

**ATTITUDE AND MOTIVATION OF ENGLISH  
EDUCATION STUDENTS TOWARD ENGLISH: A SURVEY STUDY**

**A Thesis**

**Presented to the Department of English Education as Partial  
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan*  
Degree in English Education**



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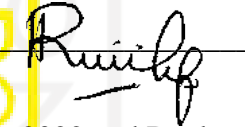
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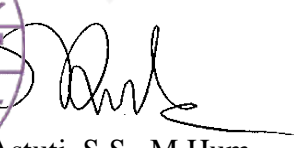
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## STATEMENT OF WORK'S ORIGINALITY

This is to certify that to the best this thesis, with the exception of what is specified in the references and citations, is my own work and does not contain the work of others. This thesis has not been submitted for any degree or other purposes.

I certify that the intellectual content of this thesis is the product of my work and that all the assistance received in preparing this thesis and sources have been acknowledged.

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## MOTTO

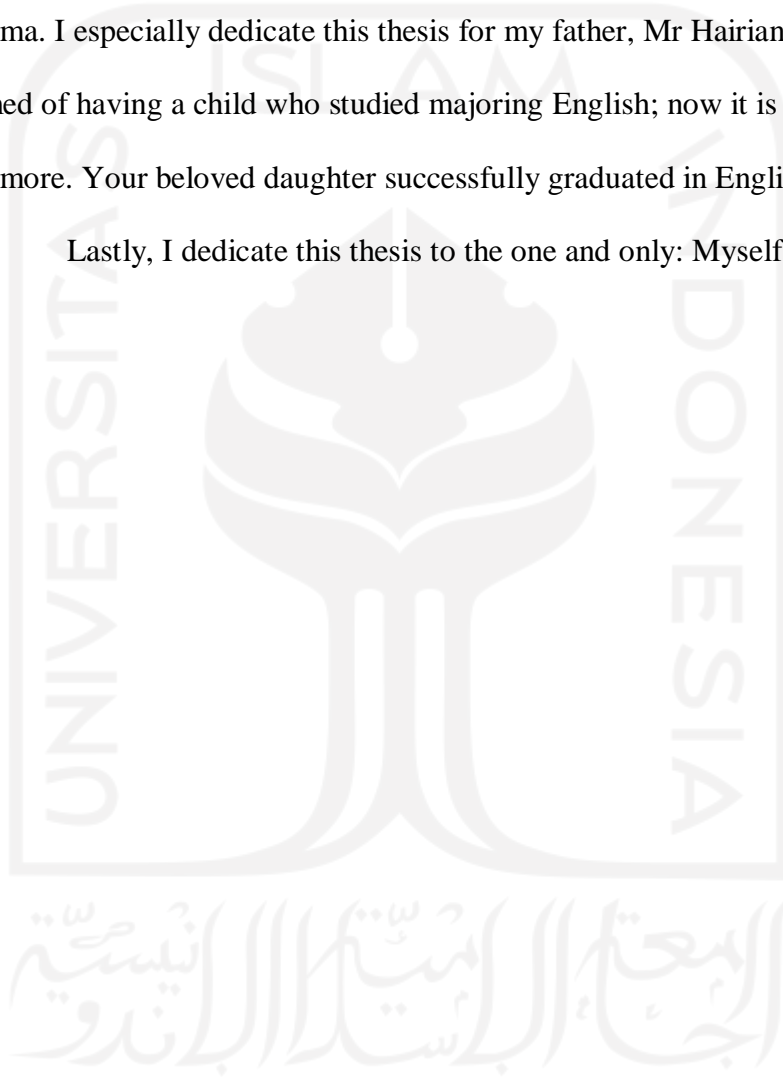
She believed she could, so she did.



## DEDICATION

I dedicate this thesis for my beloved parents, Mr. Hairian Sukardi and Ms. Yuli Irma. I especially dedicate this thesis for my father, Mr Hairian who always dreamed of having a child who studied majoring English; now it is not a dream anymore. Your beloved daughter successfully graduated in English major.

Lastly, I dedicate this thesis to the one and only: Myself.



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All praise to Allah SWT for the blessings showered upon her throughout her life. Also Shalawat and salam is sent upon the last prophet Muhammad SAW.

My appreciation is addressed to:

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Yogyakarta, January 21 2022  
The writer,

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**ABSTRACT**

In learning English, the learning process is influenced by several aspects such as; attitude and motivation. In fact, not all the students have a positive attitude and motivation toward the major they are studying. These differences may affect the way they carry out the learning process. In this section, the researchers attempt to concentrate on students' attitudes and motivation toward learning English in the English Education Department. The objective of this study is to determine English Education students' attitude and motivation in learning English. This study is quantitative approach; it employs surveys as the design of the research. There were 183 students participated in this study. To collect the data, this study used modified version of AMTB (Attitude and Motivation Test Battery) from Gardner. The newest version was adapted from Imsa-Ard (2020). There were 34 questions; the questionnaire was divided into five aspects (i.e. personal, emotional, educational, professional and parental). The data were then analyzed by using SPSS and Microsoft Excel. The results show that English Education students have a positive attitude and motivation toward English. The overall results revealed that students in this study are highly motivated on the professional aspect.

*Keyword: Attitude, Motivation, Attitude Motivation Test Battery, English Education.*

## CHAPTER I

### INTRODUCTION

This chapter contains an explanation of why this study was chosen by the researcher and explains the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research and significance of research.

#### 1.1 Background of Study

English is vital for improving academic and future professional success. In learning English, the learning process is influenced by a number of factors. Students' attitude, motivation, and a set of beliefs about learning the language are some of the influencing factors that can affect their performance in language classes (Oroujlou & Vahedi, 2011). Gardner (1985) establishes motivation as a combination of effort, a desire to attain the goal of learning the language, and positive attitudes toward language learning. Motivation determines human behavior to do something by energizing and guiding it (Dörnyei, 1998).

Motivation in language learning may come from anywhere starting from within students themselves or the environment around them. Furthermore, Adila (2019) describes that motivation will affect someone's responses and acts that are called attitudes. The idea is supported by Ajzen (1993) who defines an attitude as a propensity to react favorably or unfavorably to an item, individual, organization, or

event. Attitude is a set of beliefs that decide a person's actions in doing something. The attitudes of students affect their involvement in language learning. Positive attitudes among learners can increase motivation and lead them to successful competence attainment as a result of increased input and interaction (Young, 2006). It is assumed that negative attitudes and lack of motivation toward learning can lead the learners to obstruct learning goals. As a consequence, students' attitude and motivation must be considered because they have an important role in the success of the language learning process. In the context of English Education students, attitude and motivation toward learning is important because it may influence the way they teach English in the future.

