
A Study of Motivation in Studying English of the Second Year Undergraduate Students at Aviation Personnel Development Institute (APDI), Kasem Bundit University, Romkloa Campus

ศศิวิมล วิจารย์จิตร¹ และ ชลธร จันทะโส²

¹สถาบันพัฒนาบุคลากรการบิน มหาวิทยาลัยเกษมบัณฑิต วิทยาเขตร่มเกล้า 086-995-4366 sasiwimon.wij@kbu.ac.th

²สถาบันพัฒนาบุคลากรการบิน มหาวิทยาลัยเกษมบัณฑิต วิทยาเขตร่มเกล้า 097-183-9449 chonlathorn.jan@kbu.ac.th

Abstract

This study aimed to investigate integrative and instrumental motivations of 100 second-year undergraduate students at aviation personnel development institute in Thailand. A motivational survey was conducted by using Attitude / Motivation Test Battery (AMTB). This research used a quantitative approach with 30 questions which divided into six categories of integrative and instrumental motivation. In integrative motivation, three aspects were included: degree of integrativeness, interest in foreign language, and desire to learn language. For instrumental motivation three aspects were included: degree of instrumentality, motivational intensity, and parental encouragement. A questionnaire was used to collect data from 100 undergraduate students. The data from the questionnaire were analyzed by mean, and standard deviation in order to determine the level of motivation in studying English. The findings of this study indicated that APDI students were slightly more integrative motivated to study English. It indicates that integrative motivation is a significant factor among APDI students.

Keywords : motivation, integrative motivation, instrumental motivation

Introduction

English is very important since it has become a global language, used in business, manufacturing, technology, global trading markets, and education (Crystal & Nunan, 2003). With this importance, there is also a requirement for Thai school as well as APDI students to have English as a compulsory subject which needs to be taken and passed in the school's examination. In order to access to this education, the English skills are not improving in Thai schools system. It means that the Thai students have not yet prepared for the international competition which requires a higher level of English proficiency. To improve English proficiency, motivation could be considered to be a role to improve English apart from



English proficiency skills. To improve English proficiency, Segran (2015) claimed that both integrative and instrumental motivation played an equally role in learning English. In contrast, Mao (2011) found that instrumental motivation played the highest influence as compared to integrative motivation. The students' motivation toward studying English could be demonstrated the key of success. Brown (2000, p. 160) stated that “it is easy in second language learning to claim that a learner will be successful with the proper motivation”. Gardner (2006, p. 241) also claimed that “students with higher levels of motivation will do better than students with lower levels (of motivation)”.

Background of study

Being APDI students, they were required to have high English proficiency in order to graduate and to have more opportunities to get jobs in airlines business. Even though the courses were provided to APDI students, little is known why APDI students are lack of motivation to study English. As a result, this research was conducted to investigate the level of motivation in each category of integrative and instrumental motivation. The findings could help the English professors to better understand the level of their motivation, work toward an improvement, and encourage students to achieve their goal.

Definitions of motivation

Several researchers defined different definitions of motivation in studying English.

Gardner and Lambert (1972) divided the notion of motivation into two main categories: integrative and instrumental motivations. Integrative motivation involves the purpose in learning English language in order to become part of community or society to speak English. Instrumental motivation involves the practical concepts in learning English language in terms of increasing education and career's opportunities (Gardner & Lambert, 1972).

Gardner (2001, p. 15) stated on his socio-educational model that motivation is linked to success of studying language. However, the students may need to put more effort to fully learn and understand language which means motivation and attitude influence language achievement.

Crookes & Schmidt (1991, pp.471-472), defined that motivation is primarily with learner's orientation toward the goal of learning language. Similarly, Keller (1983, p.389)

stated that motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in this respect.

Overall, motivation is the important factor in order to succeed in studying language. Motivation is a good drive to go through the learning process. Integrative motivation can be described as a self-motivated where the students find themselves to enjoy, engage in language activities, and learn it without rewards. On the other hand, instrumental motivation refers to a desire the students want them to learn language because they highly expect to pass the exam, get a better salary and career. Motivation helps the students to gain new learning knowledge and allow them to be more successful in language learning.

