



The Role of Different Types of Motivation on The Acquisition of Reading Skills by Scientific Institute Learners in Najran

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Doi: 10.21608/ajahs.2025.404421

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استلام البحث

٢٠٢٤ / ١٢ / ٦

قبول البحث

Almasabi, Abdulmajeed Ali & Atamnah, Alkhair (2025). The Role of Different Types of Motivation on The Acquisition of Reading Skills by Scientific Institute Learners in Najran. *The Arab Journal of Literature and Human Studies*, The Arab Institute for Education, Science and Letters, Egypt,9(34), 509-534.

<http://ajahs.journals.ekb.eg>

The Role of Different Types of Motivation on The Acquisition of Reading Skills by Scientific Institute Learners in Najran

Abstract:

This study investigated the relationship between language motivation types and achievement among EFL beginner's students at the Scientific Institute in Najran (Almahad Alalmi). It also identified the differences between integrative motivation and instrumental motivation in developing the reading skills. Sixty students were selected from two classes in the third grade secondary. The study adopted the questionnaire to collect the data of the study and test for reading skills. SPSS software was used to do statistical analysis on the collected data. The results of the study showed that the most frequent of high achievers were integrative motivation. The findings also revealed that there was a statistically significant difference between integrative motivation and instrumental achievers in the overall use of reading skill test. The study's goal is to concentrate on strategies to improve the process of teaching and learning English in ESL courses, particularly their reading skills.

Keywords: Motivation, instrumental motivation, integrative motivation, language learning.

1. Background information

English is considered as international language. It is the second language in many countries. However, Saudi Arabia's learning structure has traditionally focused on Islamic teachings, and only recently has it endeavored to incorporate Western style into its curriculum. Schools in Saudi Arabia aim to teach students to use English in real - life communication. However, the majority of the EFL students learning the English language in schools often have their competence and reading language skills decline over time. The reasons are far other than issues

associated with the fact that the students are non-native English speakers. The students' interest in learning and developing their English skills are affected by motivation, which includes integrative or instrumental motivation. This proposed research aspires to explore the motivation of EFL students in enhancing their reading skills.

2. Research Problem

The importance of increasing second language proficiency, specifically in reading skill, lies in how and which type of motivation that could be helpful to aid them to improve their reading skill. Therefore, this study is aimed to test the impact of such motivation on L2 learners.

3. Aim of the research

This research aims to determine how the two types of motivation affect the acquisition of reading skills of Scientific Institute learners in Najran that perform well. The goal of this research study is to identify the motivation types to explain the causes of these types, as well as to make recommendations on the plausible ways of addressing the problems. The research seeks to attract the attention of English teachers and students since the recommendations will also focus on ways of improving the process of teaching and learning English in ESL classrooms especially their reading skills.

4. Research Question:

The proposed research aims to address the following main question:

Does the type of motivation for beginner learners in the Scientific Institute in Najran contribute to their achievement of reading skill?

5. Hypothesis

5.1. Alternative Hypothesis

Building on the literature review, it is hypothesized that integrative motivation would be more beneficial than instrumental motivation on the learning of reading skills.

6. Literature Review

6.1. Motivation

Reading is one of the most crucial language skills, and students must grasp reading passages in order to be successful in their academic lives. Unfortunately, there isn't enough emphasis on reading skills because pupils aren't exposed to enough reading activities. Motivation plays an essential role in acquiring EFL among students and it may contribute to facilitating the learning process and differentiate students' performance in the classroom which might lead to disparity in their achievements. Motivation is considered to be an important factor in the success of all activities. This is a major factor that contributes positively to the learning process in every educational context. In the learning process motivation plays a vital role in giving a specific activity the meaning and energy to pursue and achieve the desired objectives. Consequently the initiation of any objective must first be preceded by a desire or a wish that provides this action with the necessary means for implementation and realization.

According to Pourhosein Gilakjani, Leong, and Saburi (2012), the magnitude of any activity determines its success. that people seek to attain their objectives, as well as their desire to do so. As a general rule, people refer to that psychological factor. – the driving force behind the action – as motivation. It is a driving force which awakens, induces or stimulates action. Motivation is a major factor in determining whether learners are ready to communicate.

