correlation level. The result also shows that H_0 is rejected but H_a is accepted indicating that there is a strong correlation between students' motivation and students' achievement. The similarity is both of them using questionnaire and document analysis to collect data. While, the differences is in the research sample, in Sucilia thesis used students in university level as a sample and in this thesis use students of senior high school as a sample.⁸

Third, was presented by Retno Damayanti Kusumaningrum, under the title Instrumental and Integrative Motivation of Senior High School Students in Acquiring English Reading Skill, 2019. Each student in twelfth graders of SMAN 1 Weleri Kendal in the academic year 2019/2020 has different levels of motivation and comprehension since they have different characters. Learners tend to have their own preference among the four skills in second language learning, especially

⁸ Sucilia Paramita. "The Relationship Between Students' Motivation and Their Achievment in Studying in The English Language", 2017.

English. Learners who are highly motivated in speaking simply cannot be concluded that they also high motivated in writing. Each types of motivation have different roles related to students' achievement in learning language. From this reason, Retno want to provide more understanding about the motivation and investigate the correlation between students' motivation and reading comprehension because by understanding the motivation of the students can help the teachers to apply the suitable method in teaching English. In the other hand, she also tries to find out the correlation between students' reading comprehension achievement and their integrative and instrumental motivation She used survey method to do this study. With survey method, the researcher doesn't need to give a treatment for her objects. Specifically, this research was conducted through correlational study. In this research, the researcher would like to see the possibility of correlation between the students' motivation as independent variable (X variable) and acquiring English reading skill as dependent variable (Y variable). The result indicates that there is a relationship between instrumental motivation, integrative motivation and reading comprehension ability in the case of twelfth graders of SMAN 1 Weleri Kendal in the academic year 2019/2020. The similarity is on X_1 and X_2 , they are instrumental motivation and integrative motivation. The differences in on focus study. In the thesis by Retno Damayanti Kusumaningrum focus on students' reading skill, while in researcher study focus on student' ahievement in learning English.⁹

⁹ Retno D.S, *"Instrumental and Integrative Motivation of Senior High School Students in Acquiring*

B. Literature Review

In this research, the researcher is using theories that are relevant with the theme of the discussion. The theories are motivation, learning achievement, the relationship between motivation and achievement.

1. Motivation

a. Definition of Motivation

Motivation is an important aspect of any human try so hard.¹⁰ It makes a person will invest more time, energy, money and the other to reach what they wants. It relates to theory according to Masgored and Gardner, the motivation individual expends effort and attentive to the task at hand, has goal, desires, and aspiration, enjoy the activities, experiences reinforcement from success and disappointment from failure makes person use of strategies of aid in achieving goals.¹¹ So, in general, person who has high motivation is likely to reach their goals because they have tried so hard. Meanwhile, person who is not motivated or has weak in motivation will unlikely to get their goals.

English Reading Skill", 2019.

¹⁰ Nourollah Zarrinabadi, Saeed Ketabi, and Mansoor Tavakoli, *Directed Motivational Currents in L2* (Switzerland: Springer Nature Switzerland AG, 2019), 01.

¹¹ Masgored and Gardner, *Attitudes, Motivation, and Second Language Learning: A eta- Analysis of Studies Conducted by Gardner and Associates*, (Oxford: Blackwell, 2003), 173.

Motivation is regarded as a key factor which plays an important role in language learning.¹² It means that students' motivation needs to be identified by students themselves or by the teacher. Because it relates to the theory presented by Zoltan Dörnyei, Motivation is a word that both teachers and learners use widely when they speak about language learning success or failure.¹³ Students who have high motivation will get good achievement, while students who have weak in motivation will get bad achievement. That's why motivation is an important thing that supports learning activities such as mastering a second language, because it provides as a main influence to initiate second language learning and, later on, the driving force to sustain the lengthy and often tedious learning process.

According to Zoltán Dörnyei and Christine Muir, students' motivation needs to be maintained and protected, because motivation initially influences students but without being nurtured, motivation will lose sight of the goal, to get tired or bored of the activity, and to give way to attractive distractions will result in the initial motivation gradually petering out. Therefore, they mention six areas are particularly relevant for classroom application:¹⁴

1) Making learning stimulating and enjoyable

¹² Shanshan Tu and Yaping Zhou, "A Study on the Relationship between Motivation and Interpretation Competence of English Majors", *International Journal of Business and Social Science* Vol. 6, No. 7; July 2015, 214.

¹³ Zoltan Dörnyei, *Motivation in Second Language Learning*, (MA: National Geographic Learning /Cengage Learning, 2014), 518.

¹⁴ Zoltán Dörnyei and Christine Muir, *Creating a Motivating Classroom Environment* (Switzerland: Springer Nature Switzerland AG, 2019), 728-729.

- 2) Presenting tasks in a motivating way
- 3) Setting specific learner goals
- 4) Protecting the learners' self-esteem and increasing their self-confidence
- 5) Creating learner autonomy
- 6) Promoting self-motivating learner strategies

So, to maintaining and protecting students' motivation it takes the role of students and teacher to create the enjoyable class and apply the six areas are particularly relevant for classroom above.

b. Kinds of Motivation

There are two kinds of motivation in learning target language; such as follow:¹⁵

1) Instrumental Motivation

In a classroom, based on the behavior shown by students in learning second language, motivation divided into two kinds, one of them is instrumental motivation. Instrumental motivation is situation determined in terms of monetary reward for doing well.¹⁶ It means that student who has instrumental motivation to do something to get money, job, success, or another useful motive.

¹⁵ Gardner, *Motivation in Second and Foreign Language Learning*, (Language Teaching; 1985), 117.

¹⁶ Gardner and MacIntyre, *An Instrumental Motivation in Language Study*, (America: University of Westem Ontario, 1991), 57.

According to Gardner and MacIntyre, an instrumental motivation emphasizes the practical value and advantages of learning a new language.¹⁷ Furthermore, students who have instrumental motivation will put more effort to finish their task because the final grades are their main goal. Some instrumental reasons, such as meeting the demands of passing different tests, going to college, reading technical materials for specific information, hunting for a job, requesting better pay, or achieving higher social status. They are also likely to learn as those learners with integrative motivation do, however they do so just because of necessity, not satisfaction.¹⁸

2) Integrative Motivation

In contrast to instrumental motivation, learners with integrative motivation worship the target culture that they are learning, and thus want to learn as much as possible about its culture, history, society and are curious about everything related.¹⁹ It means that students who have integrative motivation do something for the pure pleasure. Usually, they learn English not only in the class and study with the teacher, but they learn by listening music, songs, movie, and so on. Furthermore,

¹⁷ Ibid,58.

