

# AN OVERVIEW OF INSTRUMENTAL AND INTEGRATIVE MOTIVATION TO SUCCESSFUL ENGLISH LEARNING IN THREE DECADE TIME PERIOD (1990-2020): A LITERATURE REVIEW

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**Abstract:** This article provides an overview of the role of instrumental and integrative motivation in successful English learning over a three-decade period (1990-2020). The author conducted a literature review using Systematic Literature Review (SLR) to analyze selected articles on the topic. The reviewed studies emphasized the importance of both integrative and instrumental motivation in language learning. Integrative motivation refers to the motivation to integrate into the target culture and community, while instrumental motivation refers to the practical benefits of learning the language. The article highlights the significance of motivational factors in ESL learning and their impact on learners' proficiency and engagement. It also discusses the influence of gender differences, family, and contextual factors on learners' motivational factors.

**Keywords:** *English learning, Instrumental Motivation, Integrative Motivation, ESL learning.*

## INTRODUCTION

This research was conducted to analyze two classifications of student motivation. Instrumental and integrative motivation for successful English learning. To enhance successful of English learning, students must be motivated. One of the most significant factors in the performance of language learners is motivation, this is recognized as being paramount to the learner of English learning. It is generally accepted that students will learn a foreign or second language more successfully if they are more engaged in their studies. Concerns regarding motivational factors that are crucial to learning are common among students who select English as their primary language and study it as a foreign language or as a second language.

Gardner and Lambert (1972) documented two different types of motivation: integratively and instrumentally, the latter of which affected the language learning process. The term instrumental motivation is used to describe the desire to learn a language because of its functional purposes, such as for employment or travel. Conversely, integrative motivation is the desire to learn a language in order to better comprehend and merge into the cultural traditions of the people who speak it. When learning a new language, the person's motivation has a significant impact on the final result. Integrated motivation, which is derived from the desire to associate with the culture and individuals that speak the language being studied, has been observed to be particularly beneficial to students that learn English as a second language (ESL). Students with intrinsic motivation are more likely to participate in effective conversations with native speakers of English, they will also seek out

ways to improve their language abilities, ultimately achieving a higher degree of proficiency (Smith and Kim, 2017).

In a study conducted by Lee (2019), it was found that ESL students who were exposed to materials that emphasized the cultural aspects of English-speaking countries, such as literature, films, and music, were more likely to develop integrative motivation than those who were thought using traditional methods. This suggests that incorporating cultural elements into language instruction is not only a way to make learning more engaging and interesting for students but also a way to foster a deeper connection with the language being learned. Integrative motivation contrasts with instrumental motivation, which refers to the need to learn a language for practical reasons like academic or professional advancement. Therefore, Integrative motivation is the desire to learn the language to fit the target culture communicate with locals.

Over the past three decades, a lot of research has been conducted about the connection between integrative, instrumental, and English language learning. According to Dornyei and Csizer (1998), instrumental motivation is positively related to academic performance, while integrative motivation plays a bigger part in social and cultural integration. In addition, a study by Yang and Gao (2018) found that students with high instrumental motivation were more likely to engage in self-regulated learning that would improve their English proficiency.

Ushioda (2013) argues that learners can have both various kinds of motivation around the exact same time and that the two types can work together to improve English language learning outcomes. Besides, the relationship between motivation and success in English learning has been an important area of language education research over the past three decades. Instrumental and integrative motivation have been extensively studied and found to significantly impact the outcomes of language learning. However, the connection between these two motivations is not always clear and further research is needed to clarify how the two work together to improve language learning outcomes.

## **LITERATURE REVIEW**

### ***Integrative Motivation***

Integrative Motivation is essential to the success of language students. This term, coined by Gardner and Lambert in 1972, refers to the type of motivation that arises from a genuine interest and want to learn a language to communicate with native speakers and understand their culture. This type of motivation is different from instrumental motivation, which is driven by external factors such as grades, job requirements, or other utilitarian purposes. According to Dornyei (2005), Integrative Motivation is essential in determining the success of language learners. Individuals that they are frequently integratively motivated and who have positive feelings about their target languages and its speakers. This motivation is influenced by various factors such as curiosity, appreciation of the target culture, social integration, and personal growth. Integrative Motivation is also associated with better language learning outcomes. According to research, students who are integratively motivated tend to have higher proficiency levels and are more likely to persist in their language learning journey (Dornyei & Ushioda, 2009).

