The relationship between instrumental and integrative motivation on students’ writing ability

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Abstract The question of which motivation is more prevalent among learners has been heavily debated. This study aimed to determine the link between instrumental and integrative motivation and learners’ writing performance. The participants were 75 L2 students from one of Palangka Raya’s Islamic Institutes. The data were gathered via a questionnaire and writing. Normality, linearity, multicollinearity, elasticity, and autocorrelation were also calculated as assumption tests. Multiple linear regression was used in the analysis. The findings revealed that instrumental motivation (x2) contributed 70.15% to writing performance, while integrative motivation (x1) contributed 17.03%. The effective contribution was 87.00% in total. The r-square value was also 0.87. Instrumental (x1) and integrative (x2) motivations accounted for 87.00% of the variance in writing performance (y). Overall, motivation was found to significantly impact learners’ writing performance. In L2 writing, instrumental motivation contributed more than integrative motivation. It was advised that lecturers provide more integrative incentives during the writing class learning process.

Keywords: instrumental, integrative motivation, writing performance, higher education

1. Introduction

Writing is a primary literacy ability required to interact effectively with others in colleges, schools, workplaces, and social settings. It is a complex skill that EFL students should master. To become a skilled writer, students must have solid grammar, vocabulary, writing conventions, structuring ideas, and critical thinking skills. There are many factors affecting learning achievement, such as instructor motivation, teaching approach, school environment, classroom facilities, and motivation. According to Deci & Ryan (1985), motivation is the most important factor for successful learning. However, students frequently encounter writing issues such as misspelling, punctuation, vocabulary, and grammatical errors. As a result, there is a strong desire to conduct additional research to improve writing skills. Motivation is one of the potential variables in an L2 writing lesson. To do everything is a viral logic component (Firdaus et al., 2020). The degree of motivation determines whether students succeed or fail (Sabrun et al., 2020). This is significant in EFL classes. This approach is essential for success in EFL classes (Duan, 2022).

Several studies on the role of motivation in the EFL class have been conducted by many scholars (Boscolo & Gelati, 2018; Boyaci & Güner, 2018; Cheung, 2018; Kholisiyah, 2018; Ekholm et al., 2018; Truax, 2018; Göçen, 2019; McTigue et al., 2019; Schrodt, 2019; Sari, 2019; Bostrom and Bostedt, 2020; Toste et al., 2020; Camacho et al., 2021; Alves-Wold et al., 2023). Studies have focused on motivational strategies that can boost learners’ achievement. The necessity of investigating students’ learning motivation has also been a main area of study.

For example, Sari (2019) claimed that motivation is important in determining successful learners. It is linked to learning objectives, attempts, motivation, energy, participation, and persistence. Motivation is necessary for driving learning performance (Aldridge & Rowntree, 2021). Motivation also influences the collective perception of the classroom climate (Okafor, 2021). Motivation in learning is vital so that teachers can have the right skills in determining what approaches can increase student motivation (Wahono, et al., 2022). A language instructor must understand the different types of motivation to desire to study. In the context of EFL, motivation means motivating learners to learn a foreign language. It would not be easy for teachers to teach writing if the students did not want to write in English.

Motivation is also widely acknowledged to be an important factor in improving writing ability. Mahendra et al. (2020) and Elhawwa et al. (2019) discovered that motivation is essential for successful writing. It is obvious that motivation plays a significant role in how well students write. Self-efficacy comprises various elements, such as self-efficacy, beliefs, attitudes, and goal orientation. To become a competent writer, one must cultivate reasons and convictions. Students who are
confident in their writing abilities put more work into it and are more likely to write well. In contrast, students who are less motivated to write are more prone to exhibit excessive anxiety when engaging in academic writing activities.

