

MOTIVATION IN SECOND LANGUAGE ACQUISITION: A REVIEW

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ABSTRACT


One of the key characteristics that students should possess when learning a second language is motivation. This article elaborates on how important motivation is when learning a second language. Two types of motivation are integrative motivation and instrumental motivation. A desire to encourage students to learn a language for a more practical reason is instrumental motivation. As opposed to this, integrative motivation is the motivating factor behind learning a language brought about by learners' positive attitudes regarding the target language and their eagerness to integrate into the community of that language. Hence, teachers or educators should strongly motivate the students in studying their second language to reach the goals of learning.

KEYWORDS: *Motivation, Second Language Acquisition.*

INTRODUCTION

Motivation is essential in the progress and success of learning second or foreign languages (Al Kaboody, 2013). A person's motivation has a significant impact on his or her ability to learn and to accomplish the goals. However, motivation is also one of the most challenging aspects of learning the second or foreign language (Al Kaboody, 2013). Since motivation is a necessary condition of learning, language teachers cannot instruct a language successfully if they have no proper understanding of the relationship between motivation and its impact on second language acquisition. Therefore, a teacher's role in second language acquisition is crucial for inspiring students and developing engaging environments (Vibulphol, 2016).

When it comes to the language learning, motivation is an important factor in figuring out how ready the students are to speak. Motivation is the result of putting out the necessary work, having the urge to learn the language, and having the positive thoughts about doing so. It has long been recognized that motivating learners to improve in the target language is a challenging endeavor. For example, learners frequently experience difficulties learning



English, as a second or foreign language, and lose interest in the subject. However, several motivational tactics discovered by studies on motivation can assist learners in developing more favorable attitudes with regard to language acquisition (Al Kaboody, 2013).

It is likely that it is challenging to motivate the students to master the second language skills quickly such as an effective comprehension in reading. How do I motivate my students? It is a question that every teacher has asked oneself (Seven, 2020). In order to learn a language, one needs motivation. To advance and maintain motivation while learning a language, learners need excellent input, instruction, engagement, and opportunities for significant output. Therefore, to reach the ultimate goal of assisting students in making the most of their language learning experience, teachers should concentrate more on the motivation of their students and attempt to use proper motivational approaches into the language classroom (Al Kaboody, 2013; Vibulphol, 2016).

In light of above explanations, it is interesting to look into detail how motivation affects language learners when trying to master a target language. In the context of Indonesia, English is regarded as the target foreign language in the current educational setting. The Indonesian national educational system provides English instruction at many levels, including elementary and secondary schools, higher education institutions, and private language institutes. Thus, this paper discusses the role of motivation for learners in learning a second or foreign language in hope that it will provide input to the teachers and learners of English as a foreign language in Indonesia.

LITERATURE REVIEW

MOTIVATION IN SECOND LANGUAGE ACQUISITION

Motivation is generally defined as “the psychic process that initiates, guides, and maintains human behavior” (Sichler, 2014, p. 1). A motivated individual makes attempts, is determined, and stays focused on the work in mind (Masgoret & Gardner, 2003). He or she shares the goals, ambitions, and dreams, loves what they do, receives encouragement from accomplishment and frustration from failing, develops assessments of whether they succeed or fail, gets stimulated, and employs tactics that assist them accomplish their goals. The motivated person demonstrates a variety of actions, emotions, and cognitions that the uninspired person does not (Masgoret & Gardner, 2003). In a similar description, motivation pertains with the basic reason over how people act; and thus, motivation governs the kind and extent of human behavior, or, to put it another way, the decision to take a certain act, the determination to stick with it, and the amount of effort put into it (Dörnyei, 2014). In order to quantify motivation, emphasis may be focused on a variety of personal characteristics of the subject.


In the context of language learning, Dörnyei and Ushioda (2013) describe motivation as the main factor or the primary key to the second language acquisition. The process by which learners study a second language once mastering their first language is known as second language acquisition. Second language acquisition refers to the process and study of the way individuals gain a second language (L2), often known as a target language, as opposed to their first (native) language (L1). The phrase "second language" in this context usually means to a language acquired other than L1 (including a third or fourth language) (Rieder-Bünemann, 2012).