¹⁸Dongmei Wang, "A Study on Students' Instrumental Motivation for English Learning in Chinese Universities" International Conference on Education, E-learning and Management Technology (EEMT 2016).

¹⁹ Ibid.

integrative motive facilitates second language acquisition because it reflects an active involvement language study.²⁰

In integrative motivation, student needs to be attracted by the role of the target language community. It involves students' reasons for learning the language. To strengthen this motivation, students wish to integrate themselves into that culture and learn hard to master the language. A weaker form of this motivation would be the desire to know as much as possible of the target language community (English), while this motivation describes a situation in which students believe that mastery of the target language will be instrumental in getting them a better job, position or status. The language is an instrumental in their attainment of such a goal.²¹ So, Integrative motivation is when students learning English language to improving in their speaking ability.

c. Factors Affecting Motivation

Motivation also has the factors which can influence how the motivation can be decreased or increased in the learning process. Based on journal by Hamidah Abdul Rahman, Azizah Rajab, Shah Rollah Abdul Wahab, Faizah

²⁰ Gardner and MacIntyre, *An Instrumental Motivation in Language Study*, (America: University of Western Ontario, 1991), 59.

²¹ Suci Lia Paramitha, Thesis; *"The Relationship Between Students' Motivation And Their Achievement In Studying The English Language"*, (Banda Aceh, 2017), 12.

Mohd Nor, Wan Zarina, Wan Zakaria, and Mohd Asyraf Badli, there are 3 Factors Affecting Motivation in Language Learning.²²

1) Teacher Influence

Teacher is the main influencer for the students to leaning English in the classroom. The findings indicated that teachers do have a high influence in motivating students in learning English as a Second Language. It is because teachers encouraged them to learn the language. This proved that the students are highly dependent on their teachers in supporting them learning the language. Most of the teachers in this school still used discussions as part of their teaching techniques and put into practice using the dictionary as a fun way of studying. Teacher also needs to create a positive environment and develop activities that allow students to practice the language in a meaningful context.

2) Personal Attitude

Students realize the importance of learning English in school and they have a desire to learn English but they feel that learning and practicing English is difficult and stressful and most of them are content with their current proficiency level. However, some students still want to improve their English because they try to learn English through interaction and not in a classroom.

²²Hamidah Abdul Rahman, Etall, "Factors Affecting Motivation in Language Learning," *International Journal of Information and Education Technology*, Vol. 7, No. 7, (July 2017), 545-546.

3) Parental Influence

Parents have a moderate influence on students' motivation towards learning English as they are also involved in their children's language Education. Even though most parents in this study do not practice much English with students and lack an English environment, parents did motivate students to learn the target language better, even at home. Nevertheless, parents did provide high levels of support by encouraging respondents to go for tuition as they did want their children to learn English and to prepare them for a better future.

2. Learning achievement

Learning achievement is the result that had been achieved or acquired form of the subject child, learning achievement is the result of which resulted in changes within the individual as a result of activity in learning. It can be said that achievement is one of parameter that is used to measure level of the students.²³ It means that if the students show good learning achievement, it means that the learning process is success.

Learners' achievements associated with their motivation for learning the language, the way they process it, and the activities they devise to learn it.²⁴

The ultimate goal of foreign language education is learner achievement.

²³ Agus Rahardjo, "Learning Motivation and Students' Achievement in Learning English: A Case Study at Secondary School Students in the Covid-19 Pandemic Situation", Volume 1, Number 2, August 2020, 56-64

²⁴ Russell S. Rosen, *Learning American Sign Language in High School- Motivation, Strategies, and Achievement*, (Washington : Gallaudet University Press, 2015), 1.

Learner achievement was conducted that explored and assessed criteria for attaining high learner achievement. They have focused on, among other criteria, learners' motivation, language processing, and learning strategies as possible determinants of learners' foreign language course performance.²⁵ From the explanation, the researcher concludes that learning achievement is students' final result; this achievement appears as the score that can be as description of their successful in learning.

B. The Relationship between Motivation and Achievement

Motivation is power in learning that gives students power and strength to study.²⁶ So, students with strong motivation will expend more effort to reach their best final score. While, students who have try so hard will automatically to explore learning resources and it will give them the potential to get a good achievement. Students also have social purposes that can be integrated with their academic purposes.

The relationship between motivation and purposes happens when someone has a high level of anxiety to fail but able to conduct his task properly and learn from his previous experiences.²⁷ It means that students who have high anxiety will overcome it by maximizing their study and effort to get what they want.

²⁵ Ibid, 98.

²⁶Petrus Ly, I Nyoman Sudana Degeng, Punaji Setyosari, Sulton, "Relationship between Achievement Motivation and Learning Outcomes on Land Law Course vy Student of PPKN Nusa Cendana University," *International Conference On Education* (2016), 700.

²⁷ Ibid, 700.

Someone's achievement motivation is determined by his tendency to success.²⁸

People with high achievement motivation have more tendencies to focus on achieving good performance than to avoid failure. They are always positive that they will success and tend to achieve maximal performance. They prefer questions with average difficulty than hard or easy questions. They will feel challenged to do the task properly and when they success they will feel fulfilled and proud of themselves. On the other hand, people with low achievement motivation tend to avoid failure and will avoid the medium level of task because it will get them into anxiety.²⁹

C. Conceptual Framework

Motivation is important part in students' English learning process. There are many types of motivation. This study focuses on the two kinds of motivation; instrumental and integrative. Each student may have different types of motivation. Students who are motivated instrumentally have a perspective that learning English is important in order to achieve a goal, such as getting a higher score, while the students who are integratively motivated learn English because they like the language and the culture. Based on interviewing some students of tenth Grader SMK 2 Pancasila Jatisrono and on Monday, 16th Novemebr 2020. Based on the interview it was found out that many students lacked motivation to learn English and from that it affects on their language learning achievement.

²⁸ Ibid, 701.

²⁹ Ibid, 701.

The researcher thought to solve this problem we need to know about the significant effect of instrumental and integrative motivation on students' achievement. Moreover, it is also expected to improve students' motivation and their achievement. For the teachers by knowing the information about the relationship between students' motivation and achievement they will motivate their students in studying.