A significant number of researches have been conducted in the field of motivation and attitude of the students toward learning English in both secondary and higher education. The previous study by Abidin. et al., (2012) revealed that the Libyan secondary students have a negative attitude toward learning English. Most of the participants in this study showed that they preferred studying in their mother tongue rather than any other foreign language like English because they felt not relaxed to speak in English and could not summarize the important points in the English subject content. Meanwhile Imsa-Ard (2020) investigated Thailand EFL secondary students' motivation and attitude and revealed that students in Thailand were very motivated to study English because students found that English is the key tools for their educational and professional goals in the future.

Although many studies have been conducted on attitudes and motivation in the Indonesian context, there is limited research with English Education Department students as the participants. Studies in Indonesian context mostly conducted among Indonesian high school students and focused on the subject other than English like science (Herron and Hennessey, 2019); and physics (Astalini et al., 2019; Darmaji et al., 2019; Jufrida et al., 2019). Several studies about motivation to learn English were found for university students and focused on English, such as (Agustrianti et al., 2016) who identify the relation between students' motivation in learning English and their literacy skills, Ulfah (2019) who focuses on attitudes and motivation in speaking class; Arsyistawa (2019) who identifies International Program Undergraduate Students motivation and attitude of towards learning English; and Yosintha (2020) who identifies the attitudes of students from 12 different universities across Indonesia toward studying English. Therefore, the present study is interested in analyzing the student's attitudes and motivation toward learning English, especially freshman in the English Education Department.

## **1.2 Identification of Problem**

Studies have clarified that students' motivation will affect their attitudes and thus positive attitudes will lead them to a high degree of success. People assume that when someone enters a certain major, they definitely have a positive attitude and motivation toward it. In fact, not all the students have a positive attitude and motivation toward the major they are studying. These differences may affect the way



they carry out the learning process. In this section, the researchers attempt to concentrate on students' attitudes and motivation toward learning English in the English Education department.

### **1.3 Limitation of the Problem**

Due to the importance of students' attitude and motivation toward learning English, this study is confined to revealing students' attitude and motivation toward learning English in the English Education department. This study is restricted to freshmen students in the English Education Department.

### **1.4 Formulation of the Problem**

The problem of this research can be developed into the following questions based on the context mentioned:

What are the attitudes and motivations toward English among students in the English Education Department?

### **1.5 Objectives of the Study**

The purpose of this study is to identify students' attitude and motivation in learning English as an English Education student.

## 1.6 Significance of the Study

The findings of the study will represent what attitudes and motivation students are having and will provide some practical and theoretical suggestions for:

1. English Education lecturer

By knowing a student's attitude and motivation, the lecturer may utilize appropriate teaching strategies and techniques to improve the learning process in the classroom.

2. English Education Department

The results of this study provide information for English Education Department to promote positive motivation and attitude among students and maximize their interest in English.

3. English Education students

This study will be beneficial to students because it will show them how critical attitudes and motivation are in the learning process. The researcher hopes that students will recognize that attitudes and motivation have a significant impact on their learning process in order to achieve their objectives.

4. Future Researchers

Because of the importance of attitudes and motivation in the English learning process, the results of this study can be used as a reference

material for potential researchers who are interested in performing similar studies. It has also inspired other researchers to look into this study.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter explains the theory used in research. It covers the theory of motivation, attitude, measurement of students' attitude and motivation in learning English, the relevance of the study, theoretical framework and hypothesis.

#### **2.1 Theoretical Review**

##### **2.1.1 Attitude**

###### **2.1.1.1 Definitions**

There is a large volume of published literature describing the definition of attitude in terms of language learning. One of them is Picard (2004) who defines attitude as a sociolinguistic term which refers to peoples' feelings regarding their own language or the languages of others. Language learning attitude relates to students' feelings, beliefs, and behavior tendencies toward their effort in learning languages. In addition, Şen (2013) added that individual performance is the essence of learning. Hashwani (2008) found that teachers and educators must understand the importance of motivational characteristics and other affective aspects that have a positive or negative impact on students' language performance and successes. Consequently, attitudes toward learning, whether positive or negative, are important for successful learning. Someone may place a high value on a language because of the function or believe it is particularly difficult to learn. Knowing about attitudes is very important when assessing the likelihood of success of a language education program or part of

language planning. Learning is much easier with an optimistic mindset. If a learner is unwilling to learn or has a negative attitude, he or she will not create any results.

Gardner (1968) evaluated some of his research and came to the conclusion that (1) attitudes and motivational factors of students are significant in second language acquisition; (2) the truly successful learner (i.e., one who will gain communication skill in the language) is one who is eager to integrate into the community; (3) attitudes in the home, such as parental acceptance of the other language group, are also motivators for students; and (4) adopting the behavioral characteristics of the other language group, as well as personal opposition and expectations from the cultural community, are part of the process of learning a second language.

#### **2.1.1.2 Components of Attitude**

Attitudes, like personality traits, are a hypothetical construct that must be inferred from quantifiable responses because they are not available to direct observation. These responses must represent a favorable or negative appraisal of the attitude object, given the construct's nature (Ajzen, 2005). Hence, Rosenberg (1960) classifies three types of evaluative responses that become the important components of attitude. The three components are: affective, behavioral, and cognitive.

The affective components relate to someone's emotions or feelings towards an attitude object. Just because emotion and the cognitive process concerning an attitude object function in tandem, an individual's attitude towards an object cannot be

defined solely by identifying their ideas about it (Jain, 2014). This component can be described as a complex of hatred or expression of admiration for the object of attitude. In the context of language learning, it can be a feeling of pleasure to see someone master several languages.

The behavioral component then includes the action or behavioral response to the attitude object. As previously said, attitude is linked to a person's proclivity to react favorably or adversely (Jain, 2014). In the context of language learning, this component can be shown by the response of students who react unfavorably; refuse to be in English class. The last component, the cognitive component, is related to one's beliefs, perceptions and thoughts about the object's attitude (Rosenberg, 1960). In the context of language learning, this component is exemplified as a belief that mastering English is a must nowadays because it is useful in all fields and will help you in the future.

## **2.1.2 Motivation**

### **2.1.2.1 Definitions**

In human behavior, motivation is the driving force behind guidance, control, and persistence (Tohidi & Jabbari, 2012). Alizadeh (2013) insist that motivation is the most important factor in the success or failure of any difficult activity. We all know that motivation is a key to completing a task successfully. Gardner (1985) conducted the first empirical study on motivation in language learning, defining motivation as a

combination of effort; desire to achieve the aim of learning the language, and favorable attitudes about language learning.

Similarly, Dörnyei (1998) supports the view that motivation is something that is responsible for determining human behavior towards one thing by energizing and directing it. Furthermore, in the classroom context Brophy (2004) states that motivation is a term used to represent how much time and effort students devote to embracing its objective and attempting to understand the concepts or master the skills. Based on the literature that has been mentioned, the term of motivation for the student is expounded as an urge that occurs in a person, either consciously or intuitively, to do action with a specific goal in mind. Motivation is needed to be more enthusiastic and push you to achieve goals.

