

The Instrumental and Integrative Motivation of Students in Blended Learning Class at Eight Graders of Junior High School

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Abstract

Motivation is an important aspect of the student in learning process at school. The purpose of this study was to analyze the instrumental and integrative motivation of eighth grade students at SMPN 3 Tarakan. This research used a mixed method, namely mix-method, determining the sample is done by random sampling technique. The study took 31 respondents from class VIII-1. Researchers used triangulation methods to check the validity of data such as checking documentation, observation, questionnaires, and interviews. The results of this study show 1) the dominating factor of mixed learning is instrumental motivation. 2) the factor that influences instrumental and integrative motivation of blended learning is that students like learning English because they want to get a complete score on the KKM in English learning and their report card scores. Other results show learning English helps them to improve their English skills and be more knowledgeable. 3) The relationship between instrumental and integrative motivation in English learning achievement. Which the results show that; first, instrumental motivation (X1) with integrative motivation (X2) is correlated, it can be shown sig. (2-tailed) 0.000 < 0.05. Second, instrumental motivation (X1) with English learning achievement (Y) does not correlate, this is indicated by the sig. (2-tailed) 0.359 > 0.05. Third, integrative motivation (X2) with English learning achievement (Y) does not correlate can be seen in sig. (2-tailed) 0.369 > 0.05. Thus, based on the above results, it can be concluded that there is no relationship between instrumental motivation and integrative motivation to student learning achievement. In other words, students with high motivation cannot be concluded that their English grades or their achievement in learning English must be good and vice versa.

Keywords: *Blended Learning, Instrumental and Integrative Motivation.*

INTRODUCTION

Motivation is an important aspect of the learning process for students. The success of a student's learning process is determined by their motivation. Motivation leads individuals to achieve their targets. Therefore, motivation is the key to unlocking their future success. Motivation is important in affecting the effectiveness of learning activity,

but it is also impacted by goals. When there is a bigger goal, there is more motivation to reach the goal. There are two kinds of motivation in learning English as a second language as proposed by Gardner and Lambert, (1972), namely integrative and instrumental motivation. Integrative motivation means the desire to learn a language in order to communicate with people from another culture who speak that language, while instrumental motivation refers to the desire to learn a language because it would fulfill certain positive goal, such as getting a job, passing an examination, etc. The motivation can influence teacher's role in the classroom because teacher must know what kind of motivation that students have.

Less motivated or disengaged students, on the other hand, "are passive, do not try hard, and give up easily in face of challenges". The exclusive role of motivation is growing of passion, feeling happy and spirit to learn. The students that have strong motivation will have much energy at learning activity. There are some factors that influencing to students' motivation in blended learning such as s from teachers, self-regulations, and classmates. All educational institutions follow online learning regulations Meşe and Sevilen, (2021). It is transferring knowledge from conventional face-to-face techniques to digital platforms. The implementation of this regulations in schools have been evaluated. Students with lower motivation and active learning during online learning in the Covid-19 pandemic affected by several factors namely teachers are unable to monitor student activities during the learning process, students require a direct explanation from teachers, and the internet services are not available in remote places Hafida et al, (2020).

The researcher's conducted preliminary research on 14 July 2021 at SMPN 3 Tarakan, interviews with one English teacher, the researcher found some problems with eight grade the students were facing many troubles and lack of learning goals, such as good score, English ability, and achievement during learning English. They were lack of learning motivation because of the difficulties in accessing online class because of data internet, facilities and learning materials. They might need another way to learn English during blended learning, not only in the class but also study tour. Therefore, the researcher was interested to conduct this research to investigate and analyze the students' motivation in online English learning with the title "An Analysis of Students' Instrumental and Integrative Motivation in English Blended at Eight-grade of SMPN 3 Tarakan".

LITERATURE REVIEW

The Definition of Students' Motivation

The term motivation comes from the Latin word, *movere* (to move) and then absorbed in English language into motivation which means providing motivate or cause of motivate that led of encouragement Purnama et al., (2019). Next, he points out motivation of a person depends on the strength of his or her motivate. So, the motivation cannot be separated from the concept of motivate in essences it can be said that the motivate is a cause of action.

Motives are hypothetical constructs used to explain why people are doing what they are doing. Motives are distinguished from related constructs such as goals (the immediate objectives of particular sequences of behavior) and strategies (the methods used to achieve goals and thus to satisfy motives). For example, a person responds to hunger (motive) by going to a restaurant (strategy) to get food (goal). Motives are usually construed as relatively general needs or desires that energize people to initiate purposeful action sequences. In contrast, goals (and related strategies) tend to be more specific and to be used to explain the direction and quality of action sequences in particular situations.

Types of Motivation

Motivation is an essential factor in learning because it has an influence as language learners, so the teacher must develop an understanding of the motivation in learning. Motivation is divided into two types of intrinsic motivation, they are Instrumental and Integrative motivation Gardner (1985).

Instrumental Motivation

People have many different reasons for studying a foreign language; sometimes people study a language for practical reasons while other times people have a special affinity for the particular language and its people. Language teachers are often very aware of the career advantages that language proficiency can bring, but to many language learners, studying the language is only an abstract undertaking required for an academic degree.

Learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary bonus or getting into college. Many college language learners have a clear instrumental motivation for language learning: They want to fulfill a college language requirement. Integratively motivated learners want to learn the language so that they can better understand and get to know the people who speak that language. In the North American context, integrative motivation has proven to be a strong impetus to successful language learning.

The new language teachers in this video clip discuss their own and their students' instrumental motivations for language learning. The motivations described here range from using the language to study philosophy to imagining a career in beer production. In addition to having different reasons for language learning, some of the learners described here are more strongly motivated than others.

Gardner and Lambert are responsible for proposing the most commonly used framework for understanding the different motivations that language learners typically have. They distinguish two types of language learning motivation: instrumental motivation and integrative motivation. Instrumental motivation refers to more functional reasons for learning a language, to get a better job, a promotion, or to pass an examination Gardner (1985). It stresses the pragmatic aspects of learning the second language, without any particular interest in communicating with the second language community. Learner wishes to achieve goals utilizing second language. It refers to motivation to acquire a language as means for attaining instrumental goals furthering a career, reading

technical material, translation and so forth. This describes a situation in which the students believe that by mastering of the target language, they will be instrumental in getting a better job, position and statutes. When the learners have intrinsic motivation, it will give a good influence to their learning.

Instrumental motivation is the desire to learn (a language) for reasons such as getting in to college, making more money and fulfilling a credit requirement Razavi (2014). Instrumental motivation as “learning is for taking the advantages”. Students such a type of learn another language with a purpose of some pragmatic gains, instead social implication with target of language Gardner et al. (1983) in Hong & Ganapathy, (2017).

Integrative Motivation

Some learners have a personal affinity for the people who speak a particular language. This is the second type of language learning motivation described by Gardner and Lambert and is called integrative motivation. Learners who are integratively motivated want to learn the language because they want to get to know the people who speak that language. They are also interested in the culture associated with that language. Integrative motivated learners may have significant others such as in a relationship or family members who speak the language, and heritage language learners typically have a particularly strong integrative motivation for language learning. Several studies have found that language learners who are integrative motivated are more successful than those who are instrumentally motivated; it is likely that integrative motivated language learners are more successful because their motivation is stronger than that of instrumentally motivated students.

Integrative motivation is employed when learner wish to integrate themselves within the culture of the second language group, to identify themselves and become a part of society Gardner (2012). For example, immigration or marriage. Learners are integrative motivated when their attitudes and motivation towards the target culture is positive, the second language learners easily become a part of the second language culture. From the statement above it is assumed that intrinsic motivation comes from the learners itself. So, they learn English by their internal desire not from another factor from outside the learner.

In conclusion, instrumental motivation can be defined as one of motivation types that engender a desire of someone in learning second language in order to achieve certain goals, such a getting a better job. Moreover, integrative motivation can be defined as one of motivation types that engender a desire of learners in learning second language in because they are interested in the culture and language and want to be able to communicate in the language target.

There are numerous taxonomies that describe varied motivational types, though. Motivation can be divided into two categories: integrative-oriented and instrumental-oriented categories. The term "instrumental motivation" describes cases where learning a language is done in order to get an advantage, such as a job or higher salary. Contrarily, integral motivation is thought of as the opposite of instrumental motivation. The goal of

this motivation is to get integrated in the language and its culture, not to gain anything from learning the language.

The Concept of Blended Learning

The concept of blended learning is derived from two words, *blend* and *learning*. The word *blend* means combining things and *learning* denotes an assimilation of new knowledge as explained Olivier, (2011). Blended learning is an education program (formal or informal) that combines online digital media with traditional classroom methods Friesen (2012), it requires the physical presence of both teacher and student, with some element of student control over time, place, path, or pace. Blended learning may also allow teachers to spend less time giving whole-class lessons, and more time meeting with students individually or in small groups to help them with specific concepts, skills, questions, or learning problems the basic educational rationale behind “flipped classrooms” or “flipped instruction,” a form of blended learning. Moreover, blended learning involves the combination of two fields of concern: education and educational technology Chew et. all (2008). Blended learning is progressively becoming a prospect for higher education students. It permits for the improvement of face-to-face interface between teachers and learners, using internet or computer based techniques Morris, (2010).

Blended learning may also allow schools to teach more students more efficiently at a lower cost to the school and in the case of higher education the student. And because students are required to use digital and online technologies in blended-learning situations, they naturally acquire more technological literacy and greater confidence using new technologies. Some supporters may also argue that the blended learning approach more closely resembles modern workplaces, in which employees may work largely on their own to meet specific objectives, only periodically checking in with their supervisors to give them updates or seek assistance. In this case, students would also be learning skills such as self-discipline, self-motivation, and organizational habits they will need in adult life.

Thus, blended learning is about empowering educators with the appropriate tools to support personalized pathways for learning. For example, the tools in blended learning environments can support flexible pacing, differentiated instruction, immediate interventions and anytime, everywhere learning. Blended learning enables personalized learning at scale, helps foster student-centered instructional approaches and facilitate student co-design with their teachers of how to approach meeting their learning goals (Bendania, 2015).

Blended learning is a combination of learning between the usual learning “using books “in the classroom and the learning that uses the internet or online in the classroom that helps students to quickly respond to the learning materials, with this combination, the students in addition to listening to the exercises by teachers, students can also be trained from the problem obtained from the internet, that is the benefit of this blended learning.