Even though people speak a second language, they occasionally have questions concerning the second language acquisition. Second language acquisition involves the process of acquiring a language in a natural or instructed context. It has mostly focused on morphosyntax, in addition to phonology, lexis, grammar, and pragmatic understanding. The process exhibits both movable and immovable characteristics. Second language acquisition research aims to take into account a learner's competency. Hence, in order to reach the research, it has set out to empirically look into how a learner performs when using a second language. Motivation is the learner's attitude on the goal of studying a second language. Gardner and Smyth (1975) have proposed the socio-educational model for motivation in second language acquisition (as cited in Zareian & Jodaei, 2015). There are two categories of motivation in this socio-educational model as follows:

1. Integrative Motivation

Gardner's (1985) idea of integrative motivation includes orientation (i.e., reasons to study a second language), motivation (i.e., views on studying the language as well as desire and motivational intensity), and a variety of other attitudinal factors (as cited in Zareian & Jodaei, 2015). Falk (1978) describes that learners who appreciate the culture, use the language, and want to gain knowledge from and possibly integrate to the environment wherein the language is spoken are learners who are most successful at studying a target language. This kind of motivation is known as integrative motivation. Once a learner joins an unfamiliar environment where the target language is utilized in social situations, integrative motivation is crucial in assisting them in developing a certain degree of language proficiency in that society. It has evolved into a prerequisite for social interaction and community integration. Additionally, it is suggested that integrative motivation generally drives an effective learning of a variety of linguistic registers and a pronunciation similar to a native (Finegan, 1999). Further, Dörnyei (2005) states that integrative motivation relates to "positive interpersonal/ affective disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community" (p. 5).

2. Instrumental Motivation



Instrumental motivation constitutes a more practical purpose for learning a language, which drives the desire to receive some sort of social or financial reward through L2 proficiency (Zareian & Jodaei, 2015). Instrumental motivation is a type of motivation that differs from integrative motivation. The desire to gain something useful or tangible from studying a second language typically characterizes this motivation (Hudson, 2000). Dörnyei (2005) states that instrumentality can be promotion or prevention, in which he describes that “Instrumental motivation with a promotion focus (e.g. to learn English for the sake of professional advancement) are related to the ideal self, whereas instrumental motives with a prevention focus (e.g. study in order not to fail the test) are parts of the ought self” (p. 103).

Through instrumental motivation, acquiring a language is primarily for practical purposes such as meeting academic requirements for college graduation, applying for a job, requesting salary increases due to proficiency in a language, reading technical texts, working as a translator, or making social progress. Instrumental motivation is typically a defining feature of second language acquisition, especially in circumstances if only slight social acceptance of the learner into a community, which utilizes the target language, happens, or in certain situations is even sought.

Although either integrative motivation or instrumental motivation is significant for success, integrative motivation is more probable to produce long-lasting accomplishment when studying a new language (Ellis, 1997). A study by Gardner and Lambert showed that integral motivation was more important than instrumental motivation in formal education (Ellis, 1997). Even though the importance of instrumental motivation is widely understood, integrative motivation has remained a focus in recent research. While instrumental motivation has only lately been acknowledged as a crucial factor in some research, integrative motivation has always been related to successful second language acquisition. Learners frequently pick instrumental learning goals over integrative ones, according to research. People who favor an integrative approach to language learning tend to be more motivated and achieve higher results overall.

The social context affects both the orientation that learners have and the orientation that is most important for language learning. In addition, Kachru (1977) as cited in Brown (2000) found that in India, as English is an international language, its second language learners frequently succeed while studying for practical objectives.

According to Brown (2000), either instrumental motivation or integrative motivation is occasionally incompatible. Instead of selecting only one motivational orientation, language learners often combine the two orientations. Brown (2000) used the example of international students who learned English language in the United States with the

intentions of achieving academic goals and also assimilating into the community. Motivation is fundamental to second language acquisition success. Therefore, it is crucial to understand the various motivational elements that support the acquisition of a target language successfully. Nevertheless, it is equally important to acknowledge motivation as one of numerous components in a complicated model of interconnected psychological and contextual traits that are unique every language student.

According to Wong (2011), instrumental motivation refers to an urge that motivates learners to acquire a language for a more useful reason. The language can be used for practical goals like landing a high-paying job or becoming more popular. Wong (2011) contrasts this with integrative motivation, which he defines as the incentive for language acquisition that comes from the attitudes that learners have regarding the intended language community as well as their keen interest to integrate in that community.