### **2.1.2.2 Types of Motivation**

Gardner and Lambert (1972) identified two types of motivation: integrative motivation and instrumental motivation. Both instrumental and integrative motivations have different goals in mind when it comes to learning the target language. Integrative motivation is defined by Daskalovska et al., (2012) as the students' wish to synthesize themselves into the target language and the culture of the speakers of the target language. While the desire to learn the language in order to attain personal goals such as passing an exam, studying, or job promotion is known as instrumental motivation. Simply said, integrative motivation emerges from students'

desires to study a language for their own enjoyment, whereas instrumental motivation has a specific reason for someone accomplishing something (Özgür & Griffiths, 2013).

### **2.1.3 Measuring Learner's Attitude and Motivation in Learning English**

One of the most widely used instruments to measure student attitudes and motivation is a questionnaire. It can be seen from the number of studies on student attitudes and motivations that use questionnaires as a data collection tool. Mcleod (2009) divided attitude measurement into two basic categories: direct and indirect measurement. Direct measurements are in the form of scale and semantic differential, while indirect measurements consist of projective techniques and implicit association tests. From several ways on how to measure students' attitude and motivation described previously, most of the researchers used questionnaires and scales to measure students' attitude and motivation. Affairs(2009) in his study used three different sets of scales, Academic Motivation Scale (AMS), Intrinsic Motivation Inventory (IMI) and the Attitude/Motivation Test Battery (AMTB) to measure the level of motivation and attitude toward studying foreign language (Spanish).

Gardner (1985) was the one who proposed the instruments for measuring attitude and motivation called the Attitude/Motivation Test Battery (AMTB). Furthermore, Gardner and Macintyre (1993) added that the Attitude/Motivation Test Battery is a study tool that was created to evaluate the primary affective components linked to



second language learning. In this study, a questionnaire from Gardner's (2004) international version of the Attitude/Motivation Test Battery was employed. The AMTB was chosen because it has a high level of reliability and validity for measuring attitude and motivation. The international edition of AMTB has 104 pieces. However, only 34 items were chosen for this research. There were 34 items in this questionnaire, plus additional open-ended questions. This 34-item questionnaire was created in the same way as prior EFL context (e.g Imsa-Ard, 2020; Choomthong & Chaichompoo, 2015; Kim, 2006)

## **2.2 Review of Relevant Studies**

Recognizing the importance of motivation and attitude toward learning, researchers around the world are conducting research that focuses on the students' attitude and motivation in various countries. Several studies conducted by researchers which identified students' attitudes and motivation were intended to increase students' interest in learning English and the quality of learning English in that country. The reasons for conducting those researches also vary, but the main reason for this type of research is because English is the second language in these countries. This future research may have the same intention as other research, which identifies the students' attitude and motivation in learning English.

Since students' attitudes and motivation are influencing elements that can affect their English performance, therefore the researchers focus on students' attitudes and

motivation in the English Education department. The following study is a study of the attitude and motivation of the students who use AMTB as the main instrument. These studies are conducted in various countries, with different participants and are arranged from the earliest to the newest.

Abidin. et al., (2012) attempted to investigate Libyan secondary school students' attitudes about learning English from the behavioral, cognitive, and emotional perspectives. There were 180 students in this study, 94 male students and 86 female students from several secondary schools in Zliten, Libya's west coast. The study found that secondary students in Libya have a negative attitude toward learning English. The result reveals that students do not feel at ease, prefer to learn in their home tongue, and are unaware of the relevance of English. Based on gender, female students had more positive sentiments regarding English than male students.

Additionally, Imsa-Ard (2020) uses the Attitude and Motivation Test Battery (AMTB) to investigate Thailand EFL secondary students' motivation and attitude toward learning English. The AMTB has been divided into five main aspects of students' lives: personal, emotional, educational, professional, and parental.. The overall result revealed that students in Thailand were very motivated to study English. The reasons are students found English is important tools for their educational and professional goals. Nonetheless, a few individuals demonstrated demotivation due to emotional and educational factors. One possible explanation is that students may perceive English to be out of reach and unconnected to their life

when they do not have appropriate opportunities to utilize the language. Furthermore, parental and teacher support can have a significant impact on pupils' motivation.

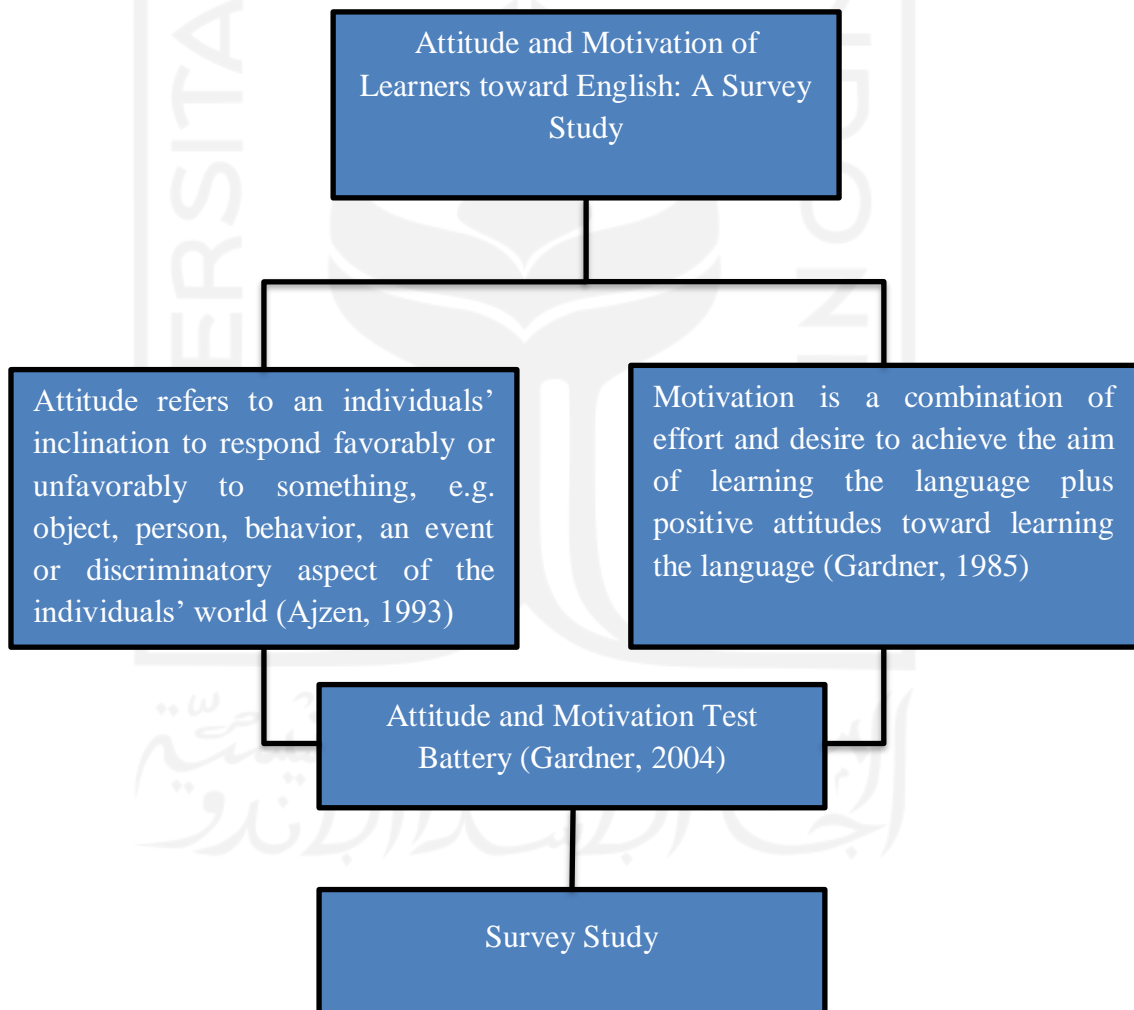
Shifting the focus of research to undergraduate students, Nazari (2015) conducted a study to investigate the motivation and attitude of undergraduate and postgraduate students toward learning English in Rasht Islamic Azad University. The result showed both undergraduate and postgraduate students have a favorable opinion toward English. Furthermore, this study discovered that there are no differences in attitudes toward studying English between male and female students. The participants have a positive attitude toward learning English because they receive parental encouragement. Moreover, Isood and Dhari (2021) also performed research to assess the opinions of freshmen from both private and public universities. According to the findings of the study, the average mean of students' attitudes toward learning English at public and private colleges is good. Despite the fact that students at public universities had significantly more positive attitudes toward studying English than students at private universities, the implications revealed that students at public institutions have far more positive attitudes toward learning English.