The Benefits of Blended English learning

Blended learning courses have become very popular nowadays in every sphere of academia. They related to those courses in which a substantial amount of seat time, that is, time disbursed in the classroom, is replaced with online activities that include learners in meeting course objectives (Bock.et al., 2018).

There are several benefits of Blended learning, here are the explanations. Firstly, blended learning represents a switch from passive learning to active learning. The focus of the classroom shifts from a presentational format to one of active learning. This involves putting learners in situations which compel them to read, speak, listen and think. It offers learners the opportunity to be either together or apart. The model of blended learning emphasizes bringing together the online and face-to-face classroom components. In addition, a blended delivery system allows students to learn and access material in a variety of modes an important feature since students often have very different learning styles. In fact, research indicates that blended learning increases students' chances of meeting course outcomes compared with fully online and even fully face-to-face courses, by decreasing dropout rates, increasing test scores and increasing motivation on the part of students.

Thirdly, blended learning adds a human touch to the teaching. The interactive content enables the instructor to create a high level of interest, accountability, and real assessment. It also enhances individualization, personalization and relevance. It lets the instructor tailor learning content to the unique needs of different audience segments, Hancock & Wong (2012).

Moreover, the model offers students the best of both worlds because instructors and students have greater flexibility and accessibility without sacrificing face-to-face contact. A blended learning approach is an effective and low-risk strategy aimed at meeting the challenge of the transformational changes that technological developments bring to higher education. On another study also explain that using online resources to engage students and make them more active and productive learners is possible through blended learning (Wibowo & Ulfaika, 2022)

Relevant of the Research

There are many relevant of the research related to this research with some differences and similarities in doing their research, the researcher presents some previous research that deals with the same topic. The first research is from Mapiliana (2018) entitled Students Motivation in Learning English: A Study at 1st Year Students of SMP IT Khairunnisa Bengkulu in Academic Year 2018/2019. The second research is from Samad et. al (2012) investigated the relationship between motivation and language proficiency of Iranian EFL learners studying in University Teknologi Malaysia. And the last previous research is Retno (2019) entitled Instrumental and Integrative Motivation of Senior High School students in Acquiring English Reading Skill.

Based on that previous research above, the present research compares those two types of research to find out the differences and similarities between them. The similarities of those research are this research is that it refers to student learning

motivation, meaning that researchers focus on student learning motivation and the data also uses questionnaires and interviews, and this present study is using the theory from Gardner. Meanwhile, the differences between this thesis with this research is those researchers only using quantitative research design meanwhile present research using mix-method. The second difference the subject was taken are variative. The last is the previous study comparing the motivation based on gender and high achievers meanwhile this present study doesn't compare the gender of the learners.

METHOD

This research design used Mixed-method research with qualitative and quantitative design. Qualitative research was a sort of study that looked into and examines the meaning of a group of people as a result of societal problems. In general, qualitative research can be used to study people's lives, histories, behaviors, concepts or phenomena, and social problems Creswell (2016). Mixed-methods research as those studies that include at least one quantitative strand and one qualitative strand Creswell and Plano Clark (2011). A strand is a component of a study that encompasses the basic process of conducting quantitative or qualitative research: posing a research question, collecting and analyzing data, and interpreting the results.

Setting and sample of the research

This research was conducted at SMPN 3 Tarakan at Jl. Sungai Brantas, Kecamatan Tarakan Timur, Kota Tarakan, Kalimantan Utara. This research was conducted around July. The population of this research was 288 students from nine classes (VIII-1 to VIII). Therefore, the researcher used 31 students a sample in this research by using random sampling for all the population has an equal chance of being selected.

Data analysis

In this study the researcher using questionnaire, interview and observation to collect the data. Then the data was distributed to eight grader students in SMPN 3 Tarakan. The data in qualitative was analyze using SPSS program meanwhile qualitative data were using miles and Huberman model namely data reduction, data display, and conclusion drawing.

FINDINGS

This research was conduct to answering the research questions on this study. The focus on this study were to find out the kind of motivation is dominant on students' motivation towards English blended learning, the second is what are the factors which influence the instrumental and integrative motivation of the students towards English blended learning, and the last is to know the correlation between instrumental and integrative motivation in their English achievement. The researcher conducted this research on July 2022. Studying the documentation by the researcher on documentation founded that SMPN 3 Tarakan used curriculum 2013. Beside on lesson plan used by the teacher, the research found that inconsistent what is written on the lesson plan and

reality, such as teaching method, and media. Therefore, to answered the research questions the researcher formulated

The Dominant Motivation toward English Blended Learning

The dominant motivation in this research was to analyzing students' motivation on instrumental motivation. The following explanations as follow:

The Analysis of Student's Questionnaire on Instrumental Motivation

The analysis of students' instrumental motivation divided in two aspect it is passing exam and learn target language. The data was collected and the result as follow:

Passing exam

Passing exam deals with students' perception of the reason learning English only passed the exam, learning English is only an abstract undertaking required for academic purpose. Here the following description of statement regarding passing exam aspect