D. Hypothesis

Hypothesis is a hunch, assumption, suspicion, assertion or an idea about a phenomenon, relationship or situation, the reality or truth of which you do not know. A researcher calls these assumptions, assertions, statements or hunches hypotheses and they become the basis of an enquiry. In most studies the hypothesis will be based upon either previous studies or your own or someone else's observations.³⁰ There are two hypotheses in this study. The first hypothesis is the null hypothesis (Ho). The second hypothesis is the alternative hypothesis (Ha).

Ho : There is no significant effect of instrumental and integrative motivation of students' achievement.

Ha : There is any significant effect of instrumental and integrative motivation on students' achievement.

³⁰ Ranjit Kumar, *Research Methodology- a step-by-step guide for beginner* (India : Great Britain ,2011), 81.

CHAPTER III

RESEARCH METHOD

This chapter provides the research methodology with a purpose to guide the research in order to work automatically. It consists of research design, the population and sample, the research instrument, the data collection technique, and the data analysis technique.

A. Research Design

In this research was applied a quantitative research design used survey research. Quantitative research designs are specific, well structured, have been tested for their validity and reliability, and can be explicitly defined and recognized.³¹ An additional quantitative research design is the collection and analyses of numerical data to describe explain, predict or control phenomena of interest. They also explain that quantitative approach to describe current condition, investigates relations, and study cause-effect phenomena.³² Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population.³³ According to L.R. Gay. Geoffrey, E. Mill, Petter Airasian, survey research involves collecting data to test

³¹ Ranjit Kumar, *Research Methodology- a step-by-step guide for beginner* (India: Great Britain, 2011),103.

³² L.R. Gay. Geoffrey, E. Mill, Petter Airasian, *Educational Research- Competencies for Analysis and Application* (America: Pearson Education,2012),8.

³³ Ranjit Kumar, *Research Methodology- a step-by-step guide for beginners* (India: Great Britain, 2011),103.

hypotheses or to answer questions about people's opinions on some topic or issue.

There are 4 key characteristics of survey research³⁴ :

- B. Sampling from a population
- C. Collecting data through questionnaires or interviews
- D. Construction of identification of survey instrument for data collection
- E. High response rate

B. Population and Sample

1. Population

Population is generally a realistic choice, not an ideal one.³⁵ It means, the population is all objects to be studied. The population in this study is students at the tenth grade of SMK 2 Pancasila Jatisrono academic year 2020/2021. Total students at the tenth grade of SMK 2 Pancasila Jatisrono academic year 2020/2021 are 365 students from 10 classes.

2. Sample

Sample should include the number of participant. A good sample is one that is representative of the population from which is selected.³⁶ In this study, the researcher used simple random sampling to determine the sampling. Simple random sampling is a process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of

³⁴ L.R Gay. Geoffrey, E. Mill, Petter Airasian, *Educational Research- Competencies for Analysis and Application* (America: Pearson Education,2012), 183.

³⁵ Ibid,130.

³⁶ Ibid,131.

selection for the sample.³⁷ In this research, the researcher takes 32 students at the tenth grade of SMK 2 Pancasila Jatisrono academic year 2020/2021.

C. Research Instrument

To get the data for the variable X_1 and X_2 the researcher spread the questionnaire. Through questionnaire the researcher got how motivation is in form of score. Therefore, students' English learning achievement variable are getting from documentation of teacher personal documentation score.

1. Questionnaire

A questionnaire is a written list of questions, the answers to which are recorded by respondents. In questionnaire, respondents read the questions, interpret what is expected and then write down the answers.³⁸ The questionnaire used in this study will be a 6-point Likert Scale adapted from Likert Scale format 6 original points from Gardner's Attitude / Motivation Test Battery (AMTB), from 'Strongly Agree' to 'Strongly Disagree'.³⁹ AMTB consists of 104 questions that are classified in several parts. Of the 104 questions, all motivational surveys of 40 items were questioned. The questionnaire consists of two main parts: instrumental motivation (items 1-20) and integrative motivation (items 21-40). To determine the questions, the researcher used indicator of

³⁷ L.R Gay. Geoffrey, E. Mill, Petteir Airasian, *Educational Research- Competencies for Analysis and Application* (America: Pearson Education,2012), 131.

³⁸ Ranjit Kumar, *Research Methodology- a step-by-step guide for beginner* (India : Great Britain ,2011), 145.

³⁹ Gardner. R. C, *Attitude/Motivation Test Battery: International AMTB Research Project (English version)* 2004.. <http://publish.uwo.ca/~gardner/docs/Englishambt.pdf>.

instrumental and integrative motivation has got from Bopita Sari thesis. The indicators of instrumental motivation are assignment, knowledge, good job, education, travelling abroad, achievements, and people view. While the indicators of integrative motivation are understanding, communication, join a group and skill.⁴⁰

Gardner has distinguished the motivation into two kinds in learning English language. They are integrative motivation and instrumental motivation. The following table 3.1 contains 20 instrumentally motivated related items.

Table 3. 1 Instrumental Motivation

No	Instrumental Motivation
1	Studying English is important because I will need it for my career.
2	Studying English is important because it will make me more educated.
3	English is a very important part of the school programme.
4	Studying English is important because it will be useful in getting a good job.
5	I like my English class so much, I look forward to studying more English in the future.
6	If I planned to stay in another country, I would try to learn their language.
7	I plan to learn as much English as possible.
8	I really work hard to learn English.
9	Studying English is important because other people will respect me more if I know English.
10	When I am studying English, I ignore distractions and pay attention to my task.
11	Studying English is important because I will be able to interact more easily with speakers of English.

⁴⁰ Bopita Sari, "Students' Motivation In English Language Learning Viewed From Gardner Theory", 2019.

12	It worries me that other students in my class seem to speak English better than I do.
13	I have a strong desire to know all of skills in English (listening, speaking, reading, and writing).
14	My motivation to learn English is for practical purposes.
15	My parents feel that it is very important for me to learn English because it will usefull in my future.
16	I put off my English homework as much as possible.
17	I keep up to date with English by working on it almost every day.
18	I enjoy the activities of our English class much more than those of my other classes.
19	I would rather spend more time in my English class and less in other classes.
20	It worries me that other students in my class seem to speak English better than I do.

The following table 3.2 contains 20 integrative motivated related items.