Furthermore, Boström and Bostedt (2020) proved that motivation affects students’ ability to focus on desired goals. High-achieving secondary school students, for example, have favorable outcomes in future higher education. Chowdhury (2021) discovered that learners lacked intrinsic motivation. Several researchers have also claimed that pupils lack enthusiasm for studying language (Jianfeng et al., 2018; Nguyen & Walkinshaw, 2018; Kusumaningrum, 2019; Nurbayet & Hartini, 2020; Khonamri et al., 2020). As a result, research on motivation in EFL classes is needed. It is important to identify the types of learners’ motivation in EFL classes to make them autonomous learners. In higher education, studies on learners’ types of motivation are rare. In this study, motivation is focused on notions that influence learners’ writing performance. Previous investigations have shown that it plays a significant role in language classes (Nasihah & Cahyono, 2017; Nailufar, 2018; Elhawwa, 2019; Bai & Guo, 2019; Aspuri et al., 2019; Husna & Martini; 2019; Hussain, 2020; Mahendra et al., 2020; Bai & Wang, 2021; Samah, 2021; Saleh & Majeed, 2021; Noviana, & Ayu, 2022). They confirmed that motivation is an important factor in writing. In this case, the teacher’s responsibility is to optimize the pupils’ motivation. These characteristics all play an important role in helping learners reach their goals. Students’ motivation to write is their desire, attempt, and willingness to engage in writing activities. It is a vital success factor in successful writing learning because it motivates learners to take action and activates learners in writing classes.

In an EFL class, motivation is defined as the amount to which a learner learns L2 out of a desire or willingness to do so. It enables students to establish an aim and direction. As a result, this approach is desperately needed. It is closely tied to the student’s area of interest. Educators should try creative ways to meet this desire. In this scenario, learners require proper instruction, a suitable teaching style, curriculum design, input, classroom engagement, and meaningful output. Motivation fluctuates, with ups and downs, and it is teachers’ role in maintaining learners’ motivation throughout the learning process. Teachers can boost learners’ motivation by modeling positive attitudes. Dornyei (2007) and Harmer (2007) distinguish between intrinsic and extrinsic motivation.

Individual learners’ intrinsic drive stems from their inner side. Learners in this location are keen to study English because they enjoy it. Extrinsic motivation is demonstrated by learners who are interested in doing something. It originates outside of the individual. As a result, they act for the sake of acting. It can take the shape of obtaining a good job, being promoted, receiving good grades, receiving prizes, studying abroad, or escaping punishment (Brown, 2007). Gardner and Lambert (1972) additionally offered instrumental and integrative motivation. Students who are instrumentally motivated to study a language to pursue specific goals. Aldridge & Rowntree) believe that instrumental motivation is critical for EFL learners.

Furthermore, Anderson et al. (2018) stated that instrumental motivation is the reason to study this topic for practical purposes, such as achieving social prestige, joining a highly accredited university, receiving a promising income, and earning a decent career. Dornyei (2007), on the other hand, holds a different view. She thinks that both types of motivation are equally beneficial. Both are required for effective language learning. Moreover, integrative motivation allows learners to study English to integrate as members of the English-speaking country community successfully. L2 refers to the study of L2 to participate in native culture. Learners were regarded as having integrative motivation if they demonstrated positive attitudes in the EFL classroom. An integrated motivation demonstrates a positive interest in communicating in the original language and positive behavior toward the language community (Anggitaria & Ardayanti 2022). They want to learn English to communicate with natives and learn about their culture. When studying, pupils with strong integrative motivation examine the culture of native speakers.

As a result, they study English as much as they can about its customs, society, and qualities, and they are eager to learn everything they can about the native language. As a result, they are pleas ed with their progress in learning English. They continuously seek opportunities to practice English wherever they are through reading books, watching films, or listening to music. They are eager to be welcomed by the community of native speakers. As a result, they study as much as they can about its customs, society, and qualities, and they are eager to learn everything they can about the target language. Some students may study English better with high integrative motivation, while others may study English more successfully if they are instrumentally driven. They may, however, be motivated by both types of incentives.

In contrast, instrumental motivation refers to the willingness to study English to achieve certain purposes, such as obtaining a promising job, a better career, a higher social position, or a scholarship to international colleges. Behavior toward the classroom environment or attitude toward the target language were examples of instrumental motivation. This incentive model suggests that students study English for various reasons, including a higher wage, a better job, and the opportunity to study abroad. Gardner (1985) suggested that students with high instrumental motivation should acquire a native language to attain practical purposes.

They study English for various purposes, for example, passing the final exam, attending overseas universities, pursuing scholarships, reading English books to grasp English texts better, advancing in their careers, earning more pay, or achieving superior performance. According to Bai & Wang (2021), highly instrumentally motivated learners will receive a better job or be accepted for a scholarship to study overseas. Furthermore, extrinsic and instrumental incentives differ slightly. Extrinsic incentives
motivation focuses on why people perform tasks that are external to them. In addition, instrumental motivation is focused on learning objectives. The structure of both types of motivation is depicted in Table 1.