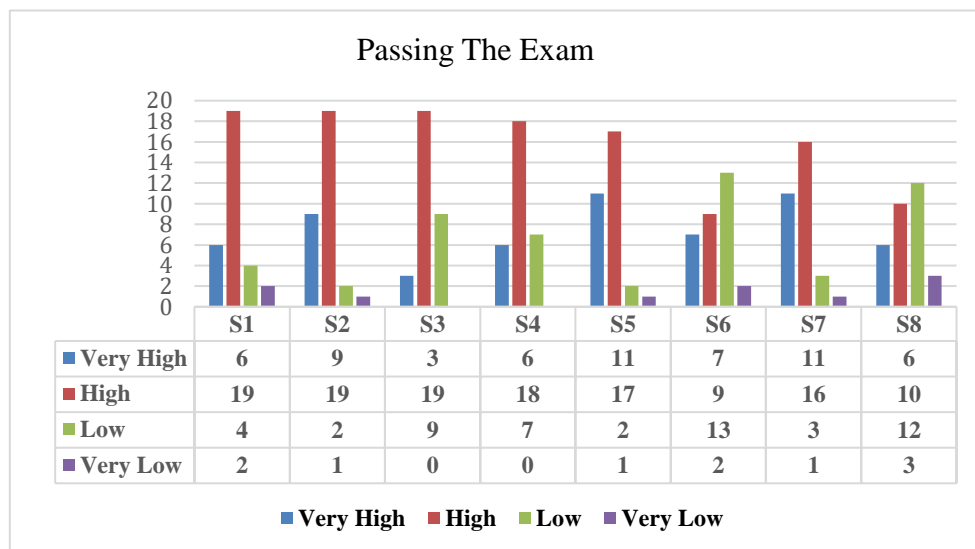


Figure 4.1 Perception on Passing Exam Aspect

From the data above, the statement of passing exam were answered by respondents showing that learning English helps them easier to understand English textbook, learning English will improve my grades, learning English helps them answer the question from teacher at school, learning English makes me understand English assignments at school, studying English helped them to have the opportunity to get an education in another country, learning English it makes them look like an educated person, they happy to get high final report especially in English subject, they felt ashamed if my friend gets higher score in English than mine. One interesting finding is found students answer on the interview section that, she like to learn English subject in school but in some skill, such as writing. Another student also think that it is important to learn English, beside to get a good score in a class learn English can improve our speaking ability when we meet foreigner. The most interestingly is the researcher found that students have to learn English only to passing the English exam, and also because of English is one of subject in

a school, he does like to learn English but just to get a good score so can be promoting to next grade.

Learn Target Language

In learning to target language aspect means that students have motivation in learning English because want to learn language that they want to lean in some purpose. Therefore, here the following description of statement regarding to learn target language aspect.

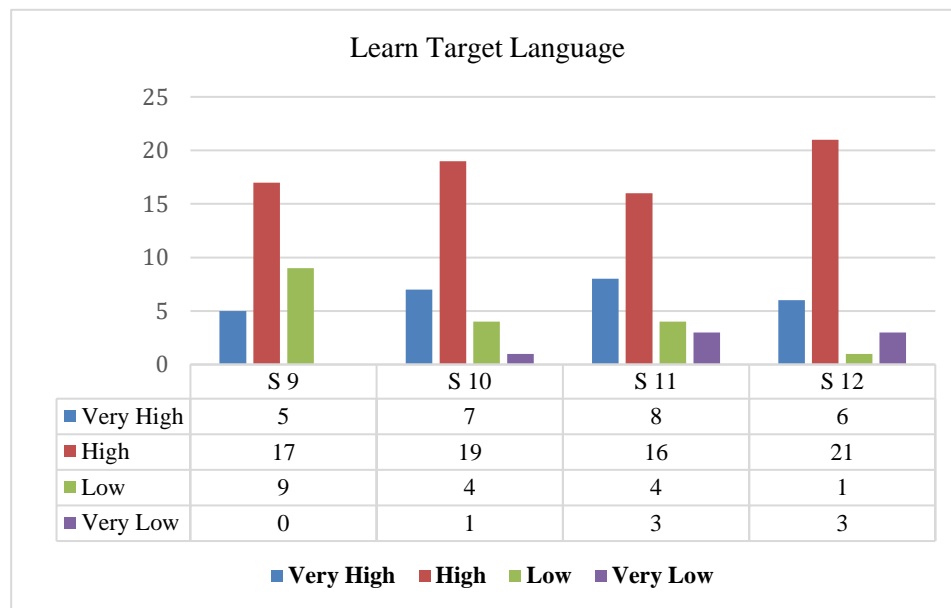


Figure 4.2 Learn Target Language Aspect

Another finding that stand from the result reported earlier is, the respondents were interested to learn English lessons because they realize that English is important, learning English makes them easier to translate English text, learning English makes them easier to listen to English songs. Surprisingly, the result of the interview on the second aspect, the researcher asked questions related to the learning target language of students found that learning English, because she wants to communicate with foreigners and study abroad. Another respondent said that she learns English because she wants to know what foreigners said. One unexpected result found that he feels motivated to learn English when someone appreciates my English, and also the reason why he wants to learn English because he wants to speak in English like a foreigner.