Table 3. 2 Integrative Motivation

No	Integrative Motivation
1	I wish I could speak many foreign languages perfectly.
2	Studying English is important because it will allow me to be more at ease with people who speak English.
3	I make a point of trying to understand all the English I read and hear.
4	I wish I could read newspapers and magazines in many foreign languages.
5	Studying English is important because it will allow me to meet and converse with more and varied people.
6	I wish I could have many native English speaking friends.
7	Studying English is important because it will enable me to better understand and appreciate the English way of life.
8	I want to learn English so well that it will become natural to me.
9	I would feel quite relaxed if I had to give street directions in English.
10	My motivation to learn English in order to communicate with English speaking people is very strong.

11	I would feel comfortable speaking English where both Japanese and English speakers were present.
12	I enjoy meeting people who speak English languages.
13	I wish I were fluent in English.
14	I feel very much at ease when I have to speak English.
15	Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.
16	It doesn't bother me at all to speak English.
17	I don't understand why other students feel nervous about speaking English in class.
18	I would feel calm and sure of myself if I had to order a meal in English.
19	I feel confident when asked to speak in English everywhere.
20	I am calm whenever I have to speak in my English class.

2. The Documentation

To know the students' English learning achievement, the researcher used their midterm scores as the documentation. The data was collected from the English teacher.

D. Data Collection Technique

The main data from this study was questionnaire. The questionnaire consists of 40 questions and consists of two main parts: instrumental motivation for number questions 1-20 and integrative motivation for numbers questions 21-40. Then the researcher will collect to see the answer. In measuring the students' motivation, the students only need to choose one option by put "check" in the questionnaire. To know the students' English learning achievement, the researcher used their midterm scores as the documentation from the English teacher.

E. Data Analysis Technique

1. Classic Assumption Test

This test aims to analyze some of assumptions of the regression analysis. According to Muhammad Ali Gunawan, in the regression analysis, there are assumptions that must be made so that the result of regression will be valid. Some of these assumptions are as follows.⁴¹

a. Normality Test

The normality test is intended to show that the sample data comes from a normally distributed population.⁴² Good research data is data that has a normal distribution.⁴³ In this research, the researcher used SPSS 23 program for windows to calculate the normality test. To determine normality, there are following criteria:⁴⁴

- 1) Determine the significance test, for example $p = 0,05$
- 2) Compare p with the significant test.
- 3) If the significant test is $>p$, then the sample comes from a normally distributed population.
- 4) If the significant test is $<p$, then the sample does not come from a normally distributed population.

⁴¹ Muhammad Ali Gunawan, *Statistik Penelitian Bidang Pendidikan , Psikologi dan Sosial*, (Yogyakarta: Parama Publishing, 2015), 65.

⁴² Ibid, 65

⁴³The International Archives of the Photogrammetry, Remote Sensing and Spatial Information Sciences, Volume XLI-B6, 2016 XXIII ISPRS Congress, 12–19 July 2016, 207.

⁴⁴Muhammad Ali Gunawan, *Statistik Penelitian Bidang Pendidikan , Psikologi dan Sosial*, (Yogyakarta: Parama Publishing, 2015), 75.

b. Linearity Test

Linearity test is used to determine whether two or more variables have a significant linear relationship or not.⁴⁵ In this research, the researcher used SPSS 23 program for windows to calculate the linearity test. Linearity testing can be done by the significant linearity and significant deviation from linearity in Table ANOVA. Value significant linearity indicates the extent to which the independent variable value just in a straight line. If the value of significant linearity $>$ significance level (0.05), then the linear regression can be used to explain the influence of variables that exist. While the value of significant deviation from linearity shows what the data is used as linear. If the value of significant deviation from linearity $>$ significance level (0.05), then the linear regression can be used to explain the influence of variables that exist.⁴⁶

c. Multicollinearity Test

Multicollinearity test intended to determine there is a significant correlation between independent variables. If there is a significant correlation, it means there is a same aspect of independent variables, then it is cannot to be used. In this research, the researcher used SPSS 23 program for windows to calculate the multicollinearity test. Multicollinearity testing

⁴⁵The International Archives of the Photogrammetry, Remote Sensing and Spatial Information Sciences, Volume XLI-B6, 2016 XXIII ISPRS Congress, 12–19 July 2016, 207.

⁴⁶ Ibid, 207.

can be done by looking at value of Variance Inflation Factors (VIF) and tolerance, there are following criteria:⁴⁷

- 1) If the VIF value < 10 that there is no multicollinearity problem in the regression model.
- 2) If the correlation coefficient between the independent variable is less than 0.5 then there is no multicollinearity problem.

d. Heteroscedasticity Test

Heteroscedasticity test is used to test there is a regression model residual variance inequality from one observation to another observation. Regression formula obtained by assuming confounding variables (error) has a constant residual variance (range of errors approximately equal). Heteroscedasticity occurs if there is residual variance is not constant. Heteroscedasticity testing can be done by Glejser Test method. If the significance value > 0.05 , then there is no heteroscedasticity. Conversely, if the significance value < 0.05 , then occurs heteroscedasticity.⁴⁸ The researcher used SPSS 23 program for windows to calculate the heteroscedasticity test.

e. Autocorrelation Test

⁴⁷ Muhammad Ali Gunawan, *Statistik Penelitian Bidang Pendidikan , Psikologi dan Sosial*, (Yogyakarta: Parama Publishing, 2015), 92-93.

⁴⁸ The International Archives of the Photogrammetry, Remote Sensing and Spatial Information Sciences, Volume XLI-B6, 2016 XXIII ISPRS Congress, 12–19 July 2016, 208.

Autocorrelation test is used to see that there is a linear relation between the errors on a series of observations, sorted by time (time series).⁴⁹ Autocorrelation test generally performed with the Durbin-Watson statistical test.⁵⁰ Value of DW calculated in the last column of Table Model Summary SPSS output. The indicator test: if the DW's value of calculated is outside the lower limit (dl) and the upper limit (du), and then the model is not autocorrelation.⁵¹ The researcher used SPSS 23 program for windows to calculate the autocorrelation test.

2. Multiple Linear Regression

Regression analysis is a method used to reveal whether there is a functional relationship between one or more independent variables on the dependent variable.⁵² In this research used multiple linear regression. Multiple linear regression is a continue of simple regression, but it has more than two independent variable.⁵³ This analysis is conducted to predict the value of the dependent variable if there are two or more variable.⁵⁴ Multiple linear regression analysis model is formulated as $Y = a + b_1X_1 + b_2X_2$.⁵⁵ The

⁴⁹ Ibid,206.

⁵⁰ Muhammad Ali Gunawan, *Statistik Penelitian Bidang Pendidikan , Psikologi dan Sosial*, (Yogyakarta: Parama Publishing, 2015), 97.