Additionally, Integrative Motivation is crucial to the development of a language identity and the L2 concept of self. Learners who are intrinsically or integratively motivated will have a stronger association with the target culture and its speakers, this will lead to greater social integration and communication. This, in turn, contributes to the development of a positive L2 self-concept, which is an important predictor of language learning success (Dornyei & Ushioda, 2009). It's crucial for language teachers to understand the importance of Integrative Motivation and create their teaching methods in order to promote this type of motivation in students. Some effective ways to promote integrative motivation include creating a positive classroom atmosphere, emphasizing the cultural aspects of the language, providing opportunities for social interaction, and encouraging learners to set realistic and meaningful goals.

### ***Instrumental Motivation***

Instrumental motivation is the desire to achieve a specific goal or outcome. This type of motivation is often associated with extrinsic rewards such as money, recognition, or status. Individuals who are instrumentally motivated are often driven to achieve success in order to attain these rewards. According to Ryan and Deci (2000), instrumental motivation is one of two primary types of extrinsic motivation, the other being external regulation. While external regulation refers to inspiration that is provided by external factors like awards or punishments, instrumental motivation is driven by a desire to achieve a specific outcome.

Research has shown that instrumental motivation can be a powerful motivator in certain situations. For example, in a study of salespeople, those who were motivated by the desire to achieve specific sales goals were more successful than those who were motivated solely by a desire for recognition (Hollenbeck, Williams, & Klein, 1989).

### ***Impact of Student Motivation in Learning English***

Due to the complexity of today's language learning, the need for motivation has increased, and new methods of motivating learners have emerged. This needs understanding motivation before implementing any type of method to encourage the student. The most effective strategy is to start with integrative and instrumental motivation. Motivation, whether integrative or instrumental, is important in language memory and learning, however Kachru (2005) prefers instrumental motivation above integrative motivation. In recent years have researchers investigated and dealt with different characteristics and categories of motivation in the context of second/foreign language learning (Moskovsky & Alrabai, 2009).

Choosri and Intharaksa (2011) are of the opinion it is intrinsic as well as external, and that it can also be important since it helps one develop one's own identity, and that it has an immediate impact on learners' accomplishment. Choosri, Intharaksa (2011) emphasize the importance of motivation in explaining why learners reject or succeed in learning English. Gardner and Lambert, in 1972 (quoted in Choosri and Intharaksa, 2011) assert that an integration of all those activities and ambitions becomes beneficial in accomplishing learning goals.

## METHOD

This research conduct literature review as a methodology to obtain information from the data by using keyword related to instrumental motivation, integrative motivation, and English learning. According to Fink in 1998. In his book, "Conducting Research Literature Reviews," Fink provided a comprehensive guide to literature review methods and techniques. He also highlighted the importance of defining the research question, developing search strategies, and assessing the quality of the studies included in the review. The literature review method employed in this study has a unique strength that sets it apart from other research studies. By combining conclusions and viewpoints from various empirical findings, the literature review method can effectively address research problems. This approach allows for a comprehensive analysis and synthesis of existing literature, providing valuable insights and a deeper understanding of the subject matter. As noted by Snyder (2019), this methodological approach adds credibility and robustness to the research findings. Searches are limited to articles published in the past thirty years or three decades (1990-2020). The inclusion criteria for articles were that they were written in English, focused on instrumental and/or integrative motivation in relation to English or language learning, and have been selected for publication in journals with peer review or proceedings of conferences. Exclusion criteria included articles that were not related to the topic, were not written in English, or were not published in peer-reviewed sources. After initial screening, 30 articles were selected for further analysis based on their relevance to the topic of instrumental and integrative motivation in English learning. Then the 30 articles were divided into two classifications of two crucial issues or interests which are instrumental motivation and integrative motivation that related to the author's research question.