### **2.3 Theoretical Framework**

The purpose of this study is found out how freshmen students' attitude and motivation toward learning English in the English Education department. This study applied the concept of attitude from Ajzen (1993) and the theory of motivation from

Gardner (1985). Researchers used questionnaires proposed by Gardner (2004), known as Attitude and Motivation Test Battery (AMTB) as the instrument for measuring freshmen or first-year students' attitude and motivation toward learning English in the English Education department.

The theoretical framework for this study is depicted in the diagram below :



**Figure 2. 1 Theoretical Framework**

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter explicates the methodology of the study. The research design, population and samples, data gathering techniques, and data analysis are all covered.

#### **3.1. Research Design**

The purpose of this study is to determine students' attitude and motivation in learning English as an English Education student. Therefore, it was classified as a quantitative study which involves quantifying and analyzing variables in order to arrive at a conclusion. This study employs survey study as the design of research. Polland (1998) explained survey as a method of gathering information on peoples' attitudes, behaviors, beliefs in a systematic way, the survey study is said to be successful if the peoples' responses are close and reflect the reality; how they really think and act. Researchers in this study focus on motivation and attitude rather than providing a therapy to the participants, which is why it was classified as a survey research design. Navarro-Rivera and Kosmin (2013) reveal several advantages of using survey design; 1) surveys have internal and external validity; 2) surveys are efficient; 3) can cover geographically dispersed populations; 4) surveys may have ethical benefits; 5) surveys are customized.

Ponto (2015) certifies that the most frequent data gathering tools used in survey research are questionnaires and interviews. However, the researchers only use questionnaires as a data instrument. The questionnaires administered and distributed

using web-based surveys; in this case the platform is Google Form. Smit (2010) mentions the positive aspect using web based surveys are: 1) there is little to no cost and only a few supplies are needed; 2) allows the researchers to complete the study faster because the responses are automatically combined, and the results are generated automatically; 3) respondent's convenience.

## **3.2. Population and Sample**

### **3.2. 1 Population**

Wani (2017) interprets population as any group of people or nonhuman entities, such as goods, educational institutions, time units, geographical areas, wheat prices, or individual incomes. Referring from the previous definition of population, Shukla (2020) states that population is made up of all the units that have the variable characteristic under study and to which the research findings can be applied. In an ideal world, the population would be completely defined and relevant to the researchers' specifications. Therefore, the population in this research is 336 first year students/ freshmen from English Education Department in Yogyakarta, Indonesia.

### **3.2. 2 Sample**

In accordance with Bennett et al., (1984), a researcher in quantitative research seeks to learn something about a large group of people by examining a much smaller group. If the broad group they will be investigating is referred to as the population, the tiny group they will be examining is referred to as the sample. Mohsin (2016)

elaborates on this by defining a sample as a group of a smaller number of people selected from a broader population for the purpose of research. Convenience technique was chosen to determine the sample of research. Convenience sampling or also known as accidental sampling is a non-probability sampling method in which a sample of study is drawn from members who meet certain practical conditions, such as accessibility, geographic proximity, availability at a specific time, or willingness to engage.

First year students were chosen as the sample because students this semester are assumed to have unstable emotions related to the majors they choose. Some of them may have a strong intention to major in English Education, but some others may not have it. These unstable emotions may also make them choose to quit English Education majors and try other opportunities in different majors. This is what makes the attitudes and motivations of first-year students still very worthy of research.

The participants were informed of the study's purpose on the process of consent. All participants were aware that participation in the study was entirely voluntary, and that they could opt out at any moment. Furthermore, they were all knew that the participants' identities could not be revealed because they were anonymous. The target sample of students in this study was selected using a 5% error rate. The number of samples from the population was calculated using Slovin's formula. The Slovin's formula is shown as followed:

$$n = \frac{N}{1 + Ne^2}$$

Explanation:

$n$  : Number of sample

$N$  : Population

$e$  : Error rate (5% = 0,05)

The calculation for the sample shown as followed:

$$n = \frac{336}{1 + (336)(0,05)^2}$$

$$n = \frac{336}{1,84}$$

$$n = 182,608696 \text{ or } 183$$

Based on calculations using the Slovin's formula above, the number of samples is 183students. 5% error rate was used because it is much impossible to achieve a 100% perfect result in every study.

### **3.3. Data Collecting Techniques**

#### **3.3.1 Instrument**

Creswell (2012) interprets an instrument as a tool for measuring, monitoring, or documenting quantitative data. Questionnaires are used as data collecting tools by researchers because the data researchers wish to collect is about students' attitudes and motivation to learn English. Wilkinson (2003) asserts that most researchers



choose the questionnaire because it is a cost-effective and efficient data collection technique in a structured and easy-to-manage format. The questionnaire has two advantages over other methods, Bennett (1984) mentioned, namely the cost of sampling respondents over a large geographic area is lower and the time necessary to gather data is usually significantly shorter.

In this research, the questionnaire is consist 34 questions adapted-from Imsa-Ard (2020). This 34-items questionnaire was modified from Gardner (2004) from the international version of the Attitude and Motivation Test Battery (AMTB). The questionnaire is divided into two parts; the first part contains questions related to background information, including gender, and types of universities. The second part consists of 34 items designed to collect information about students' attitudes and motivation towards learning English. There were 10 items that indicated negative motivation and 24 items that indicated positive motivation for learning English in total. There are five key themes, or elements, to consider while selecting items for the questionnaire: personal, emotional, educational, professional, and parental.