### Table 1 The Construct.

<table>
<thead>
<tr>
<th>No</th>
<th>Instrumental motivation (x1)</th>
<th>Integrative motivation (x2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I learn English to fulfill assignments.</td>
<td>Becoming an easy individual to talk with native speakers is my goal to study English.</td>
</tr>
<tr>
<td>2</td>
<td>I attend the class to succeed in exam.</td>
<td>I study the language to have ability to communicate as like the native.</td>
</tr>
<tr>
<td>3</td>
<td>I am learning the language to get scholarship.</td>
<td>Being a member of the community in English-speaking countries is my goal to study English.</td>
</tr>
<tr>
<td>4</td>
<td>I study the language to get high social status.</td>
<td>I learn the language to respect English literature.</td>
</tr>
<tr>
<td>5</td>
<td>I study the language to comprehend English text for my study.</td>
<td>I learn English to be a sociable person with natives.</td>
</tr>
<tr>
<td>6</td>
<td>I have to get a promising job.</td>
<td>I learn English to get high proficiency in comprehending English movies.</td>
</tr>
<tr>
<td>7</td>
<td>My purpose to study English is to get bachelor or master degree.</td>
<td>I appreciate the philosophy of life from target language.</td>
</tr>
<tr>
<td>8</td>
<td>My purpose to study the language is I learn in a foreign country.</td>
<td>I am eager to have a deeper understanding of the foreign country cultures.</td>
</tr>
<tr>
<td>9</td>
<td>It makes me to be I a knowledgeable person when I learn English.</td>
<td>I study English to be able to talk with native speakers</td>
</tr>
<tr>
<td>10</td>
<td>By learning English, I will be a successful person.</td>
<td>I learn English to talk a good topic with the foreign students.</td>
</tr>
<tr>
<td>11</td>
<td>Becoming good at English will make my friends respect me.</td>
<td>I learn English by participating in academic activities with native speakers.</td>
</tr>
<tr>
<td>12</td>
<td>I study the language to get academic degree.</td>
<td>I am studying English to be as a member of native community</td>
</tr>
<tr>
<td>13</td>
<td>I study the language to travel abroad, so I can communicate easily with natives.</td>
<td>When I study English, I also study the customs of that country</td>
</tr>
<tr>
<td>14</td>
<td>I study the language in order to be a tourist guide.</td>
<td>I learn English because some of my relatives living in foreign countries.</td>
</tr>
<tr>
<td>15</td>
<td>Becoming a professional English teacher is my goal to study English.</td>
<td>I have a positive attitude on the culture of USA, Australia and England.</td>
</tr>
</tbody>
</table>

Some specialists have researched motivation in EFL classes. Mohammed (2015) reported a similar outcome: learners were motivated instrumentally rather than integratively. Kusumaningrum (2019) discovered that learners used integrative motivation. Aspuri et al. (2019) and Rozmatova (2020) confirmed that learners’ instrumental motivation in EFL classes was stronger. According to Noviana and Ayu (2022), most learners study language for decent jobs and other reasons.

Considering the above facts, there is no consensus on which incentives are most prevalent. The dominance of one motivation over another may vary depending on the context. As a result, additional investigations are needed to validate past findings and provide a variety of viewpoints for contributing to the body of knowledge about the effect of motivational factors in EFL classes. There has also been some research on learners’ writing performance. However, little emphasis has been given to the concurrent association of these combined variables in higher education in the Kalimantan context. In this case, the investigation is focused on integrative and instrumental motivation in an L2 writing class and the interaction between variables. This study bridges this gap. The study assessed the relationship between both types of motivation and learners’ writing performance.

### 2. Method

This was a correlation study. Its purpose was to assess the link among two or more paired variables. The study included three variables: instrumental motivation (x1), integrative motivation (x2), and learner writing performance (y). A multiple regression design was used in the investigation. The participants were 75 L2 students enrolled in an argumentative writing class. The participants were assessed for learning motivation and writing ability over various periods. The research design is depicted in Figure 1.

This investigation aimed to evaluate the relationships between integrative and instrumental motivation and learners’ writing ability and between the variables. Gardner and Lambert’s (1972) motivation theory is used in this inquiry.