The selected articles were read and analyzed by the author of this literature review, who is an expert in the field of teaching English. The author analyzed the articles for their main findings and themes pertaining to integrative and instrumental motivation in English learning. To obtain details information for the findings the author used Systematic Literature Review (SLR) to organize the selected articles, the selected articles were then synthesized and organized into different sections, such as researcher and year, journal's title, and findings of the journal and the author also utilized the lists of citations from the selected items to locate additional relevant articles that were not included in the initial search. The authors collected the data from several databases with keywords that related to variables which are instrumental motivation and integrative motivation in previous studies. After collecting the data being collected, the author analyzed it to find which student is more successful in English learning with instrumentally or integratively motivated.

As the basis of all kinds of research, literature research plays an important role. It can serve as a basis for knowledge development, provide guidance for policy and practice, provide evidence for impact and, when done well, generate new ideas and directions for a particular field. Therefore, they can serve as a basis for future research theory and theory. However, conducting a literature review and assessing its quality can be challenging. For this reason, this article provide some basic guidance on how to conduct longer-lasting, better literature reviews and research. Real research gaps are considerably simpler to find. when the accuracy of the studies is determined to be high, Instead of repeating the same searches,

which results in improved and more accurate hypotheses and research topics, thereby improving research quality as community research (Snyder, 2019).

## FINDINGS AND DISCUSSION

### Findings

This literature study focuses on the connection between English as a Second Language (ESL) learning and two different student motivation: instrumental and integrative motivation. The documented papers analyzed in this study provide an analysis and summary of the research data of the table below.

**Table I**  
**The research finding of Instrumental and Integrative Motivation to Successful English learning in Three Decade Time Period (1990-2020)**

| No | Researcher and Year      | Journal/Thesis/Publisher  | Research Findings  |
|----|--------------------------|---|--|
| 1. | (O.R. Ametova, 2020)     | The influence of integrative motivation and instrumental motivation on learning English as a Foreign Language   | The research found that wanting to learn English to fit in with a community and wanting to learn English for a specific purpose are both important for learning. However, wanting to fit in with a community is more important than having a specific purpose in learning English.   |
| 2. | (S. Khaleghizadeh, 2020) | Ideal self, ought-to self, integrative, and instrumental motivations among non-iranian learners of persian: A case study of Chinese and Korean learners | The research discovered that the learners' desire to learn Persian was connected to two things: their wish to become a part of the community and culture of the language they were studying, and their wish to learn Persian for practical reasons, like academic or career goals. The research concluded that both of these types of motivation were important in learning the Persian language, but the desire to integrate played a bigger role in the learners' language learning. |
| 3. | (B. Klaas-Lang, 2019)    | Why learn a “small” language? Integrative vS. InStrumentAL motivation in  | The research showed that both types of motivation helped the students learn the  |

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|    |                             | internationalL StudentS'<br>Learning of eStonian  | language, but the integrative motivation was more effective in predicting their language skills. Additionally, the students' motivation was influenced by their interest in Estonian culture, society, and their desire to become part of the Estonian community. The study emphasizes the significance of adapting language learning programs to the students' goals and needs, and considering their individual differences in motivation for language learning.  |
| 4. | (J.M. González Ardeo, 2016) | Engineering students' instrumental motivation and positive attitude towards learning English in a trilingual tertiary setting | The students in this study have low motivation to fully integrate the English language. This matches the findings of Dörnyei and Csizér (2002: 453) who found a similar trend in other studies. Students want to use English for communication, but they see it as a tool they have borrowed, rather than a language they own. This could be because English is seen as important for getting a good job, especially for senior and master's students studying engineering. As a result, they prioritize learning English over other languages. |
| 5. | (H. Soodmand Afshar, 2014)  | Instrumental motivation, critical thinking, autonomy and academic achievement of iranian EFL learners                         | The study found that students who were highly motivated to learn English for practical reasons had higher GPAs, while those who were less motivated had lower GPAs. These findings are similar to those of Latifah and others (2011), They also discovered a strong link between instrumental motivation and  |