⁵¹ The International Archives of the Photogrammetry, Remote Sensing and Spatial Information Sciences, Volume XLI-B6, 2016 XXIII ISPRS Congress, 12–19 July 2016, 206.

⁵² Muhammad Ali Gunawan, *Statistik Penelitian Bidang Pendidikan , Psikologi dan Sosial*, (Yogyakarta: Parama Publishing, 2015),173.

⁵³ Ibid,197.

⁵⁴ Yulingga Nanda and Wasis Himawanto, *Statistik Pendidikan*, (Yogyakarta: Penerbit Deepublish, 2012), 102.

⁵⁵ Ibid, 102.

researcher used SPSS 23 program for windows to analyze multiple linear regression.

3. Testing Hypothesis

For testing hypothesis, the research will use the F-test. This test aims to determine whether there is the effect of the all independent variable together with the dependent variable.⁵⁶ In this research, the F test was carried out with the Analysis of Variance (ANOVA) using SPSS program. As for the significance test is as follows:⁵⁷

- a. $F_{hit} > F_{tab}$: H_0 rejected, it means there are different from some variance.
- b. $F_{hit} < F_{tab}$: H_0 accepted, it means all the variance are same.
- c. $Sig < 0,05$: H_0 rejected
- d. $Sig > 0,05$: H_0 accepted

The researcher will use SPSS 23 program for windows to testing hypothesis.

⁵⁶ Singgih Santoso, *Buku Latihan Statistik Parametrik*, (Jakarta: PT.Elex Media Komputindo, 2005), h. 312.

⁵⁷ Nuryadi, S.Pd.Si., M.Pd, Etall, *Dasar-Dasar Statistik Penelitian*, (Yogyakarta: sibuku media,2017),125.

CHAPTER IV

RESEARCH RESULT

In this chapter, researcher discusses about the general finding, data description, data analysis, discussion and interpretation.

A. General Finding

1. The Geographical Location of SMK 2 Pancasila Jatisrono

The location of SMK 2 Pancasila Jatisrono is located on Grandu, Gunung Sari, Kec. Jatisrono, Kab. Wonogiri.⁵⁸ This location is 10 km away from the researcher home and can be reached within 15 minutes.

2. Vision, Mission of SMK 2 Pancasila Jatisrono

a. Vision

The vision of SMK 2 Pancasila Jatisrono is creating middle level workforce with Pancasila spirit and professionalism that can compete in the global era.

b. Mission

To realize the vision above, SMK 2 Pancasila Jatisrono has the following missions:

- 1) Organizing education and training based on productive.
- 2) Preparing middle level workforce in accordance with the needs of a competitive industry and having advantages in the field of technology.

⁵⁸ <https://www.smkp2jatisrono.sch.id/>, 14-04-2021

- 3) Providing provisions for students to be able to develop and increase their dignity.⁵⁹

Organizational Structure

At the time this research was conducted, organizational structure of SMK 2 Pancasila Jatisrono is as follows:⁶⁰



Picture 4. 1 Organizational Structure of SMK 2 Pancasila Jatisrono

⁵⁹ Ibid.

⁶⁰ Ibid.

B. Data Description

The researcher used survey research design in this research study, and the population in this study is students at the tenth grade of SMK 2 Pancasila Jatisrono academic year 2020/2021. Total students at the tenth Grader of SMK 2 Pancasila Jatisrono academic year 2020/2021 are 365 students from 10 classes. Researcher took one class as a sample applied randomly in this research. This class is X OB, this class consist of 32 students.

1. The Schedules of Research

This research started on March 25th, 2021. Researcher with the help of class teacher distributed the questionnaires to students and was completed on April 12, 2021. And to get students midterm scores as Y variable (dependent variable). The data was collected from the English class teacher. This was done by the researcher on March 10, 2021

2. The Procedures of the Research

In this research used survey research as technical data collection. The data was collected by distributing the questionnaires to students. Meanwhile, a questionnaire was distributed to students in the form of statements in Indonesian, where the researcher had translated from the original questionnaire adapted from Gardner's Attitude / Motivation Test Battery (AMTB). This is so that students can understand well the statements in the questionnaire.

During the covid-19 era, many schools apply online learning from home, one of which is SMK 2 Pancasila Jatisrono. Therefore, to make it easier to

collecting the data, the researcher makes a questionnaire in the form of a Google form so that it is easier for students to do from home. In filling out the questionnaire, students were asked to choose one answer from the 6 Likert scale from strongly disagree to strongly agree, which was in accordance with the student's personal opinion

3. The Finding of Questionnaire

To read the results of the student questionnaire, the researcher used the Likert scale method. The Likert scale is a measurement scale developed by Likert. The Likert scale has four or more question items that are combined to form a score or value that represents individual traits, such as knowledge, attitudes and behavior.⁶¹ The Likert scale is often used as a rating scale because it gives a value to something. For the purposes of quantitative analysis, the answer scale on the Likert scale can be scored.⁶² To determine the questions, the researcher used indicator of instrumental and integrative motivation has got from Bopita Sari thesis. The indicators of instrumental motivation are assignment, knowledge, good job, education, travelling abroad, achievements, and people view. While the indicators of integrative motivation are

⁶¹ Maryuliana, Imam Much Ibnu Subroto, Sam Farisa Chairul Haviana, "Sistem Informasi Angket Pengukuran Skala Kebutuhan Materi Pembelajaran Tambahan Sebagai Pendukung Pengambilan Keputusan Di Sekolah Menengah Atas Menggunakan Skala Likert," *Jurnal Transistor Elektro dan Informatika (TRANSISTOR EI) Vol. 1, No 2*, (Oktober 2016).

⁶² Ibid.

understanding, communication, join a group and skill. ⁶³ In this research, the researcher gives a score as follows:

- a. Strongly Disagree (Sangat Tidak Setuju) was given a score of 1
- b. Moderately Disagree (Tidak Setuju) was given a score of 2
- c. Slightly Disagree (Agak Tidak Setuju) was given a score of 3
- d. Slightly Agree (Agak Setuju) was given a score of 4
- e. Moderately Agree (Setuju) was given a score of 5
- f. Strongly Agree (Sangat Setuju) was given a score of 6.

Based on explanation above, the researcher found the students' total scores of instrumental motivation (X_1) and integrative motivation (X_2). The data can be seen on the table 4.2.