The Analysis of Students' Questionnaire on Integrative Motivation

In this analysis, the researcher wanted to know the students' integrative motivation, such as achieving goals, being able to communicate in the target language, and getting a job. The following result is as follows:

Students' Perception on Economic and Social Reasons

Achieve Goal

In aspect of achieve goals, students are being motivated because there is a purpose when learning English, it self. The result of students' perception of aspect in achieving goal as follow:

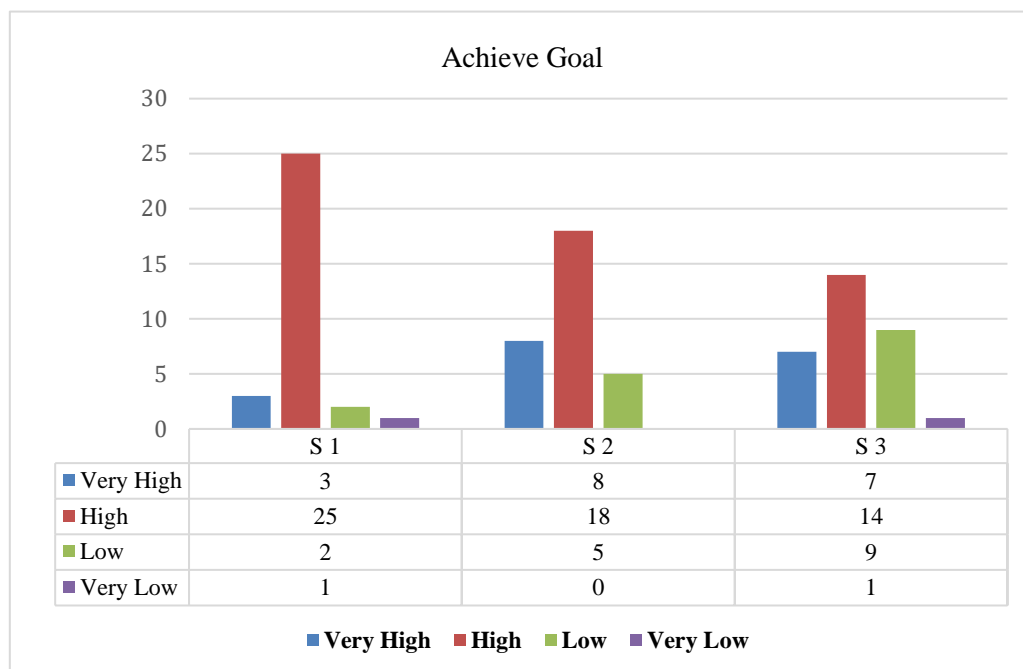


Figure 4.3 Achieve Goal

One interesting finding is based on students answered form statement of achieve goals is by learning English helps them to do assignments in English subject, study English because want higher education, English makes them like a more knowledgeable person. It is interesting to compare with student's interview. The researcher found that the respondece answered that the purpose to learn English is to improving my communication skills when speak in English. Beside that she learns English is just because to get a good score and grade promotion. Moreover, he got the motivation when learning English because his parents told that when you can speak English also you able to study abroad.

Able to Communicate Target Language

Being aware of what native speaker speak is one of students' motivation in learning English. One of factor students have motivated in learning English is because being able to communicate in target language. Therefore, the result of this aspect as follow:

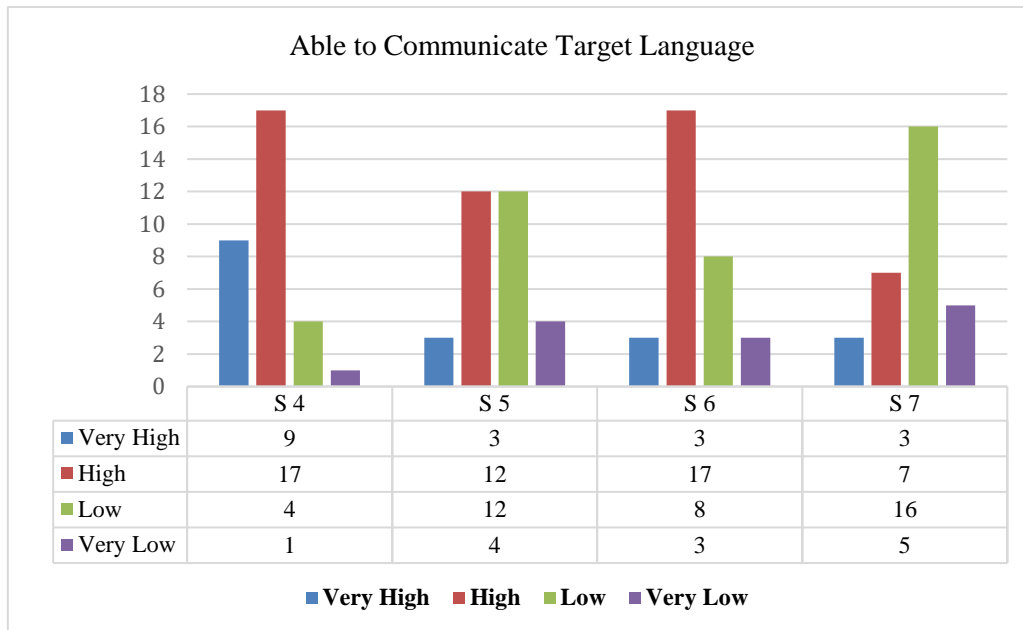


Figure 4.4 Able to Communicate Target Language

The findings reported that able to communicate target language statement is, studying English helps them to speak in English when they have foreign friends, speaking in English it makes them like a native speaker, learning English because the teacher who teaches it is fun, they enjoy learning English because the teacher who explain sometimes gives prizes to students who answer correctly. According to this data, the researcher also found interesting finding on interviewee. Through learn English it is improved her vocabulary and also able to speak in English makes her easy to communicate with other. Besides that, the result from other interviewee, she feels motivated to learn English because it improved her skill in English. Moreover, through learn English it slightly improves his English skill, but he learns English is because he like to play a game. By playing games he can speak with native there said third interviewee. Meanwhile, interesting finding is one of interviewee stated that she learn English because of her parents taught her so, both of her parents speak English to me and they push she to speak in English.