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|    |                          |   | success in their English course. Therefore, the study suggests that motivation for practical reasons is important for EFL students to achieve academic success.   |
| 6. | (K.H. Soureshjani, 2011) | The interrelationship of instrumental, integrative, intrinsic, and extrinsic motivations and the lexical-oriented knowledge among Persian EFL language learners | The study found that the only important difference between the four types of motivations is between instrumental and intrinsic. This suggests that language learners who enjoy instrumental motivation are likely to have less intrinsic motivation in their language learning process, and vice versa.   |
| 7. | (A.S. Getie, 2020)       | Factors affecting the attitudes of students towards learning English as a foreign language  | The investigation found that learners were motivated by two things: getting good jobs and passing Ethiopian National Examinations, and wanting to live abroad and have a good career using English.   |
| 8. | (A.B. Muslim, 2020)      | Integrative and instrumental but low investment: The English learning motivation of Indonesian senior high school students                                      | This study found that most students, no matter what kind of school they go to (regular, vocational, or religious), want to learn English for both personal and job-related reasons. They think it's important for their future careers and have received support from teachers, parents, and friends. However, just wanting to learn English doesn't always lead to putting in a lot of effort. Even though the students believe English is important, they don't seem very excited about it in class and aren't very good at it yet. |
| 9. | (S.M. Abdelhalim, 2020)  | Motivational orientation and language acculturation experienced by english speaking adults learning   | The results also showed that higher levels of motivation, both overall and in terms of wanting to integrate with the  |

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|     |                    | arabic in saudi arabia  | language and culture, were strongly linked to higher self-ratings of language proficiency.   |
| 10. | (N. Choi, 2020)    | Promoting young children's interest in learning english in efl context: The role of mothers     | The second investigation concerned the effect of a mother's passion on the interest of their children in English learning. The investigation reported that mothers who taught their children English at home increased their desire to learn the language. Private English lessons, however, had a different effect. This corroborates the findings of previous studies that have demonstrated that parents who take an interest in their child's English development will likely promote the child's desire to learn the language.  |
| 11. | (A. Tappoon, 2018) | Motivation and problems of Thai staff in learning English at Thai-Nichi institute of technology | Ultimately, when the mother became inspired to assist the child in learning English due to practical reasons, the child also had an interest in learning English due to social reasons. However, when the mother simply wanted to assist the child in learning English due to practical reasons, the difference in the child's interest in the language or the amount of English they spoke at home or took private lessons didn't make a difference. These findings concur with previous research that has demonstrated that different types of motivation have different learning effects, even when they are both positive. |
| 12. | (D. Achmad, 2016)  | Exploring the motivational factors for learning English   | The study found that students were motivated to learn  |

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|     |                     | in Aceh   | English from within and not because of outside pressure, such as from their parents. This is good news because it means they had a strong desire to learn on their own.  |
| 13. | (L. Saranraj, 2016) | Influence of motivational factors and gender differences on learning english as a second language: A case of engineering students from rural background | While female students need more reinforcement, male students demonstrated strong levels of instrumental and integrative drive. Teachers must pique female students' interest and spread awareness of the inherent and practical benefits of studying English because they may not prioritize education and employment. It is commonly accepted that motivation and language learning can be challenging given the complexity of language and its various elements. |
| 14. | (K. Wang, 2016)     | Application of information technology in cultivating college English learning motivation.   | According to Table 1, it's clear that the majority of students (41.3%) are motivated by instrumental reasons. They view studying English as a means to an end. They learn English to obtain certifications like the CET-4 and CET-6 qualifications required for college students, or to improve their job prospects. While this motivation does encourage them to study, it may also limit their ambition to achieve more.   |
| 15. | (M. Ali, 2015)      | Pakistani postgraduate students' orientations for learning english a asecond language : A factor analytic study   | It's important to study more about the new 'L2 National Interest' and 'L2 Indigenous Integrative' orientations that were developed recently. Future studies should ask more detailed questions about these factors. We also  |