6.1.1. Definition of Motivation

There are numerous definitions of motivation in the context of language learning. According to Lightbown and Spada (1999), motivation in second language learning is a difficult topic to research. This can be explained by two factors: The communication demands of students and their views toward the second language community. Moreover, Parsons, Hinson, and Brown (2001) described motivation as a critical component or factor in the learning process. Learning and motivation are equally important in order to achieve a goal. Learning allows students to obtain new knowledge and skills, while motivation drives or motivates them to continue their education.

The pocket Oxford dictionary shows that motivation is as follows: 1. The reason or reasons at the rear of someone's acts or behaviors. 2. Enthusiasm. As a consequence, the abstract term "motivation" is impossible to define by itself. It's dynamically simpler and more practical to think of the "motivated" learner as someone who is ready or even eager to put out effort in learning activities and advance.

Motivation is also defined as the combination of an attempt and a desire to achieve the goal of learning the language, as well as desirable attitudes toward learning the language. That is, motivation to learn a second language refers to the extent to which an individual works or attempts to learn the language out of a desire to do so, as well as the level of satisfaction experienced. in this task Effort by itself does not imply motivation. The motivated person makes an effort toward the goal, but the unmotivated person does not. A person who makes an effort is not always motivated (Gardner, 1985).

Motivation provides learners with a goal and a path to take. As a result, it is critical in language learning. Some difficulties may arise for learners as a result of a lack of motivation. It is extremely difficult for learners to gain effective

learning if they do not have a desire to learn. According to Huitt (2001), paying attention to the importance of language helps to motivate learners to learn, even if they lack essential motivation. Teachers need to be aware of the importance of motivation in learners' language learning and can conclude that making some changes can help motivate learners.

6.1.2. The Importance of Motivation in a Foreign Language Learning

Motivation is such an essential issue, especially in EFL contexts, that other considerations about teaching methods appear to pale in contrast. Because of the hard truth of learning English for the greater part of our students, it is critical to consider motivation as the essence of language education. Most EFL contexts lack all of the conditions that we know contribute to successful second language learning: there isn't enough English input in the environment, there aren't enough opportunities for interaction with English speakers, there aren't enough strong role models promoting English learning, and there may not be widespread enough social acceptance for the idea of becoming proficient in English. Because of these difficult circumstances, a learner is extremely motivated to succeed in learning a foreign language.

Many prior studies suggest that motivation plays a crucial role in the success or failure of language acquisition in general, and language learning in particular. According to Spolsky (1990), motivated students are more likely to learn faster than unmotivated pupils. Students that are less motivated are more prone to lose their focus, misbehave, and generate discipline difficulties in a given learning situation. Students that are more highly driven, on the other hand, will participate more actively and pay more attention to a certain learning assignment or activity. Motivation, along with engagement, is regarded as particularly significant in the literature for improved learning

results for all students (Woolfolk & Margetts, 2007). Motivation is regarded as both a prerequisite and a required component for student involvement in learning. Engaging students in learning is not just a goal in itself, but also a means to an end of students getting good academic results (Ryan & Deci, 2009). This is significant because true engagement may lead to higher academic accomplishment throughout a student's academic career (Zyngier, 2008). If educators wish to know and fix the concerns of their young pupils, as well as make schools more engaging places, they must first listen to what students have to say about their classrooms and teachers (Mitra & Serriere, 2012).

6.1.3. Types of motivations

Csikszentmihalyi and Nakamura state that Intrinsic motivation and extrinsic motivation are the two types of motivation. When a person does an action in order to gain an external object that is unrelated to the action, his motive is external. For example, learning English is to pass a test or receive a degree. However, if a person enjoys and is content with the entire process of learning English, their motivation is likely to be intrinsic. In fact, some components at the learner level are intrinsically motivated.

Two different types of motivation are integrative and instrumental Cook (2002) clarifies integrative motivation as people who learn the language tend to participate their cultures too. However, such type of motivation is linked to those people and their cultures. On the other side, Ahmed M. (2014) says this type has elements “that associate with motivation arising from external goals, for example passing exams.”.

Cook (2002) ensures this type supports students to acquire the language for job's goals or other different reasons. These two types play significant role in learning L2 because without these types, people might face obstacles)

Harmer (1991) used the term "goal" to categorize motivation in language acquisition into two types: (a) short-term goal: it signifies that pupils want to excel at something in the near future. Students who desire to pass an exam or achieve a good grade/high scores, for example.