A four-point Likert scale was employed in the survey, ranging from "strongly disagree" to "strongly agree". Wilkinson (2003) supported the idea to choose the Likert scale because it offered respondents a number of possible responses that make respondents more flexible in their responses and provide greater accuracy about their responses or views on the subject under study.

Non-favorable items are those which contain words that are contradictory with motivation, such as: anxious, hate, embarrasses and not enjoyable. Therefore, in interpreting the respondents' answers, the researcher will reverse the score of the Likert scale.

**Table3. 1 Distributions of Questionnaire Items**

Aspects	Favorable		Non-Favorable	
	Item Number	Number of Item	Item Number	Number of Item
Personal	1, 2, 3, 4, 5, 8, 9, 10, 12, 13, 14, 24, 27, 31	13	24	1
Emotional	-	-	17, 22, 25, 29, 32, 34	6
Educational	11, 16, 18, 19, 20, 30, 31	7	21, 23, 28	3
Professional	6,7	2	-	-
Parental	15, 26	2	-	-

### 3.3.2 Validity

Validity relates to whether or not a test actually measures what it claims to. The items on a test with a high level of validity will be closely related to the exam's intended emphasis (Oliveira, 2004) In investigating the validity of the questions, the researcher used content validity, which Oliveira (2004) describe that content validity is the process of establishing linkages between test items and job-related tasks. In this

type of validity, the test items are usually reviewed by a group of subject matter experts (SMEs) to determine content validity.

In this study, researchers involved a professional in the field of English teaching to evaluate, assess and provide feedback for each questionnaire item which was translated into Indonesian. The results show that the expert agreed that the questionnaire items were appropriate for investigating the study subject.

### **3.3.3 Reliability**

Reliability is a measure of the extent to which a metric produces consistent results, and it is a requirement for validity (Navarro-Rivera and Kosmin, 2013). Creswell, (2012) explicate that validity and reliability are intricately intertwined. If the score is not reliable, then the score is not valid; before they can be relevant, they must be stable and consistent. Furthermore, the more reliable an instrument's scores are, the more valid the scores may be. Researchers analyze the reliability coefficient test using Cronbach Alpha and the Cronbach Alpha result was 0.83 in terms of total questionnaire item reliability, indicating satisfactory consistency.

The table below revealed the acceptable consistency of reliability in each aspect:

**Table 3. 2 Reliability**

Cronbach's Alpha	N of Items
.833	34

### **3.4 Data Analysis Technique**

The questionnaire was administered via Google Forms to save time and distributed to a large number of participants. The questionnaire was administered to first year English Education students. The data gathered from the Google form will be analyzed using descriptive statistics such as frequencies, mean scores, correlation and Cronbach Alpha. The data was analyzed using the Statistical Package for the Social Sciences (SPSS) version 2.3.

The step approaches to data analysis in this study are as followed:

1. Start with an aim and research questions: Researchers carry out the literature review about attitude and motivation, establish a conceptual framework and use it to design a data collection instrument to collect the data.
2. The Attitude Motivation Test Battery (AMTB) is used as the instrument. The questionnaire consists of 34 questions similar to Imsa-Ard (2020) which is an adaptation question from Gardner (2004) from the international version of AMTB.
3. The researchers import the questionnaire to Google Form for the distribution and data collection
4. Questionnaire link is shared to English Education students.

5. The researchers analyze the data using Microsoft Excel and SPSS to measure students' attitude and motivation toward English.
6. The researchers interpret the data.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presented the findings which were intended to answer the problems of the study. The researchers described the process of calculating and presenting the result of the data. The research data is taken from a questionnaire. The questionnaire was distributed to freshmen student of the English Education Department from private and public university in Yogyakarta, Indonesia.

#### 4.1 Research Findings

##### 4.1.1 The Result of Respondent Demographic Information

The following Table shows the representation of participants in this study based on a survey conducted at the English Education Departments in some university in Yogyakarta, Indonesia:

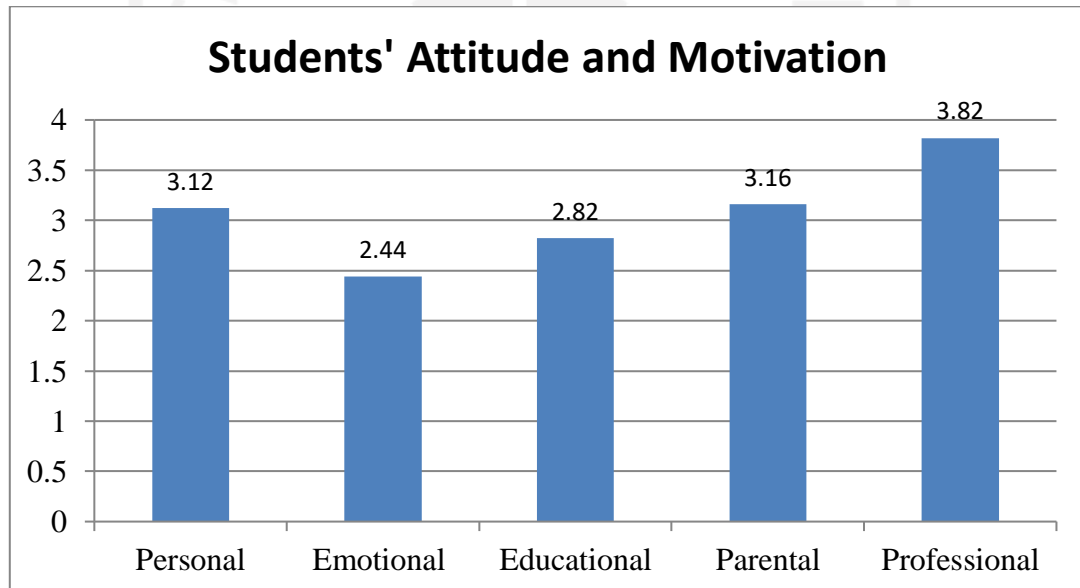
**Table4. 1 Participants' Demographic Information**

	Item	Frequency	Percentage
Gender	Male	53	29%
	Female	130	71%

Of the 186 students, 183 signed the informed consent form and agree to participate in the present study. The samples consisted of 130 females (71%) and 53 males (29%).

#### 4.1.2 Students' Attitude and Motivation toward English

There are 34 questions to assess first year students' attitude and motivation in public and private university, and the question divided into five key aspects (i.e. personal, emotional, educational, professional, and parental). Based on the descriptive statistical analysis uses SPSS, the researchers find first year of English Education students' attitude and motivation, the findings were describe into the figures below:



**Figure4.1 Result of Attitude and Motivation**

Based on the questionnaire used, attitude and motivation of the students are categorized into five main aspects; personal, emotional, educational, professional and parental. The overall result revealed that students in this study are highly motivated on the professional aspect indicated by the highest score ( $M=3.82$ ). Whereas, the emotional aspect is the lowest aspect with ( $M=2.11$ ).