Able to get a job

In aspect of able to get a job, the result of this aspect as follow:

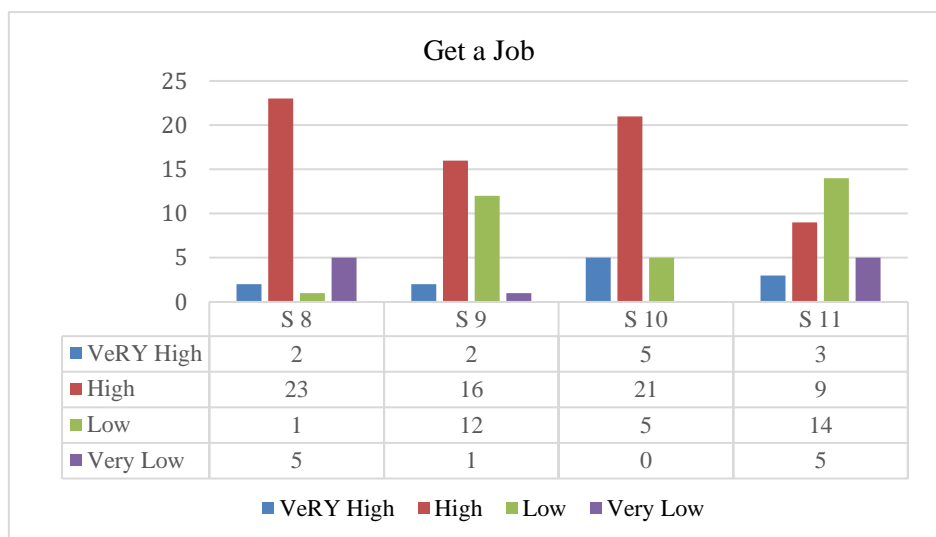


Figure 4.5 Able to get a Job

The last statement based on figure above about getting a job the result reported as follow, they were happy with the way of teacher convey the material in English subject, learning English because some of their friends can speak English, learning English make them easier to develop skills, learning English because their environment. Based on the statement the researcher also infers the interviewee meaning though interview, and surprisingly the result is actually he English is because of to get a good score, beside that able to communicate with native is also the reason. And he also feel happy when teacher give appreciate me when he can answer the questions.

The Result of Factor Influence Instrumental and Integrative

Based on researcher founding of the result of factor influence instrumental and integrative motivation, the result as follow:

Motivation of the Students English Blended Learning

To collected the data, the researcher used interview and questionnaire as supporting data to know what is the factor influence students'. In answering the second question about, what are the factors which influence the instrumental and integrative motivation of the students towards English Blended learning in this study. The success of language learning is influenced by a variety of variables. However, one of the most crucial elements is how motivated students are to learn the language.

There is some factor that some researcher explains in their researcher. Several report has shown that Mapiliana, (2019), students are motivated to learn English in order to obtain significant life goals like a decent education and a job. Instrumental motivation is centered on students' desire to study English only to get the practical benefit from learning English. the result of interview and documentation of student's achievement also, students get the greatest score about passing the college entrance exam (education) and getting a job. Another factor is fluently in speaking English can get the knowledge that can support them to get in a collage so they can get a good job.

Moreover, students answer from questionnaire about the factor influenced them here is the answer. The instrumental statement number two there are eight students answer very high, they like to learn English because to improve their score in English subject. Next statement, they like to get high score especially in English subject with the answer very high there are eleventh person. And the last statement is they fell embarrassed if their friend got higher score than theirs with six person choose very high.

In addition, the factor from integrative some students answer very high in a statement as follow. There are eight students answer question number two that, they learn English make them feel like a knowledgeable person. In statement number three there are seven students answer they study English because it helps them to study abroad. Another statement is number seven stated; they like to learn because the teacher who teach often give something to students like a price who answer correctly. And the last statement is learning English help them to develop their abilities in English, with five person answer that. Based on the result of the interview also the researcher can conclude that the factor influent of students' motivation is instrumental motivation, it is relevant to learn English refers to get a higher score is motivated them to learn English. Can be proved by the interview has been done with the respondent.

Achievement

Students English achievement relying to their intellect, emotions and spirituality. Through achieving teacher expectation of Grade Point Average or GPA, they will put effort in learning some material. In this study the researcher also does some analyzing students' achievement and obtained from GPA of VIII-1 . The result as follows:

Table 4.6.1 Descriptive statistic of achievement

N	Minimum	Maximum	Range	Mean	Standard deviation
31	76	95	19	86	5

Based on table 4.6.1 above present the total number of students: 31 students, the minimum and maximum scores, range, mean score and standard deviation from instrumental motivation indikator. The minimum score that 76, while maximum score is 95 with the range 19 Then, the mean score was 86 with standard deviation of 5.