Related research studies

Al-Ta'ani (2018) studied integrative and instrumental motivations for learning English as a university requirement among undergraduate students at Al-Jazeera university/Dubai. The result revealed that the students had high level of motivation both integrative and instrumental for learning English, but their instrumental motivation was slightly surpassed their integrative motivation.

Delgado (2016) studied integrative and instrumental motivation in English language learning of first year students at Naresuan university international college (NUIC). The result proved that the students had an average interpretation on both motivation factors: integrative and instrumental. The students were interested in learning English language instrumentally and integratively, however, if they did not acknowledge that interest and work on how to develop their English skills, it would take longer time for them to proficiency in English.

Segran (2015) studied the role of integrative and instrumental motivation in L2 learning of local Malaysian ESL university students. The result revealed that Degree level students had higher integrative motivation while Foundation level students had higher instrumental motivation. Overall, integrative and instrumental motivation plays an equally significant role in the L2 learning of local Malaysian ESL university students.

Research Questions:

1. What is the level of APDI students' integrative motivation in studying English?
2. What is the level of APDI students' instrumental motivation in studying English?



The scopes of the research

The study was conducted with the samples selected from the second years undergraduate students at Aviation Personnel Development Institute (APDI), Kasembundit University, Romklao campus in the second semester, academic year 2018 to explore the level of motivation to study English. The data collected from the questionnaire to 100 students whether they are integratively and instrumentally motivated to study English. The level of motivation could be identified as a key to assist them to be proficiency in English language learning.

Research objectives

This study investigates APDI students' motivation level toward English language learning.

Methodology

Participants

The participants in this study were purposive sampling participants. The surveyed participants were 100 second year students at Aviation Personnel Development Institute (APDI), Kasembundit University, Romklao campus, who were studying in the second semester, academic year 2018. They were 28 male and 72 female.

Research Instruments

The questionnaire was adapted from the Attitude/ Motivation Test Battery (AMTB). There were 30 items with a four-point Likert scale, ranging from strongly disagree (1) to strongly agree (4).

The questionnaire was divided into six categories of integrative and instrumental motivations. For integrative motivation, three aspects were included: degree of integrativeness, interest in foreign language, and desire to learn language. For instrumental motivation three aspects were included: degree of instrumentality, motivational intensity, and parental encouragement. The questionnaire was consisted of students' personal data: sex and year of English.

Data collection

The questionnaires were administered to students after their English session which they were given clear instructions and explanation for filling out the questionnaire. The responses on their questionnaire would not be affected to the course evaluation. The questionnaires were then collected upon completion, so the response rate was 100%.

Data Analysis

To analyze the data from the questionnaire, the mean and standard deviation were computed to determine the level of motivation to learn English. The interpretation of a four-point Likert scale was used to measure the level of the students' motivation to learn English. The scale specified the level of agreement and disagreement based on the criteria of Likert (1932). To answer each research questions, the data was reported by using descriptive statistics, mean scores, and standard deviation.

Table 1 The scale level of agreement and disagreement of students' motivation

Scale	Mean range	Motivational level	Score range
4	Strongly agree	Highest	3.25-4.00
3	Slightly agree	High	2.25-3.24
2	Slightly disagree	Low	1.25-2.24
1	Strongly disagree	Lowest	1.00-1.24

As shown in Table 1, a four-point Likert scale was used to measure the motivation level of APDI students. A motivation ranged from agreement and disagreement.

Findings

The findings of this study are presented in two parts based on the research questions. This part reports average the level of student's motivation to study English.



Table 2 Descriptive statistics of student’s motivation to study English

Types of Motivation	\bar{x}	SD	Level
Integrative Motivation	3.47	0.67	Highest
Instrumental Motivation	3.23	0.75	High
Overall	3.35	0.71	Highest

(N = 100)

As shown in Table 2, overall, the result demonstrated the highest in integrative motivation to study English ($\bar{x} = 3.35$, SD = 0.71). The integrative and instrumental motivations were close with a mean difference of 0.24.