### 4.1.3 The result of Five Key Aspect of Questionnaire

#### 4.1.3.1 Personal Aspect

Based on the questionnaire completed by respondents, the average of the first section of the questionnaire is presented in the Table below:

**Table4. 2 Descriptive Statistics of Personal Aspect**

<b>Statements</b>	<b>N</b>	<b>M</b>	<b>Std. Deviation</b>
3. I wish I were fluent in English	183	3.97	.179
27. Studying English is important because it will allow me to meet and converse with more and varied people	183	3.82	.439
1. Studying English is important because it will make me more educated	183	3.81	.417
31. I want to learn English so well that it will become natural to me	183	3.79	.458
4. I wish I could have many native English-speaking friends	183	3.79	.473
12. I learn English because English plays a role as an important language in the world	183	3.78	.444
8. I want to get grade "A" in my English class all the time	183	3.77	.482
14. I like to learn English because I like to listen to songs in English	183	3.71	.533
9. If I can speak English, I will use it for traveling abroad	183	3.70	.516
5. I want to learn other cultures to understand the world better	183	3.69	.529
10. Knowing English would help me to become more knowledgeable person	183	3.65	.543
13. I like to learn English because I like to watch films in English	183	3.44	.707
2. Studying English is important because other people will respect me more if I know English	183	3.20	.830



24. Knowing English is not really an important goal in my life	183	1.50	.769
Valid N (listwise)	183		

There are four columns in the Table above; the first column is the statement in the questionnaire. The second column, N, represents the total number of people who completed the questionnaire. Third, the *M* is the average value of the respondents' responses to the personal feature. The last is the standard deviation (*SD*) associated with the *M* value.

Based on the Table 5 show that the highest score is the question number 3 “I wish I were fluent in English” ( $M=3.97$ ,  $SD=0.17$ ), and the lowest score is in question number 24 “Knowing English is not really important goal in my life”. Based on the highest result, it can be stated that English Education students have a great desire to master and be fluent in the use of English.

#### 4.1.3.2 Emotional Aspect

**Table 4. 3 Descriptive Statistics of Emotional Aspect**

Statements	N	M	Std. Deviation
17. I get anxious when I have to speak in English to foreigners	183	2.85	.868
32. It worries me that other students in my class seem to speak English better than I do	183	2.77	.956
34. I am sometimes anxious that the other student in my class will laugh at me when I speak English	183	2.61	.982
22. I get anxious when I have to speak in English class	183	2.56	.899
29. It embarrasses me to volunteer answer in English class	183	2.40	.938
25. I hate English	183	1.11	.377
Valid N (listwise)	183		

In the emotional aspect, most of the students reported that they felt anxious when they had to speak English especially to foreigners. It can be seen from the highest score which comes from question number 17 “I get anxious when I have to speak in English to foreigners” ( $M = 2.85$ ,  $SD = 0.86$ ). Meanwhile the lowest score is in question number 25 “I hate English” ( $M = 1.11$ ,  $SD = 0.37$ ). Participants showed disagreement on the question number 25 which show negative statement but implying positivity that they enjoy in learning English.

#### 4.1.3.3 Educational Aspect

**Table 4. 4 Descriptive Statistics of Educational Aspect**

Statements	N	M	Std. Deviation
20. I have a strong desire to know all aspects of English.	183	3.62	.599
19. Learning English is really great.	183	3.61	.562
16. I pay much attention to feedback I receive in my English class.	183	3.46	.618
30. My English lecturer has a dynamic and interesting teaching style.	183	3.40	.628
11. I expend much effort in learning English	183	3.37	.615
18. I look forward to going to English classes because my English lecturer is so good.	183	3.33	.720
33. My English lecturers are a great source of inspiration for me.	183	3.25	.758
28. I think my English class at school is boring	183	1.53	.725
21. My English class at school is really a waste of time.	183	1.39	.709
23. Studying English is not enjoyable	183	1.23	.526
Valid N (listwise)	183		

As seen in Table 4.4, the highest score in educational aspect is on question number 20 “I have strong desire to know all aspects of English” ( $M=36$ ,  $SD=0.59$ ) and the lowest score is on question number 23 “Studying English is not enjoyable”. From the participants respond in this aspect, it can be concluded that students highly interest in learning English.

#### 4.1.3.4 Professional Aspect

**Table 4. 5 Descriptive Statistics of Professional Aspect**

Statements	N	M	Std. Deviation
6. Studying English is important because I will need it for my career	183	3.88	.358
7. Studying English is important because it will be useful in getting a good job	183	3.75	.457
Valid N (listwise)	183		

In terms of professional aspect, question number 6 “Studying English is important because I will need it for my career” has the highest scores ( $M= 3.88$ ,  $SD=0.35$ ), while question number 7 “Studying English is important because it will be useful in getting a good job” got the opposite ( $M=3.75$ ,  $SD=0.45$ ). It can be assumed that students agree that mastering English is one of important tools to support their career in the future.

#### 4.1.3.5 Parental Aspect

**Table 4. 6 Descriptive Statistics of Parental Aspect**

Statements	N	M	Std. Deviation
26. My parents feel that it is very important for me to learn English	183	3.42	.713
15. My parents try to help me to learn English	183	2.90	.923
Valid N (listwise)	183		

The Table above showed that the highest score in parental categories is on question number 26 “My parents feel that it is very important for me to learn English ( $M=3.42$ ,  $SD=0.71$ ). From these responses, the attitudes of parents might serve as extrinsic motivation for pupils to learn English.

## **4.2 Discussion**

### **4.2.1 Students’ Attitude and Motivation toward Learning English**

Concerning the first research question, the overall result of descriptive analysis shows that English Education students has a positive attitude and motivation toward English. In addition, from all five key aspects of attitude and motivation, students are highly motivated on Professional aspect ( $M=3.81$ ). This result is in line with Alkaff (2013) who reported that career choice is one of influencing students’ attitude and motivation to study, students believed mastering English could help them acquire a decent job.

Regarding the five key aspect of attitude and motivation, in personal term, participants reported have positive attitude and motivation toward English. Most of students wish they were fluent in English. It may because English was their second language and as English Education students, who will be English educator in the future, in order to teach English, they have to be fluent in English. These result

supported by Thang (2011) on his findings that revealed that there is positive relationship between positive attitudes and motivation and higher proficiency levels.

In the Emotional aspect, the majority of the students reported feeling anxious when they had to speak English both to foreigners and class. Due to the survey results, this anxious feeling can be linked to other questions in the survey where students may feel anxious because they afraid that other students will laugh at them when they speak. This point can also be linked to Syahfutra and Wibowo (2021) who found the main factor of students speaking anxiety were self-confidence; afraid of making mistakes, nervousness and idea delivery. Santosa (2018) also reported that Indonesian students experience speaking anxiety because they were afraid of making grammatical mistakes and lack of speaking vocabulary.