Table 4. 1 Total scores of instrumental and integrative motivation

No	Name	Instrumental Score	Integrative Score
1	Abbiyyu Januarizky	80	92
2	Agus Hidayah	79	74
3	Alvindo Anggi Prabowo	99	100
4	Ardhiansyah Wahyu Utomo	89	86
5	Arkan Nur Khalis Husni	84	79
6	Basit Dermawan	78	95
7	Calvin Arwanto	96	89
8	Danar Yudho Yasmoko	80	79

⁶³ Bopita Sari, "Students' Motivation In English Language Learning Viewed From Gardner Theory", 2019.

9	Dika Rama Saputra	72	63
10	Dimas Tri Wardana	94	91
11	Dwi Santoso	91	77
12	Erik Fausi	88	90
13	Fajar Alviano	99	102
14	Ferdiansyah Dwi Santoso	97	81
15	Fery Susanto	61	68
16	Gigih Khoirul Rohman	104	104
17	Herlambang Putra Dwipa	91	90
18	Indra Haryadi	89	88
19	Mohammad Marzuki	47	42
20	Muhammad Aditya Risky Wardana	96	82
21	Muhammad Ilham Danang Perkasa	87	91
22	Nugroho Agil Wicaksono	100	111
23	Rahar Dian Yopi Alfianto	95	85
24	Ramadhan Bima Saputra	85	86
25	Rendhita Arya Pratama	72	74
26	Rezario Ahmad Nur Farizal	73	70
27	Rio Dwi Cahyo	68	68
28	Rizky Widya Anggara	70	89
29	Sofa Zarkasi	95	91
30	Sultan Angso Rudin	63	94
31	Tejo Handoyo	91	86
32	Vega Ari Pradana	79	90

From the table above, can be seen the highest total score of instrumental motivation was 104 and then the lowest was 47. While the highest total score of integrative motivation was 111 and then the lowest was 42.

4. Students' English Achievement

To know students English Achievement, the researcher used their midterm score as the documentation. The data can be seen on the table 4.2.

Table 4. 2 Student's Midterm English Score

No	Name	English Midterm Score
1	Abbiyyu Januarizky	70
2	Agus Hidayah	70
3	Alvindo Anggi Prabowo	74
4	Ardhiansyah Wahyu Utomo	70
5	Arkan Nur Khalis Husni	76
6	Basit Dermawan	72
7	Calvin Arwanto	70
8	Danar Yudho Yasmoko	70
9	Dika Rama Saputra	80
10	Dimas Tri Wardana	70
11	Dwi Santoso	70
12	Erik Fausi	71
13	Fajar Alviano	74
14	Ferdiansyah Dwi Santoso	78
15	Fery Susanto	76
16	Gigih Khoirul Rohman	78
17	Herlambang Putra Dwipa	74

18	Indra Haryadi	70
19	Mohammad Marzuki	72
20	Muhammad Aditya Risky Wardana	72
21	Muhammad Ilham Danang Perkasa	76
22	Nugroho Agil Wicaksono	74
23	Rahar Dian Yopi Alfianto	70
24	Ramadhan Bima Saputra	72
25	Rendhita Arya Pratama	72
26	Rezario Ahmad Nur Farizal	72
27	Rio Dwi Cahyo	72
28	Rizky Widya Anggara	74
29	Sofa Zarkasi	70
30	Sultan Angso Rudin	71
31	Tejo Handoyo	70
32	Vega Ari Pradana	74

C. Data Analysis

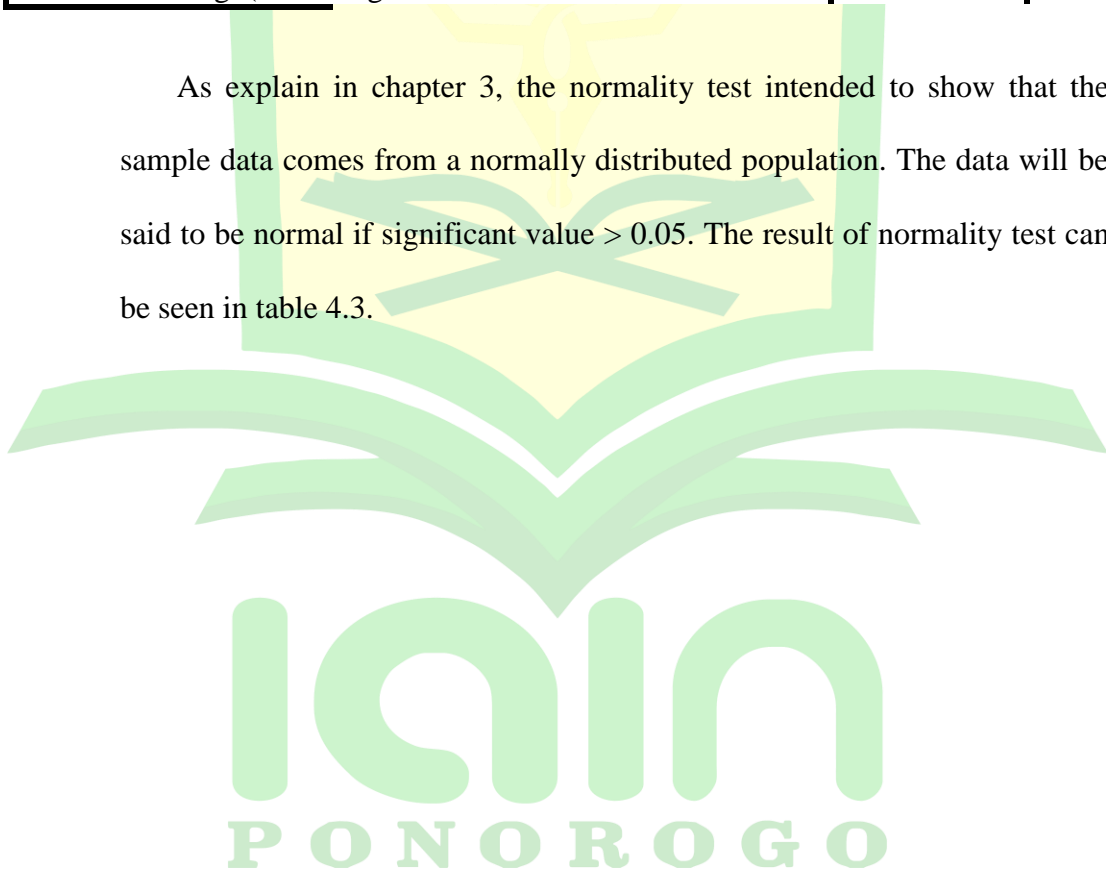
Before testing the hypothesis, the data must be fulfilling the classic assumption test (normality test, linearity test, multicollinearity test, heteroscedasticity test and autocorrelation test). And have to be analyzing with multiple linear regression.