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|     |                   |  | need to understand more about how these orientations relate to each other, especially when they appear together in studies.   |
| 16. | (I. Siming, 2015) | Motivation towards learning English as second language among science undergraduates' in Pakistan: A case study of QUEST Pakistan | The data results are fascinating and surprising. The respondents from the target site are really driven to study English, both instrumentally and integratively. They are instrumentally motivated to achieve short-term goals such as passing exams, getting jobs, and avoiding punishment from teachers. On the other hand, they are integratively motivated to achieve long-term goals such as learning for pleasure and improving their knowledge.  |
| 17. | (E. Cho, 2014)    | Students' motivational orientations and attitude toward English learning: A study in the deep South of Thailand                  | The study found that students were mostly interested in learning English for practical reasons, but also had some interest in integrating with English-speaking cultures. Female students showed a stronger interest in both practical and cultural aspects of the language than male students. Students who had experience living in English-speaking countries were more interested in integrating with the culture, but there was no difference in motivation based on their English grades. |
| 18. | (R. Shaye, 2014)  | Saudi female students learning english: Motivation, effort, and anxiety  | One of the reasons why students lacked motivation was because they didn't have many chances to use English outside of class. They also felt nervous when using English, which made it harder for them to stay motivated. Even though students faced many  |

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|     |                  |   | challenges, they still put in a lot of effort to learn English. They wanted to improve their job opportunities and be able to communicate better with people from different cultures.  |
| 19. | (L. Oakes, 2013) | Foreign language learning in a 'monoglot culture': Motivational variables amongst students of French and Spanish at an English university | Due to the monolingual culture and the limited possibilities to utilize the language outside of the classroom, students were less motivated to study a foreign language. People who have previously studied a foreign language were more inclined to keep up with their studies. The students' impression of the language's utility and its connection to their prospective employment also affected their drive to pursue their education further.  |
| 20. | (R. Zhang, 2013) | A quantitative study of English learning motivation of vocational college students  | The table with information about motivation for 30 things showed a few things. First, the average score of the 700 students' college entrance exams was okay, but some students did very well and others did very poorly. Second, the students didn't seem very motivated to learn English, except for a few things. They really wanted to pass the College English Test Band 4, do well on the PRETCO test for employment, and learn more about the world by studying English. But they weren't very interested in learning English if they couldn't use it to go abroad or get a job, or if they couldn't be an English tutor. So, it seems like the students are most interested in |

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|     |                     |  | learning things that will be useful to them in their future careers.   |
| 21. | (Y. Tsai, 2012)     | The effects of intercultural learning on English learning motivation among students studying abroad                  | Students learning English as a second language are more driven to succeed in their language studies when they are studying overseas. This study discovered a strong association between integrative and instrumental motivation in regard to student responses to questions concerning their motivation. According to the researcher, these two motivational factors are very important in how intercultural learning influences English proficiency for EFL students studying abroad. |
| 22. | (T.Y. Kim, 2011)    | Korean elementary school students' English learning demotivation: A comparative survey study                         | Over the course of 20 months, it was found that motivation that comes from outside sources and for practical reasons increased, while motivation that comes from within decreased. Lamb explained that this difference in motivation can be seen in how people act.  |
| 23. | (S. Thang, 2011)    | Attitudes and motivation of Malaysian secondary students towards learning English as a second language: A case study | Students are often motivated to learn English for external reasons such as doing well on exams and advancing their careers. However, their motivation might not extend to pleasing their families, gaining respect from others, or contributing to society.  |
| 24. | (S. Ghazvini, 2011) | Attitudes and motivation in learning English as second language in high school students                              | Regarding gender, the results show that there are significant differences in how male and female students are motivated to study or learn English. Male students are more focused on the practical benefits of   |

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|     |                      |  | learning the language (instrumental motivation), while female students are more interested in the cultural and social aspects of the language (integrative motivation). However, there was no significant difference between male and female students in learning a foreign language in general. Even though female students are generally more integrative motivated to learn English, the results demonstrate that there are also important practical factors that motivate them, such as gaining respect in society and achieving utilitarian benefits. |
| 25. | (A. Al-Tamimi, 2009) | Motivation and attitudes towards learning English: A study of petroleum engineering undergraduates at Hadhramout University of Sciences and Technology | According to the study, the main reason why petroleum engineering students were motivated to learn English is because they saw it as a useful tool for achieving their goals. They were also motivated by personal reasons. However, learning English to be part of the culture of its people had the least impact on their motivation to learn the language.  |
| 26. | (A. Chalak, 2010)    | Motivation and attitudes of Iranian undergraduate EFL students towards learning English  | They believe that learning English is very important for both practical and non-practical reasons, based on their responses to the questionnaire. The questionnaires also revealed, as was already indicated, that they have a very favorable opinion of English, its culture, and its people.   |
| 27. | (N. Shirbagi, 2010)  | Orientations and attitudes of Iranian university students for english  | Most people enjoyed learning English, according to the survey results. The survey  |