However, according to Liu (2015), in the context of English foreign language learning in Taiwan, language teachers often take the lead in the classroom. If teachers want their students to become more autonomous, they must provide more assistance and have them participate in further tasks-based lessons inside as well as outside of the classroom. In addition, teachers can improve unmotivated students by influencing their extrinsic motivation. To make the session engaging, teachers should employ some audiovisual aids and modern technologies. Teachers should also establish a warm and engaging rapport with the students. Teachers can inspire students by using engaging teaching methods and curriculum. Making the students aware of the objectives of their study is crucial (Vibulphol, 2016; Zaman, 2015).

RESEARCH METHODS

This article used a literature review approach. A literature review refers to "a piece of academic writing demonstrating knowledge and understanding of the academic literature on a specific topic placed in context" (The University of Edinburgh, 2022). The article discussed the topic of motivation in second language acquisition among language learners, gathering information from a number of scholarly writings.

RESULTS AND DISCUSSION

Teachers need to give a careful consideration to creating programs that retain student interest and have reachable short-term goals to add stimulation to the process of learning a language. According to Berwick & Ross (1989), university-level activities that might encourage students to become more fluent in their target language include a variety of international exchange programs with other universities, international "home stay" programs, and other similar initiatives. However, such activities can be more challenging



for students at secondary education, in particular. These students may not be motivated to enhance their language skills because the study objectives are geared toward university entrance.

Students' general lack of enthusiasm and dedication may cause considerable dissatisfaction for foreign language teachers. Therefore, teachers should design engaging lessons that capture students' attention. This can occasionally be accomplished by employing instructional strategies that are not typically used in subjects with a large audience by other teachers (Vibulphol, 2016). It can occasionally help students to find a goal for enhancing their ability to communicate in the language they are studying by encouraging them to become more active participants in a course. The students should feel the accomplishment of successfully communicating in the target language. It is also found that L2 achievement has a significant impact on learner motivation (Strong 1983, as cited in Ellis, 1997).

Since language learners have a variety of purposes in language learning, teachers need to understand the objectives and the needs of their students in order to develop effective motivational tactics. Students should comprehend the goal of expending effort, the length of a task, the degree of effort necessary, and the required level of motivation. Nevertheless, it can be very challenging to keep language learners motivated all the time. Thus, in designing a course for the language learning, teachers have to bear in mind the fact that every student has particular interests and standards (Tsutsumi, 2014).

Before examining the effect of motivation on learning a second language, it is imperative to comprehend that it is simply one of several factors that, when combined with other factors, affect a learner's success. In his socio-educational approach, Gardner (1982) emphasizes a number of connected aspects of learning a second language. Unlike other studies in the field, Gardner's model places a special emphasis on second language acquisition in a structured classroom setting compared to a natural one. His work focuses on foreign language instruction. The strategy tries to link all four components of learning a second language. These include the socio-cultural background, individual learner differences, the setting or situation in which learning takes place, and language outcomes (Gardner, 1982).

People who are motivated to combine linguistic and nonlinguistic learning outcomes will improve their L2 proficiency and have more optimistic attitudes (Ellis, 1997). Additionally, Gardner (1985) describes that motivation involves "effort, want, desire, reason of behaviors and the affectivity that associated with learning a second language and has a close link with language learning", with effort and desire being the qualities that characterize someone as motivated (as cited in Zareian & Jodaei, 2015, p. 296). Effort refers to the time

and motivation exerted in learning a language. Desire and affectivity are indicators of the learner's emotional reactions to language acquisition and the learner's level of motivation to master the language, respectively (Gardner, 1982).


Foreign or second language classroom settings and students may differ from one location to another, as well as the methods used to inspire students. As a result, it is impossible to generalize any motivational techniques to all language classroom settings. In the context of English, teachers need to have a solid grasp of motivating strategies if they want to encourage their students to study the target language, in this case English (Riyanti, 2019).

CONCLUSIONS

Motivation is essential when learning a second language (L2). The reasons a person chooses to acquire L2 and his/her attitudes about the L2-speaking community influence both the speed of second language acquisition and the level of proficiency attained. On a spectrum, instrumental motivation lies on one end and integrative motivation lies on the other. Integrative motivation can be seen from language learners who genuinely want to study a new language because they want to become part of the L2 community, engage with it more, or have a sincere interest in it. In contrast, those who view learning a language as a way to earn something in return (a good grade, an occupation, a degree, or just appreciation) demonstrate instrumental motivation. As every student has a different aim to learn a new language, it is crucial for teachers to comprehend their purposes and needs to develop motivational tactics that will assist students in effectively learning the language and achieving their goals.

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