#### 2.1. Participants

A total of 75 L2 learners were recruited for the study.
2.2. Data collection

A self-developed 30-item questionnaire was given to 75 L2 writing students to measure their motivation. The questionnaire was the research instrument. It included certain factors that determined the amount of motivation. The first fifteen sentences concern instrumental motivation. The following fifteen items address remarks on integrative motivation. Students should react to the assertions by indicating their level of agreement with the claims offered. It took learners half an hour to react to the assertions. The writing test was the second most common. The Cronbach’s alpha was 0.87, indicating strong internal consistency for reliability and validity. Moreover, assumptions such as normality, linearity, multicollinearity, heteroscedasticity, and autocorrelation were determined. Multiple linear regression was used in the analysis.

2.3. Procedure

The research was carried out over a semester. Tests and questionnaires were administered to the 75 individuals. Tests (argumentative writing tests) and questionnaires (learning motivation) were used as research instruments. Before testing, the try-out test was performed, which included test development, validation, and dependability, as well as setting the fixed format of the test. The writing test assessed the learners’ writing accuracy; they were assigned an argumentative essay. Learners should select the following interesting issue: (1) because of the COVID-19 pandemic, tuition fees should be cut, (2) students should be assisted by providing additional pulses while studying online, and (3) learning facilities should be equipped with current high-tech technology.

2.4. Data analysis

The study required three types of data analysis to test the hypotheses about the relationship between (a) instrumental motivation and learners’ writing ability, (b) integrative motivation and learners’ writing ability, and (c) instrumental and integrative motivation and learners’ writing ability at the same time. (1) Descriptive data showing the number of participants, the mean score for each variable, the standard deviation, and histograms. (2) The assumption tests included normality, linearity, autocorrelation, heteroelasticity, and multicollinearity tests. (3) Putting the stated hypothesis to the test. Multiple regression analysis was used in the analysis.

2.5. Results

Normality, linearity, multicollinearity, heteroscedasticity, and autocorrelation were tested assumptions.

2.5.1 Normality

The one-sample Kolmogorov–Smirnov test result was 0.25, indicating that the data were normally distributed.

2.5.2 Linearity

Deviation from linearity had the following effects on (a) integrative motivation toward writing performance (0.000 0.05; F 3.33) and (b) instrumental motivation (0.12 > 0.05; F 1.57). There was no linearity in integrative motivation or instrumental motivation toward writing skills.

2.5.3 Multicollinearity
The tolerance and VIF multicollinearity tests revealed that integrative motivation (0.42 > 0.10; VIF 2.41 10.00) and instrumental motivation (0.42 > 0.10; VIF 2.41 10.00) were both present. As a result, it shows that it was not breached.

2.5.4. Heteroscedasticity

Furthermore, the Glejser test results showed that (a) integrative motivation toward writing performance was 0.04 (0.05; t value of -2.03) and (b) instrumental motivation was 0.08 (> 0.05; t value of 1.75), indicating heteroscedasticity.

2.5.5. Autocorrelation

The Durbin Watson test revealed that the Durbin Watson coefficient was 2.13 (3; 75). As a result, autocorrelation was not confirmed to be violated.

2.5.6. Data Presentation

The study used 75 EFL learners as respondents, as described below.

Table 2 Descriptive.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Means</th>
<th>Standard Deviation</th>
<th>Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Performance (y)</td>
<td>74.27</td>
<td>11.33</td>
<td>75</td>
</tr>
<tr>
<td>Integrative Motivation (x1)</td>
<td>58.96</td>
<td>13.83</td>
<td>75</td>
</tr>
<tr>
<td>Instrumental Motivation (x2)</td>
<td>68.40</td>
<td>12.39</td>
<td>75</td>
</tr>
</tbody>
</table>

Writing Performance (y) averaged 74.27, SD 11.33; Integrative Motivation (x1) averaged 58.96, SD 13.83; and Instrumental Motivation (x2) averaged 68.40, SD 12.39. As demonstrated in Figure 2, the means of Instrumental Motivation were greater than those of the other methods.

Figure 2 The mean scores.

The correlations among variables are shown below.

Table 3 Correlations.