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|     |                      | language learning  | also found that integrative orientation was strongly related to other psychological factors, including instrumental orientation, motivation intensity, and a desire to learn English.  |
| 28. | (S. Abu-Rabia, 1996) | The influence of culture and attitudes on reading comprehension in sl: The case of jews learning english and arabs learning hebrew | The study's key findings are that (a) Israeli Arab minority students had helpful attitudes toward the English-language learning environment.   |
| 29. | (S. Abu-Rabia, 1996) | Factors affecting the learning of english as a second language in israel   | The research discovered that Arab students studying in Israel have good opinions about studying English. The research also revealed that the greatest influence on students' motivation to learn English as the choice of their subjects was the lack of chances to use the language outside of the classroom. Furthermore, the research found that students who had previously learned a foreign language were more motivated to continue their language studies. The perceived practicality of the language and its relevance to their future careers also had a significant impact on the students' motivation to continue studying the language. |
| 30. | (Noels, K A, 2003)   | Why are you learning a second language? Motivational orientations and self-determination theory                                    | The concepts of IM and EM that were studied contributed to our understanding of how L2 motivation is achieved. We discovered that the subscales intrinsic to the self and extrinsic to the self and the orientations all exhibited a good degree of correspondence. We also  |

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|  |  |  | <p>learned that the Instrumental orientation is similar to External Regulation, and that the Travel, Friendship, and knowledge orientations have more to do with the intrinsic motivation that comes from within.</p> |
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## **Discussion**

### **English as a Second Language Learning**

The English as a Second Language (ESL) learning has been the central area of research in the second language acquisition field. Over the past three decades, significant alterations have occurred in the way ESL is taught, this has been supported by a growing body of research. This article provides an overview of the major trends and developments in ESL learning from 1990 to 2020. One of the significant trends in ESL learning is the shift towards a communicative approach. This approach emphasizes the use of English in real-life situations and focuses on developing learners' ability to use language to communicate meaning.

In this article, we discuss the findings of table I which presents research on Instrumental and Integrative Motivation to Successful English learning. According to Brown and Lee (2015), the communicative approach has been widely adopted in ESL classrooms across the world and has been shown to be effective in promoting language learning. Another trend in ESL learning is the increasing use of technology. From the introduction of the internet in the 1990s to the widespread use of mobile devices in the 2010s, technology has transformed the way ESL is taught and learned. Learning a second language can be a challenging task, and motivation plays a significant role in how successful learners are in achieving their language goals. The reviewed studies shed light on the diverse motivational factors that impact ESL learning. Several studies highlighted the importance of both integrative and instrumental motivations. Integrative motivation refers to the desire to integrate into the target language community and culture, while instrumental motivation refers to the practical or utilitarian benefits of learning the language.

### **Motivation in Language Learning**

Many people define motivation as a psychological attribute that inspires students or learners to accomplish their objectives. The mastery of English communication abilities, or even the fundamental ability to communicate, is the goal for English language learners. In 1959 Gardner and Lambert documented in (1991) in addition Croockes and Schdmith that motivation is the student's perspective with to the goal of learning a new language. They started by classifying motivation into two types: instrumentally and integratively. Additionally, many individuals believe that motivation is crucial to the learning of a second or foreign language.

The degree of participation and individual commitment to second language learning is influenced by motivation. Unmotivated learners are participating in the language learning process insufficiently, which results in them not having the possibility to improve their

natural language ability from the start, there were two classes taken into consideration: (a) the combined introductions, which has to do with the desire to adapt to the second language in order to communicate with native speakers of the second language, and (b) the instrumental orientation, which was concerned with An intention to study a second language in order to achieve an actual objective in these studies (Gardner and Lambert, 1972).