Table 4.6.2 below illustrates the score classification of achievement, in which there are 4 categories in it from very good to less enough

Table 4.6.2 Frequency Distribution of Achievement

No.	Category	Interval	Frequency	Percentage
1	Very Good	91-100	6	19,35%
2	Good	81-90	20	64,52%
3	Enough	71-80	5	16,13%

4	Less Enough	<71	0	0,00%
TOTAL			31	100%

The Relationship Between Students' Motivation and Their Achievement

In this research, the researcher also examined the correlation between instrumental and integrative motivation and students English achievement by using SPSS to process the data, the result as follow:

Inferential Statistics

Tresearch used normality test by Kolmogorov-Smirnov parametric statistical test, (Ridwan & Fitriani, 2021).

Normality Test

The normality test of data aims to see if the data distribution is normal or not. Its result so called the probability value (from Kolmogorov Smirnov calculation) is compared with the level of significances (0,05).

Table 4.8.1. Test of Normality

		Unstandardized Predicted Value
N		31
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.79637218
Most Extreme Differences	Absolute	.088
	Positive	.088
	Negative	-.087
Test Statistic		.088
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on Table 1, the Kolmogorov Smirnov test above showed that the significance of Instrumental motivations, Integrative motivations, and students' English Achievement was 0.200 which was greater than the level of significances (0.05), it means that the data were normal.

Linearity Test

The linearity test serves to decide the presence or nonattendance of linearity in variables with the level of significances (0,05). In this research, the result of the linearity test can be seen as follows :

Table 4.9.1 The Linearity Test of Instrumental Motivation and English Achievement

			Sum of		Mean		
			Squares	df	Square	F	Sig.
English Achievement *	Between Groups	(Combined	40.027	14	2.859	.760	.694
)	2.534	1	2.534	.674	.424
		Linearity					
Instrumental Motivation	from	Deviation	37.493	13	2.884	.767	.682
		Linearity					
Within Groups			60.167	16	3.760		
Total			100.194	30			

English Achievement *	Between Groups	(Combined	43.789	14	3.128	1.020	.480
)	.017	1	.017	.006	.941
		Linearity					
Integrative Motivation	from	Deviation	43.772	13	3.367	1.098	.423
		Linearity					
Within Groups			49.050	16	3.066		
Total			92.839	30			

The deviation from linearity significance value from pairs of instrumental motivation towards English achievement were 0.628 it can be concluded that the regression model was in linear regression and The deviation from linearity significance value from pairs of Integrative motivation towards English achievement were 0.423 it can be concluded that the regression model was in linear regression. It means that the data can be tested in correlations.

Table 4.10.1 The Correlation of Instrumental and Integrative Correlations

		Instrumental Motivation	Integrative Motivation	English Achievement
Instrumental Motivation	Pearson Correlation	1	.650**	.170
	Sig. (2-tailed)		.000	.359
	N	31	31	31
Integrative Motivation	Pearson Correlation	.650**	1	.167
	Sig. (2-tailed)	.000		.369
	N	31	31	31
English Achievement	Pearson Correlation	.170	.167	1
	Sig. (2-tailed)	.359	.369	
	N	31	31	31

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

Based on the table above, it can be concluding in three point. First, instrumental motivation (X_1) with integrative motivation (X_2) is correlated, can be shown sig.(2-tailed) $0,000 < 0,05$. Second, instrumental motivation (X_1) with English achievement (Y) is not correlated, it can be shown with the range of sig.(2-tailed) $0,359 > 0,05$. The last one is integrative motivation (X_2) with English achievement (Y) is not correlated it can be seen in sig(2-tailed) $0,369 > 0,05$. Therefore, based on the result above can be conclude that, there is no correlation between instrumental motivation and integrative motivation with students' achievement. In other word the students with high motivation cannot be ensured with their English score or their achievement in learning English and vice versa. Interestingly, when the researcher interview students about their motivation in learning English, the participants were view that their motivation is just to pass English score to get a good score in English subject. When talking about another motivation they focus on grade promotion and few answered to be able communicate with native and study abroad.

DISCUSSION

The main focus of this research was to analyze students' motivation on instrumental and integrative in learning English toward blended learning. Findings above have shown the result of this research, in this section discussed more detail in concerning students' motivation. The sample of this research was VIII-1. There were 31 students as a sample in this research. The analysis of data was collected from questionnaires, interviews, and student scores. The discussion about student instrumental motivation was discuss as below.

The objective of this research first to find out the dominant motivation of students towards English Blended Learning. The finding in a questionnaire was an analysis of students' motivation in instrumental, what is kind of students' motivation dominant in learning English for academic reasons. There were, two aspects in here such as passing an exam and learning the target language which is on those aspects had a high response from students, meanwhile, it was line with (Hong & Ganapathy, 2017) found that students having instrumental motivation rather than integrative in learning English. They more focused on the impact of English language learning. Moreover, results of the study conducted by (Gholami et al., (2012) showed that learners dominant motivation in integrative, this contradicting research in different context of this research was conduct among high schooler and subject was using final year achievement scores in English subject.