(b) Long-term goal: It refers to students' desire to have a better job in the future and to be able to communicate with others who speak the language (the target language) that they are learning.

(Khera p. 115, 2018) Internal Motivation: it is self-motivation to have your target fulfilled to achieve something and that comes from inside. Some important internal motivators are like responsibility, accountability, ownership, pride and performance etc. External Motivation: it is physical motivation related to external factors and it comes from outside. Intrinsic motivation has been demonstrated to have a substantial correlation with academic achievement. Students who enjoy language learning and take pride in their progress will do better than those who don't.

6.1.4. Integrative Motivation.

Integrative motivation, a person prefers to be accepted by a community and to have social relationships with others. An integrative motivation refers to language learning for personal advancement and cultural reinforcement, implying that the learner wishes to learn a language in order to successfully integrate into the target language community. An integrative motivated learner is interested in learning about the target language's culture and people (Gardner & Lambert, 1959).

An integrative motivated learner, according to Masgoret and Gardner (2003), is one who is motivated to learn a second language in order to become acquainted with the other language community. In parts of the world where English is learned as a second language, integrative motivation plays a minor role in fame.

Further research has revealed that L2 learning is regulated by motivational self-guides. Thus, Dörnyei (2005) proposes three types of motivational guides: (1) ideal L2 self, the desire to speak like an ideal L2 speaker, (2) ought-to self, the desire to obtain pragmatic outcome or avoid negative consequences with a sense of obligation, responsibility, or ought to-possess attributes, and (3) L2 learning experience, related to situation-specific influences regarding the experience of L2 learning where the motivation is mainly intrinsic (Dörnyei, 2009).

Clement, Drnye, and Noels (1994:5) characterize integrative motivation as follows:

A positive interpersonal/ emotional orientation toward the L2 group, as well as a desire to associate with and even become similar to respected members of that community. It implies an openness to and respect for other cultural groups and ways of life; at its most extreme, it may imply complete identification with the community (and potentially even disengagement from one's native group). Thus, psychological and emotional identification is a key component of the integrative disposition. Clement...et al. (1994) appear to be concerned with the social and psychological status of the language learner. This is because learners appear to be heavily influenced by the target language's "cultural group." As a result of their personal attraction, they acquire a desire to "interact" with that group or adopt its cultural norms. These students are more likely to engage in immersive language learning in order to meet their need and desire for integration. This condition of integration can be divided into two sorts based on the type of effects it produces, whether positive or bad. If the integration process is motivated by "openness" and "respect" for other speech communities and their cultures, it is more likely to be a positive integration. This type of positive integration will most likely aid in the language acquisition process. A negative integration, on the other hand, would be

characterized by an overestimation of the target language's and culture's attractiveness and favorability, as well as a "gradual withdrawal" from one's original language and culture. In respect to these sorts of integration, the role of young culture, which was explored in Chapter 2, comes into play (pop culture). This position is primarily concerned with enticing youths and, as a result, indirectly driving them in the direction of foreign language acquisition, particularly English.

6.2. Previous Studies

English is a global language (David, 2003) which is used worldwide for communication and collaboration. It is also widely used in different areas of specialization. Many people learn English to increase their educational and professional opportunities. However, motivation plays a significant role in language learning success. (Gardner, 1985).

(Gardner p. 10, 1985) Language learning motivation was defined as "the combination of effort and desire to attain the aim of learning the language with positive attitudes toward learning a new language." Numerous research have been conducted throughout the years to investigate the relationship between motivation and language acquisition. Robert Gardner and Wallace Lambert worked on motivation and psychological perspectives from the 1960s until the early 1990s. During this period, it was believed that students' attitudes toward a specific language group were likely to impact their success in integrating aspects of that language (Gardner, 1985). The research done during this period focused on integrative instrumental motives orientations dichotomy. Gardner and Lambert (1972) specified that integrative motivation is the interest in learning an L2 due to personal interest in the people and culture of the target language while instrumental motivation is associated with the desire to learn the L2 for a certain purpose like getting a job or completing educational requirements.