Based on Belmechi and Hummel (1998), motivation is considered to be a mixture of both strength and orientation that is associated with the attempt and the intended goal of the learner. In Gardner and Tremblay (1994), Gardner (1985) is cited describes motivation as being different from orientation, because students may have a specific desire but no reason to pursue the goal. In this instance, that willingness to master a language in order to achieve the desired goal is called motivation. Gardner hypothesized that this power is derived from the desire to accomplish the goal as well as a positive attitude towards language acquisition. In response to the above statement, students need inspiration to achieve a goal for learning a language, which might stem both from their character and their environment.

According to Brown in Simanjuntak (1988), it's often considered to be a personal desire, instinct, emotion, or motivation that causes one to act in a certain way. Human beings specifically have universal requirements or goals that are partially or entirely innate. However, their intensity is influenced by the environment. There are six human desires or needs that are widely regarded as underpinning the motivation construct:

1. The need to seek out, to see "the other side of the mountain," to go further into the unknown
2. The requirement of manipulation, the operating on the environment and cashing out.
3. The requirement of activity, movement, and exercise, both mentally and physically.
4. The need for stimulation, or the desire to be stimulated by the environment, other people, or ideas, thoughts, and feelings.
5. The requirement of knowledge, or the desire to personalize the results of exploration, manipulation, activity, and stimulation, to address conflicts, to seek solutions to issues, and to have a consistent system of knowledge.
6. The lust to enhance their ego, to be recognized and approved of by others.

On the other word, from the previous statements that motivation is the desire or inclination to acquire a second language to be able Reaching the aim of mastering a foreign or native language. As a result of this, it appears that motivation has a significant impact and role on the learning process of English for learners.

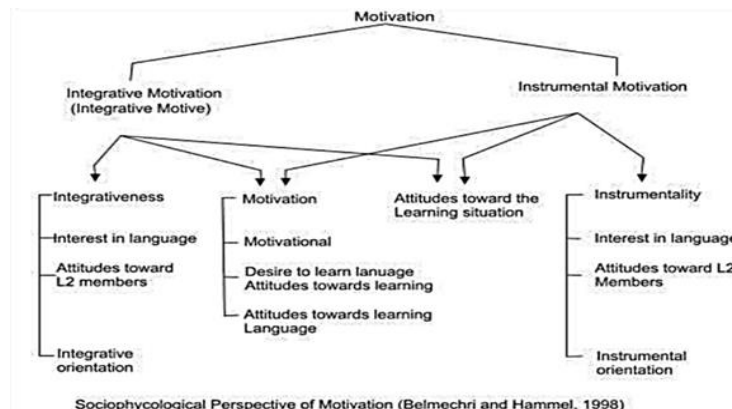
### ***Classification of Motivation***

As cited Rahman (2003) quotes Gardner and Lambert's (1984) classification of motivation as follows:

1. An integratively motivated that the learner genuinely cares about the second languages community. He is interested in learning their language so that he can a better chance of communicating with them and developing a more intimate relationship.

2. A learner with instrumentally motivated more concerned with the potential uses of a second language to achieve other goals, such as receiving the needed qualifications or enhancing job opportunities.

Gardner (1985, 1988) emphasized the importance of his recent commitment to the social education model that involves the motivation of language learning includes not only the desire to learn a language, regardless of the cause, but also (1) the interest in language learning, (2) the attitude towards language learning and the activity of language learning, (3) the effort expended in order to achieve this goal. Overall, integrative motivation is composed of evaluations of the degree to which the learning is integrated, the attitudes toward the learning environment, and intrinsic motivation. The description of motivation is that it is the combination of the Intensity of the motive and the intention to learn a second language, as well as the views concerning language learning. We can more explicitly demonstrate this in the conceptual model of Belmechri and Hummel.



**Figure 1. The perspective of Motivation (Belmechi dan Hammel, 1998)**

Schumman's in Crookes and Schmidt (1991) described instrumental/integrative motivation as one of the social and psychological components that contribute to concept of acculturation. Toward his subject, an elderly Spanish person with an English learning background. The subject was unable to or struggle to learn English, says Schumman, because of the distance between him and the target language speakers as well as the minimal functional reasons for studying the language, these factors increase the likelihood of the language Alberto exhibits. It appears that the acquisition of another language or one that is unfamiliar is significantly influenced by social, environmental, and psychological factors. The reviewed studies shed light on the diverse motivational factors that impact ESL learning. Several studies highlighted the importance of both integrative and instrumental motivations. Integrative motivation refers to the desire to integrate into the target language community and culture, while instrumental motivation refers to the practical or utilitarian benefits of learning the language.