<table>
<thead>
<tr>
<th></th>
<th>Writing Performance</th>
<th>Integrative Motivation</th>
<th>Instrumental Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1.00</td>
<td>.80</td>
<td>.92</td>
</tr>
<tr>
<td></td>
<td>Integrative Motivation</td>
<td>1.00</td>
<td>.77</td>
</tr>
<tr>
<td></td>
<td>Instrumental Motivation</td>
<td>.92</td>
<td>1.00</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td>Writing Performance</td>
<td>.00</td>
<td>.00</td>
</tr>
<tr>
<td></td>
<td>Integrative Motivation</td>
<td>.00</td>
<td>.00</td>
</tr>
<tr>
<td></td>
<td>Instrumental Motivation</td>
<td>.00</td>
<td>.00</td>
</tr>
<tr>
<td>N</td>
<td>Writing Performance</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Integrative Motivation</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Instrumental Motivation</td>
<td>75</td>
<td>75</td>
</tr>
</tbody>
</table>

Table 3 reveals a strong positive association between factors. The connection between integrative motivation and writing competence was 0.80 (p=0.00; significant). The link between instrumental motivation and writing ability is r= 0.92, p= 0.00 (significant).

2.5.7. Findings
Multiple linear regression was used to measure the link between instrumental and integrative motivation and learners' writing accuracy in response to the three questions, as shown in Table 4.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error</th>
<th>Durbin-Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.93</td>
<td>.87</td>
<td>4.11</td>
<td>2.13</td>
<td></td>
</tr>
</tbody>
</table>

Multiple linear regression was performed on two predictor variables and the resulting variable to determine the predictor variables most likely to affect learners' writing performance. Table 4 indicates that R was 0.93 and that R-square was 0.87. The findings revealed that these two variables accounted for 87.00% of the variance in student writing performance. Table 5 shows that the associations between the predictors and outcome variables were statistically significant, as indicated by the ANOVA results (F= 244.87, p = 0.00), as explained below.

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>8286.41</td>
<td>2</td>
<td>4143.0</td>
<td>244.87</td>
<td>.00</td>
</tr>
<tr>
<td>Residual</td>
<td>1218.26</td>
<td>72</td>
<td>16.92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9504.67</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The description of each variable was as follows:

**a. There is no correlation between integrative motivation and learners' writing ability**

According to the analysis results, the t value for integrative motivation was greater than the t value for the t table (3.27>1.67) and p value of 0.000.05, revealing a significant association between instrumental motivation and writing, as shown in Table 6.

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
</tr>
<tr>
<td>1</td>
<td>Constant</td>
<td>16.41</td>
<td>2.08</td>
</tr>
<tr>
<td></td>
<td>Integrative</td>
<td>0.18</td>
<td>0.05</td>
</tr>
<tr>
<td></td>
<td>Instrumental</td>
<td>0.70</td>
<td>0.06</td>
</tr>
</tbody>
</table>

**b. There is no correlation between instrumental motivation and learners' writing ability**

The t value was higher than the t table (11.60> 1.67), and the p value was 0.000.05, demonstrating a significant link between instrumental motivations and writing accuracy. **There was no correlation between instrumental or integrative motivation and learners' writing ability.**

Table 7 reveals that the F value was greater than the F value (244.87 > 3.12), and the p value was 0.00. This meant that a strong link existed between instrumental and integrative motivation and learners' writing skills. The results showed that the greater the learners' instrumental and integrative motivation was, the better their writing skills were. According to the model summary table, the R value was 0.93, and the R2 was 0.87. The two predictor factors explained 87.00% of the variance in learners' writing performance.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Regression coefficient</th>
<th>Coefficient correlation</th>
<th>R²</th>
<th>Contribution of each variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>16.41</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrative (x1)</td>
<td>0.21</td>
<td>0.80</td>
<td>0.87</td>
<td>17.03%</td>
</tr>
<tr>
<td>Instrumental (x2)</td>
<td>0.76</td>
<td>0.92</td>
<td></td>
<td>70.15%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>87.18%</td>
</tr>
</tbody>
</table>

A regression model was used to calculate the correlation between instrumental and integrative motivation and learners' writing ability. The summary table revealed that instrumental motivation was the most powerful predictor. This suggested that instrumental motivation (x2) contributed 70.15% to writing performance, while integrative motivation (x1) contributed 17.03% to writing performance. A total of 87.18% was the effective contribution. Overall, motivation significantly contributed to writing skills.

**3. Discussion**

The findings revealed that instrumental motivation (x2) contributed 70.15% to writing performance, while integrative motivation (x1) contributed 17.03%. The total percentage contribution was 87.18%. Overall drive significantly contributed to
writing skills. Furthermore, the F value for the connection between overall motives and writing skills was 0.00. The findings highlighted several significant elements of the different motivations influencing writing performance. The data revealed that students in writing classes were highly motivated. Compared to integrative variables, instrumental factors inspire learners more. This finding is in accordance with that of Anggitaria et al. (2022), who confirmed that instrumental motivation impacts successful learners in EFL lessons.