The studies on L2 motivation evolved to a more education-oriented approach in the early 1990s, providing a basis for the cognitive-situated stage of L2 motivation research. Many in motivation English language study (e.g., Alison, 1993; Alison & Halliwell, 2002; Brown, 2001; Chambers, 1999; Cheng & Dörnyei, 2007; Williams & Burden, 1997) have suggested a number of approaches for developing learner motivation in language lessons.

In the late 1950s, English was introduced in Saudi schools. (Al-Shammary, 1984). According to Rahman and Alhaisoni (2013), the Saudi government has recognized the importance of the English language by making it a compulsory subject in schools and universities. Nevertheless, the extent of achievement in learning English as a foreign language is considerably lower than what is expected. This is due to cultural, social, religious and political obstacles that weakens the significance of learning English in the Saudi context. These barriers adds to the low degree of motivation to learn English by Saudi learners. It is necessary, therefore that English teachers integrate motivational strategies in their teaching practices. (Alrabai, 2014) Thang (2004) also mentioned that students can improve their English competency through motivation, which include integrative and instrumental motivation.

After studying teachers and students from two secondary schools and universities in Jeddah and Riyadh, Alrabai (2014) came to a conclusion that teacher's views of methods used mostly corresponded with the learner's perceptions of their motivation in language classes. However, motivation techniques are not regularly used in English language classes in Saudi Arabia. As a result, crucial aspects of learners' motivation, such as lowering language anxiety and encouraging autonomy, are typically omitted by teachers in this environment. Consequently, the study recommended that teachers should care more about

their student's motivation and support them rather than controlling or demanding them. Moreover, Saudi EFL students were advised to be aware of the feelings and beliefs they encounter when English language and talk to their teachers about them.

Samad, Etemadzadeh, and Far (2012) explored the link between motivation and language competency of 100 Iranian ESL students from various faculties at University Teknology Malaysia. The participants had an IELTS band score of 6 and above and the researchers investigated whether the two types of motivation had a notable association with learning a foreign language. The findings demonstrated that integrative motivation not only has a substantial positive link with students' language competency, but it is also an excellent predictor of their performance in the IELTS exam. On the other hand, no significant relationship was found between instrumental motivation and students' proficiency in learning a foreign language. The results suggest that other variables may have influenced their motivation to study a second language.

Alizadeh (2016) in his study on the impact of motivation on English Language Learning examined the role of motivation in language learning by reviewing some of the most considerable researches in the field. He concluded that learner's motivation can increase or decrease depending on the context of language learning. The paper indicated that motivation and has an important role in the success of language acquisition and that EFL teachers have an essential role in motivating learners. However, teachers fail to notice that motivation is necessary in urging the learners to learn more. Therefore, the author recommended that EFL teachers use motivational techniques to help their students find inspiration in their studies.

Oroujlou and Vahed (2011) made use of descriptive and analytical approaches to distinguish the function of attitude and motivation in language learning clear. Through research gathering and making use of the researchers' experience, they clarified that motivation and attitude play significant roles in increasing the competence and skill of the students in language learning. From the information gathered, it is understandable that the fundamental motivation and the positive attitude towards studying the language are influential. The study implies that neglecting attitude and motivational aspects can create difficulties for students learning the language. Therefore, instructors must effectively use techniques and strategies in order to actively engage their students in language learning.

After studying 589 senior English majors from the top seven universities in Shaanxi Province in China, the authors, Zhang, Dai, and Wang (2020) confirmed the influence of instrumental and integrative motivations on second foreign language proficiency. Their research looked into how motivation affects second language acquisition, highlighted the importance of positive psychology (particularly FLE) in learning a second foreign language, and shed light on the long-term viability of multilingual education in higher education. The current study's main finding is that FLE is an affective path between motivational orientations and second foreign language competence, which calls for more research into positive psychology in multilingualism. In addition, detailed research on psychological factors, such as identifying learners' positive emotion types and detecting the mechanisms underlying their interrelationships in multilingual training, should be conducted more in the future.

After looking into the effect of motivation on learner's comprehension, Takaloo and Ahmadi (2017) concluded that motivation plays an important role in learners' reading

comprehension. However, instructors must be aware that the students are motivated in various ways. According to a literature review of this study, motivation is critical in developing English reading comprehension and that schools and other educational institutions need to particularly focus their learner's interest on the essential function of motivation in reading comprehension in their educational courses.