According to Table I, Research by Ametova (2020), Khaleghizadeh (2020), and Klaas-Lang (2019) emphasized the significance of integrative motivation in language learning. These studies revealed that learners driven by integrative motivation tend to have better language skills and a stronger desire to engage with the target language community and

culture. They highlight the importance of fostering learners' interest in the culture, society, and values associated with the language being learned. Therefore, Instrumental motivation, as evidenced in studies by González Ardeo (2016), Soodmand Afshar (2014), and Muslim (2020), is driven by practical reasons such as academic or career goals. These studies found that learners with instrumental motivation achieved higher academic performance and perceived English as a means to access better job opportunities. However, some studies, like Soureshjani (2011), suggest that instrumental motivation may come at the expense of intrinsic motivation, highlighting the need to balance both orientations.

Several research, such as Saranraj (2016), Ghazvini (2011), and Abu-Rabia (1996), researched gender differences in motivation. Findings suggested that male students had a higher degree of instrumental motivation, while female students had a higher degree of integrative motivation. This research demonstrates the value of taking into consideration gender-specific preferences and customizing language learning programs to address the diverse needs of learners. Research by Tappoon (2018) and Choi (2020) studied the effect of mothers on the children's desire to learn English. This research revealed that the mother's desire and support had a positive impact on their child's passion for language acquisition. Specifically, when mothers participated in the English language with their children at home, this increased their children's desire to learn the language. Other studies, including Shaye (2014), Oakes (2013), and Al-Tamimi (2009), have documented the difficulties associated with ESL learners and their commitment to language acquisition. Factors like the limited opportunities to speak English in the classroom, anxiety, and cultural differences affected the students' motivation. Despite these obstacles, learners expressed a strong desire to enhance their language abilities, primarily because of their intended career paths and the need for intercultural communication.

## **CONCLUSION AND SUGGESTION**

Motivation is something that makes students want to achieve their goals, like getting better at speaking English. There are two types of motivation: wanting to communicate with native speakers or wanting to learn English to do something practical. Motivation is how much you want to learn and what you want to achieve. There are two types of learners: some people want to learn English to be closer to the English-speaking community, while others want to use it for work or school. Motivation is important for learning English because it makes you want to learn, it affects how you feel about learning, and it helps you work hard to achieve your goal.

The discussed studies demonstrate the importance of motivational factors in ESL learning. Integrative and instrumental motivations both contribute to learners' language proficiency and engagement. Gender differences, family influence, and contextual factors further shape learners' motivations. Understanding these factors can inform educators and policymakers in designing effective ESL programs that consider learners' intrinsic and extrinsic motivations. By addressing learners' diverse motivational needs, educators can enhance language learning outcomes and foster learners' lifelong interest in English as a second language. Based on the table, both types of motivation are crucial factors in learning a second language. For example, in the study conducted by Klaas-Lang (2019), students who were motivated by their interest in Estonian culture and society showed higher levels of

language proficiency. Similarly, in the study by Soodmand Afshar (2014), students who were highly motivated to learn English for practical reasons had higher GPAs. These findings conclude that both integrative and instrumental motivation contributes to English learning success.

Furthermore, the research shows that learners who are motivated to integrate with the language and culture of the language they are studying tend to have higher language proficiency. For instance, in the study conducted by Ametova (2020), learners who wanted to learn English to fit in with a community and those who wanted to learn English for a specific purpose had higher language proficiency. Similarly, in the study by Soureshjani (2011), learners who were intrinsically motivated to learn a language had a better understanding of the language's vocabulary.

The assumption that motivation is a significant aspect when judging successful English learning is founded on the true reason for learning English as a foreign language. Teachers should also encourage learners to study English. Motivation can be supported by creating an atmosphere in which students are encouraged to learn a new language, either using instrumentally or integratively motivation. On the other hand, language instructors and institutions should consider both types of motivation in designing language learning programs. By doing so, learners can be motivated to achieve their language goals and succeed in learning English as a Second Language.

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