1. Classic Assumption Test

a. Normality Test

		Unstandardized Residual
N		32
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.79049883
Most Extreme Differences	Absolute	.202
	Positive	.202
	Negative	-.167
Test Statistic		.202
Asymp. Sig. (2-tailed)		.002 ^c
Monte Carlo Sig. (2-	Sig.	.125 ^d

As explain in chapter 3, the normality test intended to show that the sample data comes from a normally distributed population. The data will be said to be normal if significant value > 0.05 . The result of normality test can be seen in table 4.3.



tailed)	99% Confidence Interval	Lower Bound	.117	Table 4.3 The Res
		Upper Bound	.134	

ult of Normality Test

From the table 4.3 above can be seen the significant value was 0.125. It means that significant value > 0.05 . Then the conclude is the sample data comes from a normal population.

b. Linearity Test

As explain in chapter 3, value significant linearity indicates the extent to which the independent variable value just in a straight line. If the value of significant linearity $<$ significance level (0.05), then the linear regression can be used to explain the influence of variables that exist. The result of linearity test can be seen in table 4.4.

Table 4. 4 The Result of Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
STUDENTS ACHIEVEMEN * INSTRUMENTA L MOTIVATION	Between Groups	(Combine d)	188.833	22	8.583	1.46 7	.283
		Linearity	.006	1	.006	.001	.976
		Deviation from Linearity	188.828	21	8.992	1.53 7	.258

	Within Groups	52.667	9	5.852		
	Total	241.500	31			

From the table 4.4 above can be seen the significant linearity was 0.258. It means that significant linearity > 0.05 . Then the linear regression can be used to explain the influence of variables that exist, because the variables were in the straight line.

c. Multicollinearity Test

Multicollinearity is the part of classic assumption test. This test intended to determine there is a significant correlation between independent variables. If VIF value < 10 then there is no multicollinearity problem in the regression model. The result of multicollinearity can be seen in the table 4.5.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	72.854	3.575		20.381	.000		
INSTRUMENTAL MOTIVATION	.003	.056	.016	.061	.952	.483	2.068

INTEGRATIVE MOTIVATION	-0.006	.056	-.029	-.110	.913	.483	2.068
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Table 4.5 The Result of Multicollinearity

From the table 4.5 above can be seen VIF was 2.068. It means that VIF < 10 then there is no multicollinearity problem in the regression model.

d. Heteroscedasticity Test

Heteroscedasticity test is used to test there is a regression model residual variance inequality from one observation to another observation. Heteroscedasticity testing can be done by Glejser Test method. If the significance value > 0.05, then there is no heteroscedasticity. The result can be seen in the table 4.6.

Table 4.6 The Result of Heteroscedasticity

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.340	1.831		.732	.470
	Instrumental Motivation	.060	.029	.516	2.073	.047
	Integrative Motivation	-.048	.028	-.420	-1.689	.102

From the table 4.6 above can be seen that result of significant of instrumental motivation is 0,470 and result of integrative motivation is 0.102. It means that the significance value > 0.05 , then there is no heteroscedasticity.

e. Autocorrelation Test

As explain in chapter 3, autocorrelation test is used to see that there is a linear relation between the errors on a series of observations, sorted by time (time series). Autocorrelation test generally performed with the Durbin-Watson statistical test. The indicator test if $du < d < 4-du$, and then the model is not autocorrelation. The result of autocorrelation test can be seen in table 4.7.

Table 4. 7 The Result of Autocorrelation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.021 ^a	.000	-.068	2.885	1.808

From the table 4.7 above can be seen that result of Durbin Watson (d) is 1.808. And the upper limit (du) has seen on Durbin Watson table, and the value is 1.5736. Then based on the indicator test if $du < d < 4-du$ can conclude as follow:

$$1.573 < 1.808 < (4-1.573) = 1.573 < 1.808 < 2.427.$$

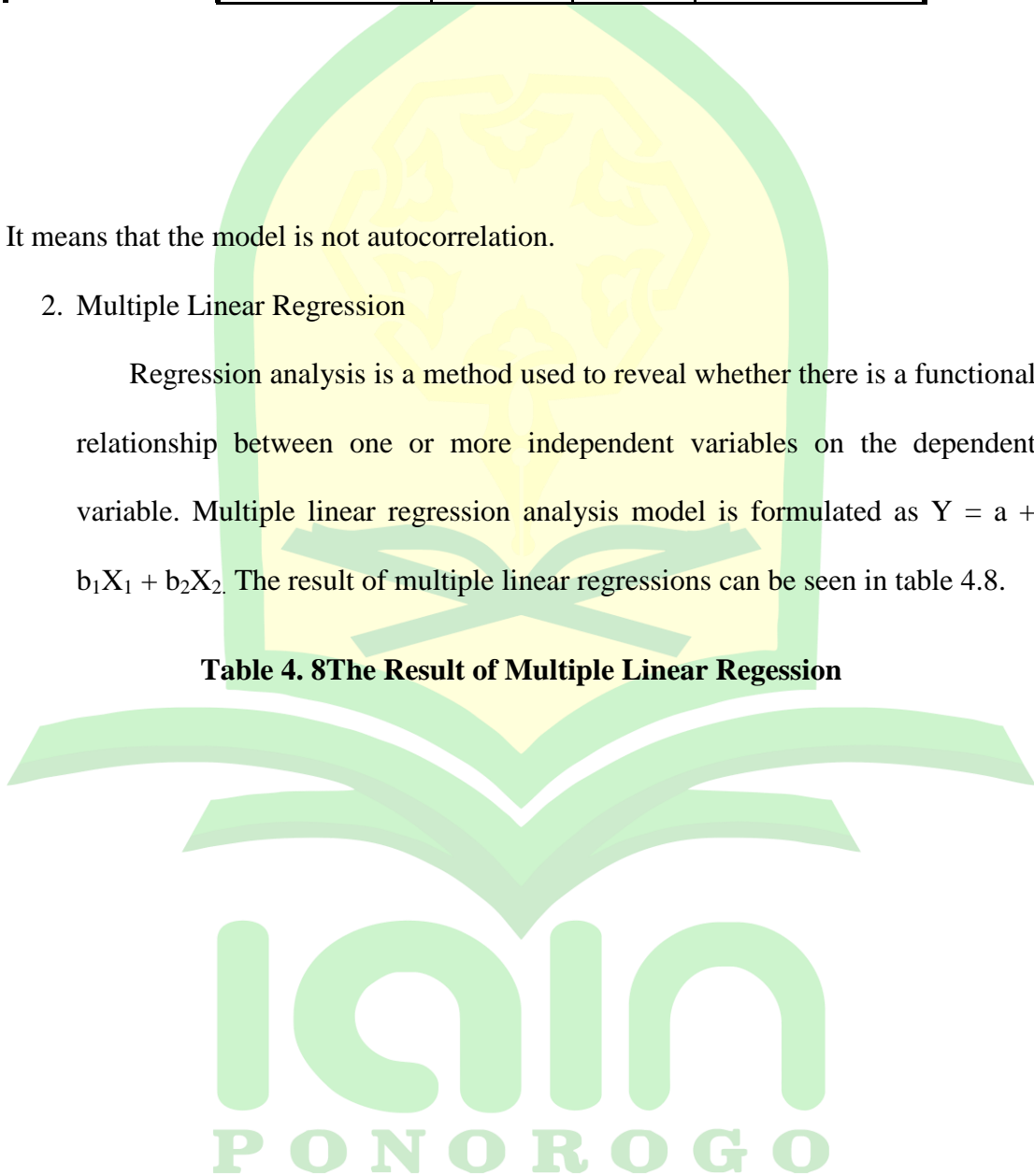
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
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It means that the model is not autocorrelation.