An investigation on the levels of instrumental and integrative motivation for reading English was conducted by Khan, Sani, & Shaikh-Abdullah (2016). The researchers studied 40 second-year male students at the Government MAO College in Pakistan. The data were gathered using an adaptive version of Dornyy's Language Acquisition Motivation Questionnaire and analyzed using descriptive statistics. The survey results showed that students were more instrumentally motivated to read English.

Kusumaningrum (2019) conducted a study on the relationship between instrumental and integrative motivation of senior high school students at SMAN 1 Weleri Kendal with regard to their acquisition of English reading skills. Based on his findings, it is possible to conclude that there is a significant and moderately correlated relationship between students' reading comprehension and their instrumental and integrative motivation. Meanwhile, his results on multiple regression analysis show that instrumental and integrative motivation affect students' achievement in reading comprehension by 21.8 percent, while the other factor affects the remaining 78.2 percent.

In particular, while recent studies in the field of English as a Second Language have pointed out the importance of motivation in language acquisition, additional studies are needed to elaborate on the role of motivation in enhancing the learner's reading skills in English. Considering ESL's connection with mental activity, we assume in this paper there is different

between motivation types and acquiring reading proficiency, and we try to examine the relationship between the two factors.

7. Methodology

7.1. Participants

The participants of the study were sixty (60) from two classes composed of thirty (30) students each class from Scientific Institute in Najran. The chosen respondents are third grade secondary male beginner learners, aged between 18 to 20 and who are non-native speakers of English session of 2021-2022.

7.2. Instrument

7.2.1. Questionnaire

A questionnaire was used to obtain data for this investigation. 15 questionnaire items from the Instrumental and Integrative Motivation questionnaires. On a 5-point Likert Scale, participants answered to all of the items. The questionnaire was divided into two sections. The first section included eight elements linked to integrative motivation for English reading. The second section included seven items relating to instrumental motivation for reading English.

7.2.2. Reading test

Participants given a reading comprehension test consisting of paragraphs followed by ten questions. Such as Meaning of words, vocabulary, and select suitable main ideas for the paragraphs. Students asked to name some linguistic scholars, famous writers, or famous stories.

7.3. Procedure

Once the Questionnaire was conducted, it was analyzed using the SPSS software program. Answer sheets were divided into two groups, including integrative and instrumental items, and each was assigned a code to facilitate computation. They were also assigned codes on the Likert scales. Each participant's mean for integrative and instrumental items was determined and

associated with their test score. The study's main statistical approach was to assess the correlation coefficients between integrative-instrumental and student Reading exam scores.

8. Findings

The findings of this study are reported below, according to the sections of the questionnaire and reading test scores.

General Description of the Participants

Table 1. Age of the participants.

Age (Years)	Frequency	Percentage (%)
18	15	25
19	21	35
20	24	40
Total	60	100

The (60) sixty participants were all male (100%) and their age distribution is shown in Table 1. Most of the participants were aged between 18 ,19 and 20 years. This is the usual age range for students of this institute.

9. Data Analysis

This study employed a quantitative method on two groups of learners to explore English learning motivation for learners of the scientific institute in Najran. The quantitative method involves a questionnaire and reading skill test with sixty participants. the purpose of using the questionnaire was to determine the participant's motivation to conduct a comparison via reading skill test score also, the use of score as evidence to support the hypothesis. Questionnaire Responses were run on SPSS mean scores on the 5-point scale were generated. The following criteria were used to interpret the scores, as shown in the table below.

Questionnaire Analysis Motivation for Readin

Table 2. Overall motivation for reading English questionnaire analysis

Student ID	Mean of integrative	Mean of Instrumental	Motivation Type
1.	5	2	Integrative
2.	5	2	Integrative
3.	5	2	Integrative
4.	4	2	Integrative
5.	4	2	Integrative
6.	4	2	Integrative
7.	5	2	Integrative
8.	5	2	Integrative
9.	5	2	Integrative
10.	5	2	Integrative
11.	5	3	Integrative
12.	5	3	Integrative
13.	5	3	Integrative
14.	5	3	Integrative
15.	4	3	Integrative
16.	4	3	Integrative
17.	4	3	Integrative
18.	4	3	Integrative
19.	4	3	Integrative
20.	4	3	Integrative
21.	4	3	Integrative
22.	4	3	Integrative
23.	4	3	Integrative
24.	4	3	Integrative
25.	4	3	Integrative
26.	4	3	Integrative
27.	4	3	Integrative
28.	4	3	Integrative
29.	4	3	Integrative
30.	4	3	Integrative