Concerning the Educational aspect, the result reported that students have strong desire to know all aspect of English, students pay much attention to feedback and think learning English is really great. The findings is in accordance with Nazari & Abdollahi-Guilani, (2015)who found undergraduate and post graduate students showed a strong interest in foreign language as well as a strong willingness to learn English.

Another factor influencing students' motivation and attitudes is their career choice. According to the survey, the majority of students believed that learning English would help them find a good job. These results are similar to those reported

by Imsa-Ard (2020) and Alkaff (2013) in which students had no doubt that English was critical to their future success and that is required to help them have greater work prospect.

Regarding to Parental aspect, the findings revealed that most of participants' parents feel that it is important to learn English which also in line with Imsa-Ard (2020) that most of students receive parental support in learning English. Moreover Adila (2017) mentioned besides being extrinsically motivated in professional aspect, parental support and motivation to please the family is another reason they studying English. Unfortunately the participants' response to the second question showed that their parents not helping them to learn. Dailey (2009) explained a parent figure can be a crucial role in whether or not a student is motivated to acquire an L2. In detail Dailey (2009) explained that parents have the power to establish a positive future self-image in their children, set an example to have a favorable attitude, and not put their children under excessive external pressure. However, most of parents do not master the foreign language like English. As a result, the parents may be unable to assist the student with his or her homework.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter describes the summary of the research based on the research findings and recommendation for future researcher.

#### 5.1 Conclusion

The objectives of this study are to identify English Education students' attitude and motivation in learning English. There were 183 students participate in this study. Based on the findings and the analysis in the previous chapter, the researcher draws some conclusion as follows:

1. According to the findings, the researcher concludes that English Education students have positive attitude and motivation toward English. According to the data, most students are extremely motivated to study English because the awareness from themselves and their parents that it will be beneficial for them both in their academic and professional life. However, some students stated that using English made them feel uncomfortable and nervous, especially when they had to talk to foreigners. For a while, the researcher concluded that speaking anxiety arises because English is not the first language of the students.

#### 5.2 Suggestion

To improve the next study, the researchers would like to provide some suggestion for lecturer, students, and future researchers:

1. English Education Lecturer

The lecturers must have deeply understanding about students' attitude and motivation and how to deal with various attitude and motivation. The lecturers also need to embed the importance of attitude and motivation among their students.

2. English Education Department

The department must be able to develop activities that facilitate students to develop their learning motivation. These activities can be in the form of career seminars, practical studies abroad, appreciation of outstanding students.

3. English Education students

Students must be aware about their attitude and motivation; some attitude may have a bad impact so learn to identify what motivated you, how to deal with your attitude, and how to keep your attitude and motivation positive

4. Future Researchers

In conducting further research in the future, researchers may develop data collection approaches such as interviews or observations to confirm the results of this study and obtain more in-depth results. Larger sample areas with multiple respondents can also be considered.



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## Appendix1. AMTB Questionnaire

### **Attitude Motivation Test Battery (AMTB)**

Assalamu'alaikum Warahmatullahi Wabarakatuh

Perkenalkan saya Meisela Hardianti, mahasiswa Pendidikan Bahasa Inggris Universitas Islam Indonesia. Saat ini saya sedang melakukan penelitian tentang Attitude and Motivation of English Education Students toward English: A Survey Study. Oleh karena itu saya memohon bantuan dan kesedian teman-teman sekalian selama kurang lebih 5 – 10 menit untuk mengisi kuesioner penelitian ini.

Tujuan dari penelitian ini adalah mengetahui Sikap dan Motivasi mahasiswa Pendidikan Bahasa Inggris terhadap Bahasa Inggris dan menemukan perbedaan statistik antara sikap dan motivasi mahasiswa Pendidikan Bahasa Inggris berdasarkan jenis kelamin dan jenis universitas. Hasil dari penelitian ini akan memberikan manfaat baik bagi mahasiswa Pendidikan Bahasa Inggris, dosen Pendidikan Bahasa Inggris dan peneliti di masa depan yang tertarik pada jenis penelitian yang sama.

Adapun Kriteria partisipan yang dibutuhkan :

- Laki- laki / Perempuan
- Mahasiswa Pendidikan Bahasa Inggris Semester 1

Tidak ada jawaban benar maupun salah dalam pengisian kuesioner ini. Selain itu, identitas diri setiap partisipan juga akan dijaga kerahasiaannya dan tidak akan di publikasikan dalam keadaan apapun. Oleh karena itu, saya sangat berharap teman-teman sekalian berkenaan untuk mengisi kuesioner ini dengan jujur sesuai dengan apa yang teman-teman alami.

Sebagai bentuk apresiasi 6 responden yang beruntung akan mendapatkan saldo e-wallet sebesar 25k. Jika teman-teman memiliki pertanyaan lebih lanjut terkait penelitian ini, teman-teman dapat menghubungi saya via:

- Email : 18322134@students.uii.ac.id
- Whatsapp : 0895331010916

Atas kesediaan dan kerjasamanya, saya ucapkan terima kasih.

Wassalamu'alaikum wa rahmatullahi wa barakatuh

Hormat Saya,

Meisela Hardianti

### Bagian A

Saya telah membaca dan memahami informasi di atas, dan bersedia untuk ikut berpartisipasi dalam penelitian ini secara sukarela tanpa paksaan dari pihak manapun dan akan dengan jujur dalam memberikan informasi.

**Nama :**

**Jenis kelamin :**

**Universitas :**

### Bagian B

Pertanyaan-pertanyaan berikut menanyakan tentang motivasi dan sikap Anda terhadap belajar bahasa Inggris. Tidak ada jawaban benar atau salah untuk setiap pertanyaan. Tolong berikan tanggapan jujur Anda. Gunakan skala di bawah ini untuk menjawab pertanyaan.

**1 Sangat Tidak Setuju**

**2 Tidak Setuju**

**3 Setuju**

**4 Sangat Setuju**

No	Question	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
1	Belajar bahasa Inggris itu penting karena akan membuat saya lebih terpelajar				
2	Belajar bahasa Inggris itu penting karena orang lain akan lebih menghargai saya jika saya tahu bahasa Inggris				
3	Saya berharap saya fasih berbahasa Inggris				



4	Saya berharap saya bisa memiliki banyak teman penutur bahasa Inggris asli				
5	Saya ingin belajar budaya lain untuk memahami dunia dengan lebih baik				
6	Belajar bahasa Inggris itu penting karena saya akan membutuhkannya untuk karir saya				
7	Belajar bahasa Inggris itu penting karena akan berguna untuk mendapatkan pekerjaan yang baik				
8	Saya ingin mendapatkan nilai "A" di kelas bahasa Inggris saya sepanjang waktu				
9	Jika saya bisa berbicara bahasa Inggris, saya akan menggunakannya untuk bepergian ke luar negeri				
10	Mengetahui bahasa Inggris akan membantu saya menjadi orang yang lebih berpengetahuan				
11	Saya mengeluarkan banyak usaha dalam belajar bahasa Inggris				
12	Saya belajar bahasa Inggris karena bahasa Inggris berperan sebagai bahasa penting di dunia				
13	Saya suka belajar bahasa Inggris karena saya suka menonton film dalam bahasa Inggris				
14	Saya suka belajar bahasa Inggris karena saya suka mendengarkan lagu dalam bahasa Inggris				
15	Orang tua saya mencoba membantu saya untuk belajar bahasa Inggris				
16	Saya sangat memperhatikan umpan balik yang saya terima di kelas bahasa Inggris saya.				