Second to explain the factors influent, the instrumental and integrative motivation of the students towards English Blended learning, by interviewing students in face-to-face the students explain the factor influent the instrumental and integrative motivation of students in learning English. After interviewing them the researcher found that students learning English is just desire having good score in English lesson. Most of them answered that learning English because their parents motivated and want to study abroad, beside

that they when they answer the questions from teacher they will get some rewards. Students' are more motivated to learn English in order to obtain significant life goals such as having a good education and a job. In accordance with (Saville-Troike, 2006) states that instrumental motivation is involves practical benefit of learning second language, such as expanding employment or business opportunities of students, practice to assessing information, give them more prestige, or just completing a course at school. In addition, based on the findings at students score, they have high score in English language, it because they learn English to having a good score and completing course at school.

The third was to know the correlation between students' motivation in instrumental and integrative in students' achievement. Comparing the result above of students' instrumental and integrative motivation of their English achievement and blended learning showed there is no correlation between them. It can be seen on the result of correlative of instrumental and integrative is correlated. Meanwhile the result of motivation instrumental and integrative and their English achievement is not correlated. Talking about this issue the result of interviewee said that most of them learn English is because to get high score in English subject and also to get grade promotion. Meanwhile blended learning is just a method used by teacher to teach them, weather there is no relation in their motivation nor English achievement.

Beside that the correlation between student's motivation and blended learning. This blended learning as model used by teacher to be used by teacher because in on that time the condition is no possible to learn face to face because of pandemic. Therefore, can be conclude that the use of this as a support method used by educators.

In another discussion in this section is students' motivation in integrative motivation. Based on another result of (Zanghar, 2012) found that students more interested in integrative motivation is because, want to having a good job in future, for future career, help learner to think behave and speak like native speaker. Another possible explanation for factor integrative is in (Hong & Ganapathy, 2017), in order to better comprehend and come to know its speakers, having a friend in another country also motivated them to learn English, learner would be able to interact more freely with other cultural groups thanks to English. Based on the founding above it was synchronize with finding on students' interview, that they learn English desire to study abroad when they can speak English they can having a good friend.

After knowing the motivation of students to learn English, this can be used by teachers as a considered to teach them. Not only learning English to pass the score, having a good score or get the appreciate from teacher or classmate, but also the essential of learning English to gain their knowledge, and having an extensive knowledge. It means motivation is to encourage that has the power to make someone to act and achieve what they want. From the above statement motivation is very important in learning because students' actively learning in order to get each goal of learning. After the teacher knowing what are students' motivation in learning English, the teacher can stimulate students' to learn arises. The teacher should make teaching material more interesting to them or based on material of their goals or interesting material so they are does not having low

motivation in learning English or just learn English to get the high score. Beside that educators can give reward and appreciate them and makes student comfortable joining class.

CONCLUSION

Based on the research question of this study was first, to find of what kind of motivation is dominant on students' motivation towards English Blended Learning. The result was instrumental motivation on finding it can be seen that eighth graders students at SMPN 3 Tarakan have high motivation on statements in passing exam. From high students' instrumental motivation in passing exam so that teacher can have used to know that students still can raise motivation not only to pass the exam but also to get extensive knowledge about what they learn. This sync with result on Suryasa et al., (2017) students instrumentally motivated in learning English because of they want to get a good score and needed for their career.

The second one is what are the factors which influence the instrumental and integrative motivation of the students towards English Blended learning. One of factor in teaching and learning students, motivation influence students and teacher to learn. In every teaching and learning process motivation plays an important role in successful learning, in other word students who having high motivation to learn was automatically be enthusiastic in learning, therefore as an educator must know what makes students motivated in learning especially learning English. However, Tanggoro, (2015) discuss that by using modern instructional media is crucial thing for teachers to improve students motivation, this tools helped teachers to get the into teaching and learning and increased them to achieves their interest giving idea in class and attracting attention.

Then the last one is there any correlation between Instrumental and Integrative motivation in their English achievement. According to result of findings and discussion before, it was indicated by the result of data analysis from the questionnaire and interview, it can be concluded that there is no correlation of instrumental and integrative motivation in their English achievement. The reason is they learn English is desire to pass the exam and getting a good score.

Teaching EFL of secondary students was challenging for teachers, beside educators need to notice that the learners have different capability and motivation in learning English. Therefore, it's crucial to understand that starting motivation is one thing, and keeping it going is a crucial duty. Furthermore, motivation can vary by age and fluctuate through time. Due to these factors, EFL instructors must innovate and try new things in order to effectively and creatively engage the entire class. Consistent with the literature Khikmah, (2019) conclude that to improving students' motivation in learning English teachers' need to consider the objective of learning, level proficiency, designing interactive activities, giving positive attitude so that can affect on students' motivation. As the result on (Kasyulita & Armelida, 2019) through giving reward to students they are motivated in learning English. This implies that the rewards provided for learning English serve as a catalyst for the students' motivation to learn the language. Consequently, their

motivation to learn English improves. Following the receipt of these rewards, students exhibit heightened enthusiasm and drive towards learning English.

Additionally, it may be concluding that students were has better English if the teacher can package learning base on what they like in learning English or make a material more interested beside that such giving rewards or feedback and making good atmosphere on the class can make students exited and motivated. The school must also take into account the possibilities and techniques for integrating student enthusiasm to study English and ultimately advance their competence. To promote engagement and broaden language exposure and use, schools may find it advantageous to develop continuing extracurricular language programs or activities that include teacher and student participants. They have high ambitions of using English as a bridge to their success in the future, which is evident from their motivation to learn the language.

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