31.	4	3	Integrative
32.	4	3	Integrative
33.	4	3	Integrative
34.	4	3	Integrative
35.	4	3	Integrative
36.	4	3	Integrative
37.	4	3	Integrative
38.	4	3	Integrative
39.	4	3	Integrative
40.	4	3	Integrative
41.	3	5	Instrumental
42.	3	5	Instrumental
43.	3	5	Instrumental
44.	3	5	Instrumental
45.	3	5	Instrumental
46.	3	5	Instrumental
47.	3	5	Instrumental
48.	3	5	Instrumental
49.	3	4	Instrumental
50.	3	4	Instrumental
51.	3	4	Instrumental
52.	3	4	Instrumental
53.	2	4	Instrumental
54.	2	4	Instrumental
55.	2	4	Instrumental
56.	2	4	Instrumental
57.	2	4	Instrumental
58.	2	4	Instrumental
59.	2	4	Instrumental
60.	3	4	Instrumental

Table 2 offers us with a comparison of instrumental and integrative motivation for reading English, as well as the overall means of the questionnaire's final result after analysis by using Spss Software version 20. where the integrative motivation

group for reading in this study tended to have high integrative motivation for reading English, with an overall mean of 4, and individual item means On a 5-point scale, the scores ranged from 3 to 4 The primary integrative reason for reading in English was to accomplish a certain goal.

Comparison between integrative learners and instrumental in Reading Test Scores.

Table 3 shows the overall degrees of a comparison between two different groups for reading English design of one-way ANOVA (between-subjects).

Table 3. design of one-way anova (between-subjects)

Student ID	Motivation	Test Score
1.	Integrative	20
2.	Integrative	20
3.	Integrative	20
4.	Integrative	20
5.	Integrative	19
6.	Integrative	18
7.	Integrative	17
8.	Integrative	16
9.	Integrative	15
10.	Integrative	15
11.	Integrative	16
12.	Integrative	16
13.	Integrative	17
14.	Integrative	17
15.	Integrative	17
16.	Integrative	15
17.	Integrative	18
18.	Integrative	18
19.	Integrative	18
20.	Integrative	16
21.	Integrative	15

22.	Integrative	15
23.	Integrative	18
24.	Integrative	19
25.	Integrative	19
26.	Integrative	19
27.	Integrative	20
28.	Integrative	19
29.	Integrative	19
30.	Integrative	19
31.	Integrative	19
32.	Integrative	19
33.	Integrative	19
34.	Integrative	17
35.	Integrative	17
36.	Integrative	16
37.	Integrative	15
38.	Integrative	19
39.	Integrative	17
40.	Integrative	20
41.	Instrumental	14
42.	Instrumental	14
43.	Instrumental	13
44.	Instrumental	12
45.	Instrumental	14
46.	Instrumental	12
47.	Instrumental	14
48.	Instrumental	13
49.	Instrumental	12
50.	Instrumental	11
51.	Instrumental	10
52.	Instrumental	14
53.	Instrumental	13

54.	Instrumental	12
55.	Instrumental	12
56.	Instrumental	13
57.	Instrumental	13
58.	Instrumental	14
59.	Instrumental	12
60.	Instrumental	13

In the table above, we review the data of the participants in this study after dividing them based on their answers in the questionnaire. We see 40 students who have integrative motivation and 20 students who have instrumental motivation. The results of the test for reading skill show the conciliation of the integrative motivation group over the other.

Reading Test.

Reading Test data analyzed by SPSS with Motivation as the independent variable with two types (integrative vs. instrumental) and the Reading test score_as the dependent variable, using a one-way between-subject ANOVA at alpha level (0.05) followed by the result.

ANOVA Table

Test_Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	326.700	1	326.700	139.174	.000
Within Groups	136.150	58	2.347		
Total	462.850	59			

The P value of the above table is less than 0.05 which mean There are statistical significant differences between Integrative group and Instrumental group learners. That the integrative group perform better at the test than the instrumental group students at alpha level (0.05).