This demonstrates that students who are motivated to write well are more likely to succeed in achieving a greater degree of writing skill. This suggests that students who wish to write well must continually increase their motivation to attend writing classes and to complete homework as required in those courses. The findings show that one of the key elements influencing language learning performance is motivation, both integrative and instrumental.

These findings are congruent with those of Rozmatovna (2020) and Saleh & Majeed (2021). They confirmed that learners in EFL classes exhibited both instrumental and integrative motivation. These findings were supported by Bostrom & Bostedt (2020), who discovered that motivation was essential for successful writing. These findings are also consistent with those of other studies that have shown that motivation plays an important role in EFL classes (Agustrianti, et al. 2016; Nasiah & Cahyono, 2017; Nailufar, 2018; Jianfeng, 2018; Abas & Aziz, 2018; Al-Ta’ani, 2018; Nguyen & Walkinshaw, 2018; Elhawwa, 2019; Surastina & Dedi, 2018; Bai & Guo, 2019; Aspuri et al., 2019; Rathiga & Sarpparaje, 2019; Budiharto & Amalia, 2019; Nurbayet & Martini, 2020; Sabarun, 2020; Samah, 2021; Abir & Shazed, 2022; Budiharto & Amalia, 2019; Wright, et al., 2020).

In summary, the findings confirmed that instrumental motivation was the most dominant factor contributing to writing performance compared with integrative motivation. The findings demonstrated that overall motivation significantly contributed to writing skills.

4. Recommendation

These findings imply that the motivation factor needs to be included in EFL writing courses. The class should be more interested in providing appropriate teaching media and applying instructional media. Class activities should be engaging for students so that they enjoy the class. These findings confirm that the relationship between writing ability and motivation was inextricably linked. Motivation improved L2 writing learning, and learning improved motivation. Highly motivated learners frequently obtain good results in writing. For these reasons, it was suggested that teachers pay close attention to motivating students. Teachers can design instructional teaching, select learning materials, and create a learning environment that motivates learners. Pedagogically, the outcome provided empirical evidence of the effectiveness of the motivation technique. In this scenario, teachers can engage students by creating a positive learning atmosphere in the classroom. Effective motivation strategy execution might help to reduce learners’ demotivation during the learning process. Another pedagogical result was the necessity of motivation in higher education writing instruction. The greater the teacher’s success is, the better and more effective he/she will be at enabling good EFL learning. As a result, teachers should encourage them to consider an EFL learning goal that contributes to motivating them to study English writing. Learners should be encouraged to talk in English in their new surroundings. As a result, teachers should emphasize students the importance of English in 21st-century living and as global citizens.

To summarize, there are ways to increase learners’ instrumental motivation in English learning, such as using various teaching strategies, sharing successful learners’ best practices, rewarding successful English learners, and encouraging learners to interact in English with native speakers. To promote progress and maintain learners’ motivation in EFL classes, good classroom instruction, a conducive environment, updated resources, the most recent curriculum, and opportunities for significant output are needed. As a result, teachers should identify the types of learner motivation and look for steps to relate them to the integrative and instrumental motivation features included in the learning process. Because students’ goals for learning English vary, teachers must learn about their students’ goals and interests to establish appropriate motivational tactics. On the other hand, learners should acknowledge that they must make an effort, set aside time for studying, devise a strategy to pursue the learning goal and be highly motivated. Therefore, it was recommended that teachers a) identify learners’ motivation in learning English writing; b) motivate learners in writing instructional classes; c) conduct a larger study on a similar topic using a larger sample size and more variables, such as gender, ethnicity, or economic and social status; d) design classroom instruction promoting learners’ motivation in learning English writing; and e) improve learners’ writing skills. The results cannot be generalized because there were only 75 people in the study. Therefore, additional investigations might be needed to validate these results by involving a larger population.

Ethical Consideration

Ethical permission was acquired from the Ethics Committee for Research Involving Human Subjects, Institut Agama Islam Negeri Palang Beka Raya, Ref. No. 210/In.22/V.J/KP.01.21/12/2023. Written informed consent was obtained from all participants before data collection.

Conflict of interest
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References