17	Saya merasa cemas ketika saya harus berbicara dalam bahasa Inggris dengan orang asing				
18	Saya mengikuti kelas Bahasa Inggris karena dosen Bahasa Inggris saya sangat baik.				
19	Belajar bahasa Inggris benar-benar hebat.				
20	Saya memiliki keinginan yang kuat untuk mengetahui semua aspek bahasa Inggris.				
21	Kelas bahasa Inggris saya di sekolah benar-benar membuang-buang waktu.				
22	Saya merasa cemas ketika saya harus berbicara di kelas bahasa Inggris				
23	Belajar bahasa Inggris tidak menyenangkan				
24	Mengetahui bahasa Inggris bukanlah tujuan penting dalam hidup saya				
25	Saya benci bahasa Inggris				
26	Orang tua saya merasa bahwa sangat penting bagi saya untuk belajar bahasa Inggris				
27	Belajar bahasa Inggris itu penting karena akan memungkinkan saya untuk bertemu dan berkomunikasi dengan lebih banyak orang dan beragam				
28	Saya pikir kelas bahasa Inggris saya di kampus membosankan				
29	Saya malu untuk menjawab secara sukarela di kelas bahasa Inggris				
30	Dosen bahasa Inggris saya memiliki gaya mengajar yang dinamis dan menarik.				
31	Saya ingin belajar bahasa Inggris dengan baik sehingga itu akan menjadi alami bagi saya				

32	Saya khawatir bahwa siswa lain di kelas saya tampaknya berbicara bahasa Inggris lebih baik daripada saya				
33	Dosen bahasa Inggris saya adalah sumber inspirasi bagi saya.				
34	Saya terkadang cemas bahwa siswa lain di kelas saya akan menertawakan saya ketika saya berbicara bahasa Inggris				



Appendix2.Questionnaire items validity

**Attitude Motivation Test Battery (AMTB)**

Researcher : Meisela Hardianti

Supervisor : Banatul Murtafi'ah, S.Pd., M.Pd.

Put a tick (V) on the appropriate column

		<b>SI: Strongly Irrelevant</b>	<b>I: Irrelevant</b>	<b>R: Relevant</b>	<b>SR: Strongly Relevant</b>	
No.	Question	SI	I	R	SR	Comments
1	Belajar bahasa Inggris itu penting karena akan membuat saya lebih terdidik			V		Please use another word for 'terdidik'
2	Belajar bahasa Inggris itu penting karena orang lain akan lebih menghargai saya jika saya tahu bahasa Inggris				V	
3	Saya berharap saya fasih berbahasa Inggris				V	

4	Saya berharap saya bisa memiliki banyak teman berbahasa Inggris asli			V		Please change the statement into: "...teman penutur Bahasa Inggris asli."
5	Saya ingin belajar budaya lain untuk memahami dunia dengan lebih baik				V	
6	Belajar bahasa Inggris itu penting karena saya akan membutuhkannya untuk karir saya				V	
7	Belajar bahasa Inggris itu penting karena akan berguna untuk mendapatkan pekerjaan yang bagus				V	
8	Saya ingin mendapatkan nilai "A" di kelas bahasa Inggris saya sepanjang waktu				V	
9	Jika saya bisa berbicara bahasa Inggris, saya akan menggunakannya untuk bepergian ke luar negeri				V	
10	Mengetahui bahasa Inggris akan membantu saya menjadi orang yang lebih berpengetahuan				V	

11	Saya mengeluarkan banyak usaha dalam belajar bahasa Inggris				V	
12	Saya belajar bahasa Inggris karena bahasa Inggris berperan sebagai bahasa penting di dunia				V	
13	Saya suka belajar bahasa Inggris karena saya suka menonton film dalam bahasa Inggris				V	
14	Saya suka belajar bahasa Inggris karena saya suka mendengarkan lagu dalam bahasa Inggris				V	
15	Orang tua saya mencoba membantu saya untuk belajar bahasa Inggris				V	
16	Saya sangat memperhatikan umpan balik yang saya terima di kelas bahasa Inggris saya.				V	
17	Saya merasa cemas ketika saya harus berbicara dalam bahasa Inggris dengan orang asing				V	
1 8	Saya pergi ke kelas bahasa Inggris karena guru bahasa Inggris saya sangat baik.				V	- “Saya mengikuti kelas Bahasa Inggris...” - Change the word

						'guru' into 'dosen'.
19	Belajar bahasa Inggris benar-benar hebat.				V	
20	Saya memiliki keinginan yang kuat untuk mengetahui semua aspek bahasa Inggris.				V	
21	Kelas bahasa Inggris saya di sekolah benar-benar membuang-buang waktu.				V	
22	Saya merasa cemas ketika saya harus berbicara di kelas bahasa Inggris				V	
23	Belajar bahasa Inggris tidak menyenangkan				V	
24	Mengetahui bahasa Inggris bukanlah tujuan penting dalam hidup saya				V	
25	aku benci bahasa inggris				V	Change the word 'aku' into 'saya'

26	Orang tua saya merasa bahwa sangat penting bagi saya untuk belajar bahasa Inggris			V	
27	Belajar bahasa Inggris itu penting karena akan memungkinkan saya untuk bertemu dan berkomunikasi dengan lebih banyak orang dan beragam			V	
28	Saya pikir kelas bahasa Inggris saya di sekolah membosankan			V	Change the word 'di sekolah' into 'di kampus'
29	Saya malu untuk menjawab secara sukarela di kelas bahasa Inggris			V	
30	Guru bahasa Inggris saya memiliki gaya mengajar yang dinamis dan menarik.			V	Change the word 'guru' into 'dosen'.
31	Saya ingin belajar bahasa Inggris dengan baik sehingga itu akan menjadi alami bagi saya			V	
32	Saya khawatir bahwa siswa lain di kelas saya tampaknya berbicara bahasa Inggris lebih baik daripada saya			V	
33	Guru bahasa Inggris saya adalah sumber inspirasi bagi saya.			V	Change the word 'guru' into 'dosen'.

34	Saya terkadang cemas bahwa siswa lain di kelas saya akan menertawakan saya ketika saya berbicara bahasa Inggris				V	
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Overall Comment:

Please revise some words.  
Questionnaire is ready to use. Good luck!

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