Reading Test Score of Both Groups.

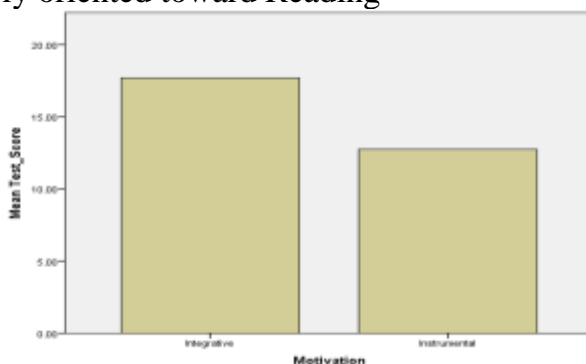
Table 4 . Reading Test results of Both Groups
Test_Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Integrative	40	17.7000	1.69766	.26842	17.1571	18.2429	15.00	20.00
Instrumental	20	12.7500	1.11803	.25000	12.2267	13.2733	10.00	14.00
Total	60	16.0500	2.80088	.36159	15.3265	16.7735	10.00	20.00

Table 4 shows the profile of the students in both groups. As it can be observed, the mean score of the Reading test for the group with the instrumental motivation was 12.70 (out of 20) and the standard deviation was 1.11. On the other hand, the mean score and the standard deviation of the other group with integrative motivation were 17.70 (out of 20) and 1.69, respectively

Differences in motivation types among Scientific Institute students in Najran.

Figure 1 shows clearly that Scientific Institute students are more interactively oriented toward Reading



The inter-group instrumental, integrative, differences were statistically examined to pinpoint any variations that might

exist between the two groups in their orientations to Reading English. The above graph shows the vast difference between the two groups based on the average scores for each group.

10. Result

Because the mean score of the integrative motivation group (17.70) was higher than the mean score of the instrumental motivation group (12.70), it can be concluded that the students who had integrative motivation performed far better than the other group a fact that was also statistically supported by the reading test scores. This result is similar to Gholami 2012 result who examined 95 male students who were all at the third (Last) grade of high school in Iran and he found a similar result of this study. He also supported his result with the claim made by Gardner et al. that motivation has a direct effect on second language achievement.

The answer of the research question which was does the type of motivation for beginner learners in the Scientific Institute in Najran contribute to their achievement of reading skill? According to the result of this study showed that there is a statistical significant difference between the volunteers, which is proven as evidence supporting the hypothesis that was previously expected in this study, where the integrative motivation group performed better than the instrumental group at the test of reading skill.

11. Conclusion

Learners in the third grade secondary at the Scientific Institute in Najran have both integrative and instrumental motivation. However, among students of English as a foreign language in Scientific Institute for third grade secondary, integrative motivation (60 percent) is the dominant motivation. The highest scorers among Scientific Institute third grade secondary students have integrated drive. Integrative motivation, on the other hand, has been demonstrated to be widespread. In

terms of EFL Reading skill test scores integrative motivation EFL students outperform those who are instrumental motivation that is integrative motivation learners outperform the other group.

12. Recommendation

According to the current study, motivation is a beneficial factor for enhancing general English competence. As a result, this study suggests that learners be made aware of the benefits that reading gives to English learners in particular and other domains of learning in general. The study recommends that EFL learners spend more time reading in order to improve their linguistic skills. According to the study, Teachers in charge of the learning process should encourage the motivation component. Teachers, for example, should emphasize the benefits of reading on various times. In addition, teachers should encourage students to read English texts other than their study texts. In summary, this study was carried out to provide some insights into the nature of motivation in English language learning with third grade secondary participants at the Scientific Institute in. The study gives helpful insights and information regarding motivation and the role of motivation in English learning. These value knowledge and information would help to boost students' motivation and, as a result, their English proficiency. Finally, it should be noted that the low achievers in this study were not in the majority, implying that they don't have integrative motivation and that their proficiency and performance are lacking. This is most likely due to a lack of interest in reading as well as a lack of integrative motivation to study and enhance their knowledge. However, the teachers need to boost second language acquisition among EFL learners as it is a prerequisite and a demand of living in "21" century even in EFL situations.

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