2. Multiple Linear Regression

Regression analysis is a method used to reveal whether there is a functional relationship between one or more independent variables on the dependent variable. Multiple linear regression analysis model is formulated as $Y = a + b_1X_1 + b_2X_2$. The result of multiple linear regressions can be seen in table 4.8.

Table 4.8 The Result of Multiple Linear Regression



	B	Std. Error	Beta		
(Constant)	72.854	3.575		20.381	.000
1 Instrumental Motivation	.003	.056	.016	.061	.952
Integrative Motivation	-.006	.056	-.029	-.110	.913

a. Dependent Variable: Students Achievement

From the table 4.8 above can be seen that result of model multiple linear regression $Y = 72.854 + .003X_1 + .006X_2$.

3. Testing Hypothesis

For testing hypothesis, the research will use the F-test. As explain in chapter 3, this test aims to determine whether there is the effect of the all independent variable together with the dependent variable. The result of F-test can be seen in table 4.9.

Table 4. 9The Result of F-Test

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.107	2	.053	.006	.994 ^b
Residual	241.393	29	8.324		

Total	241.500	31			
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To define the data above, researcher made the test of the hypothesis as below:

Ho : There is no significant effect of instrumental and integrative motivation of students' achievement.

Ha : There is any significant effect of instrumental and integrative motivation on students' achievement.

Based on the output above, it has known that the significance value for the effect of instrumental motivation (X_1) and integrative motivation (X_2) on students' achievement is $0.994 > 0,05$ and $F_{hit} 0.006 < F_{table} 3.32$, so it be concluded that H_0 was accepted and H_a was rejected, which means there is no significant effect of instrumental motivation (X_1) and integrative motivation (X_2) on students' achievement.

D. Discussion and Interpretation

In this study, the researcher tries to answer the hypothesis that there is any significant effect of instrumental and integrative motivation toward students' achievement in the tenth grade of SMK 2 Pancasila Jatisrono. In this interpretation, researcher analyzes the effect of instrumental and integrative motivation with multiple linear regression. As seen in the table result of analyze of model multiple linear regression $Y = 72.854 + .003X_1 + 006X_2$. This result has the meaning that the constant $a = 72.854$ means that if the instrumental motivation and integrative motivation are not include in this research, the students' achievement still increase 72.854%. The value of the coefficient $b_2 = 003$ means that if the

instrumental motivation variable more increase by students, the students' achievement will increase 003%. And the value of the coefficient $b_1 = 006$ means that if the integrative motivation variable more increase by students, the students' achievement will increase 006%. These data indicate that the percentage effect of instrumental and integrative motivation to students' achievement is very low.

To answer the hypothesis, the researcher used F-test and has known that the significance value for the effect of instrumental motivation (X_1) and integrative motivation (X_2) on students' achievement is $0.994 > 0,05$ and $F_{hit} 0.006 < F_{table} 3.32$, so it be concluded that there is no significant effect of instrumental motivation (X_1) and integrative motivation (X_2) on students' achievement.

As mentioned in previous chapter, motivation is an important thing that supports learning activities. The motivation can help students' achieve his or her goals if they have strong motivation in doing steps to achieve it. In the role of motivation, there are two kinds of motivation namely instrumental and integrative motivation. They are included in one of the factors that affect achievement. The researcher believes that to get a good score, students must have strong instrumental and integrative motivation, because it has both motivations without being developed, and then motivation will not work. That's why this must be known by students and teachers so that learning English can be improved.

CHAPTER V

CLOSING

This chapter discusses the conclusion and recommendations of the research.

A. Conclusion

The conclusion of this research has shown that there is no significant effect of instrumental and integrative motivation toward tenth grader of SMK 2 Pancasila Jatisrono. This is evidenced by the results of multiple regression analysis which shows the result of anaysis was $Y = 72.854 + .003X_1 + 006X_2$. This result indicates that the percentage effect of instrumental and integrative motivation to students' achievement is very low. And also answered by the hypothesis test using the f test, which shows that the significance value for the effect of instrumental motivation (X_1) and integrative motivation (X_2) on students' achievement is $0.994 > 0,05$ and $F_{hit} 0.006 < F_{table} 3.32$, so it be concluded that there is no significant effect of instrumental motivation (X_1) and integrative motivation (X_2) on students' achievement.

B. Recommendations

Based on the result above, the researcher gives some recommendation as follow:

1. For the English Teachers

Teachers must often to give understanding to students about the importance of fostering student motivation in learning English, especially the two motivations, namely instrumental and integrative motivation.

2. For the Students

The researcher is expected to know more about their own instrumental or integrative motivation so that it can further increase enthusiasm for learning and will have a good effect on achievement

3. For the School

This research hopes the school can facilitate students in learning to increase their motivation to learning English.

4. The Reader

The researcher hopes that the next researcher will measure the level of instrumental and integrative motivation so that the significant effect can be found on students' English achievement.

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