Table 3 Descriptive statistics of integrative motivation

Integrative Motivation	\bar{x}	SD	Level
Degree of Integrativeness	3.64	0.55	Highest
Interest in Foreign Language	3.59	0.64	Highest
Desire to Learn Language	3.19	0.79	High
Overall	3.47	0.67	Highest

(N = 100)

As shown in Table 3, degree of Integrativeness was the highest ($\bar{x} = 3.64$ SD = 0.55), followed by Interest in Foreign Language ($\bar{x} = 3.59$, SD = 0.64), Desire to Learn Language ($\bar{x} = 3.19$, SD = 0.79).

Table 4 Descriptive statistics of instrumental motivation

Instrumental Motivation	\bar{x}	SD	Level
Degree of Instrumentality	3.57	0.62	Highest
Motivational Intensity	2.98	0.83	Highest
Parental encouragement	3.28	0.77	Highest
Overall	3.35	0.75	Highest

(N = 100)

As shown in Table 4, Degree of Instrumentality was the highest (\bar{x} = 3.57, SD = 0.62), followed by Parental encouragement (\bar{x} = 3.28, SD = 0.77) and Motivational Intensity (\bar{x} = 2.98, SD = 0.83).

To sum up, the results provided a sufficient answer for the research question and showed that APDI students had higher integrative motivation than instrumental motivation. Overall, the interpretation on integrative and instrumental motivation was the highest. It indicated the personal desire to learn English in order to achieve English proficiency. Though, there is an interest in learning English, but if they don't work on that interest, they are no longer to become proficiency in English.

Conclusions

This study attempts to investigate student's motivation to study English. The findings in this study suggest that APDI students tend to have more integrative motivation than instrumental motivation. Students highly interested to study English as they thought it was worth for them. Generally speaking, motivation was factors which contributed to the main reason for students to be successful in studying English. To sum up, this study defines the integrative and instrumental motivations of APDI students in studying English. The high integrative motivation of students should be the key to become successful and higher English proficiency.

Discussion

The findings from the study indicated that the student's motivation to study English, as measured by the means in integrative motivation and instrumental motivation was at the highest level. When considering each category of motivation, integrative motivation was at the highest level. It indicated that the students desired to study English to be English proficiency. This is similar to the previous studies in integrative motivation and instrumental motivation to learn English such as Al-Ta'ani (2018), Segran (2015), Delgado (2016), and Ghaith and Shaaban (2008). The participants of these previous studies had equal integrative motivation and instrumental motivations to study English.

Based on the findings of the study, it can be said that APDI students were motivated to learn English as they found that English was very important for various reasons, such as understanding English books, movies, music, and getting involved with English-speaking



activities. Gardner (1985) claimed that the students who had high motivation learned faster than the students who had low motivation. A possible explanation could be that English became important for APDI students once they became aware of the fact that they may find a better opportunity for their future purposes. According to the survey, APDI students had high integrative motivation than instrumental motivations. Similarly, Karbor (2012) found that integratively motivated learners and high strategy users were more proficient than instrumentally motivated learners and low strategy users. Similarly, Keller, Far, and Samad (2012) found that the high achievers' language proficiency correlated well with integrative motivation which indicated that high achievers L2 learners were highly integrative motivated.

Recommendations

Recommendations for the current study

As the finding of the present study indicated that APDI students were the highest motivated to learn English. Based on the findings it demonstrated that APDI had slightly more integrative motivated to study English than instrumental. Therefore, the findings answered the research questions of what level of students' motivation were. It would be a great value for the English professors to encourage students to learn English and to improve their English proficiency. It would be also beneficial for the English professors to create the extra activities which involve the students' the language usage.

Recommendations for further studies

This study did not examine motivation in learning English of students of other year; it was conducted only with the second year students. The further study should be conducted more variety of respondents which included student's age, gender, and learning styles in the study. The study aims to determine the motivation level of the second year undergraduate students at APDI. The investigation should be included in-depth interview and observation during classes to be beneficial for their further education, plan, and career.

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