

**SURVEY ON STUDENTS ATTITUDES AND MOTIVATION  
IN LEARNING PUBLIC SPEAKING**

**A Thesis**

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**ABSTRACT**

As part of survey study this research concern of students' attitudes and motivation at Universitas Islam Indonesia. The respondents were 92 students of English Language Education Department Islamic University of Indonesia. The purposes of this study are to identify students' attitudes and motivation in Public Speaking class. The study used quantitative data, using questionnaire. A survey questionnaire adapted from Ming, Ling, and Jaafar (2011), was used as instrument to collect the data. The questionnaire contained 39 items, including positive attitudes, negative attitudes, intrinsic motivation, and extrinsic motivation. The result of this study was found that students in Public Speaking class have a positive attitudes and intrinsic motivation.

*Keywords: Attitude, motivation, intrinsic, extrinsic, and Public Speaking class.*

## **1. Introduction**

Attitudes and motivation are important things in the process on learning English language. Students' attitude can influence in learning achievement in English language learning as a second language which is without positive attitudes learners will not be enthusiasm to achieve it. According to Zeinivanda, Azizifara, and Gowharya (2015) stated that attitude is something crucial in language, can be growth or decay, restoration or destruction. If learners have a positive attitude towards learning English especially in speaking learning, it will develop their speaking skill very well. People who have a positive attitude towards the target language are successful learners (Zeinivanda, Azizifara, & Gowharya, 2015). One of the factors that influence foreign language is attitude because how much effort students put into language learning depends partly on attitude (Gardner, Lalonde, & Moorcroft, 1985). It is assumed how important attitudes for learning English language, if a learner has a positive attitude towards foreign language it can yield positive result too. In contrast, learners who have negative attitudes towards foreign language have many disadvantages. Negative attitude and lack of motivation can lead to obstacles in learning a language (Oroujlou & Vahedi, 2011). Therefore, in learning speaking, positive attitude is indispensable because it greatly influences how students behave towards students' learning and attitudes in the classroom. when students have a good attitude towards learning it is very likely to get good results too. Therefore, a positive attitude must be in students. In contrast, students who have a negative attitude will be difficult in a process learning because they not have a good attitude and must not be interested with a process learning. When students

are not interested with a learning especially in learning speaking it can affect their goals. Students become ignorant on how to behave in both the classroom and the ongoing learning.

While motivation is also something important and crucial in learning English language especially on speaking English. Motivation is a motive which can come from their self or come from the other or something which can push someone to do it or get it. In the other word motivation is an encouragement or reason that becomes the basis of someone enthusiasm for doing something to achieve certain goals as Dörnyei and Ushioda (2011) stated that motivation is responsible for why people decide to do something. In every activity, someone must have a motive why they do something. Without a motivation someone will not have passion and nothing can push themselves for achieving something or their goals in life. In the other hand Keller (2010) stated that motivation is a motive for what people want, what they choose, and what they do. Therefore, if a learner has a motivations must be have desire to do something no matters what kind of a reason. Many things can be a motives why people to do something, for example doing something because he want to get their goals or affected from the other people or something that we usually call rewards and punishment.

## **2. Literature Review**

### **2.1 Attitudes**

According to Ajzen (2005), attitude is a way to respond positively or unpleasantly to an object, intuition or event. The characteristic attribute of attitude is evaluation (pro-con, pleasant-unpleasant) and most contemporary social psychologist agree about that. People attitudes can be seen from how they are behaving to do something and attitudes is how the way people look at things or activities. According to Khan (2016), define attitude as the way an individual look at things or activities. Attitude is psychological construct is a mental and emotional entity that inheres in, or characterized a person (Perloff, 2003). In addition, Wenden (1991) stated that terms of attitudes contain there components namely, cognitive, affective, and behavioral. cognitive is made up of the beliefs and ideas or opinions about the object of attitudes. Affective refers to feeling and emotions that one has towards an object like or dislikes, with or against and the last is behavioral component refers to one consisting of actions or behavioral intentions toward the object. Based on the theory above, attitude is something that arises based on someone feelings or views of something. If he likes or dislikes with something it will be seen from how he behaves towards something.

### **2.2 Motivation**

The word of motivation come from the Latin verb "mover" which means "to move" something that makes a move to make certain choices to act in the form of a real action (Dörnyei & ushiouda, 2011). According to Keller (2010), stated that general motivation explains what explain the purpose, or in the other words, it explains what

goals people choose to pursue and renew their active or intense pursuit. Motivation concern the direction and magnitude of human behavior, and it can be defined why people to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it (Dörnyei & ushiouda, 2011). In addition, Ryan & Deci (2000), stated motivation is concerns energy, direction, persistence and equifinality all aspects of activation and intention. It means that motivation is a something that push people to pursue it what they want, and how people sustain what they will be achieve.

In language learning, motivation is really needed by a student. According to Zhao (2012), stated that one of the most important factors affecting students' performances of English learning is a motivation. According to Wang (2009), the one of important factors that influences English learning achievement is a motivation. Hedge (2000), emphasizes that motivation is of crucial importance in the classroom, whether learners arrive with it or whether they acquire it through classroom experiences. To develop students' abilities, the desires of these students are needed, because when students have desires and goals, motivation is formed within them. The extent of active and personal involvement in second language is determined of motivation while unmotivated students are insufficiently involved and therefore unable to develop their potential second language skills (Oxford & Shearin, 1994). Based on theories above, it is important to have a motivation inside yourself, because if a people have a motivation people will be know what their goals and sustain to achieve it.

Motivation it can be come from intrinsic or extrinsic motivation. According to Ryan and Deci (2000), stated that intrinsic motivation, which refers to doing something because inherently interesting and enjoyable while extrinsic motivation which refers to doing something because it leads to a separable outcome. Intrinsic motivation is behavior performed for its own sake in order to experience pleasure and satisfaction, such as the joy of doing a particular activity or satisfying one's curiosity. while extrinsic motivation is performing a behavior as a means to some separable end, such as receiving an extrinsic reward, high scores or avoiding punishment (Dörnyei & ushiouda, 2011). However, no matters what kind of motivation in people, whether intrinsic or extrinsic. Motivation is really needed and give a good affected.

### **3. Research Method**

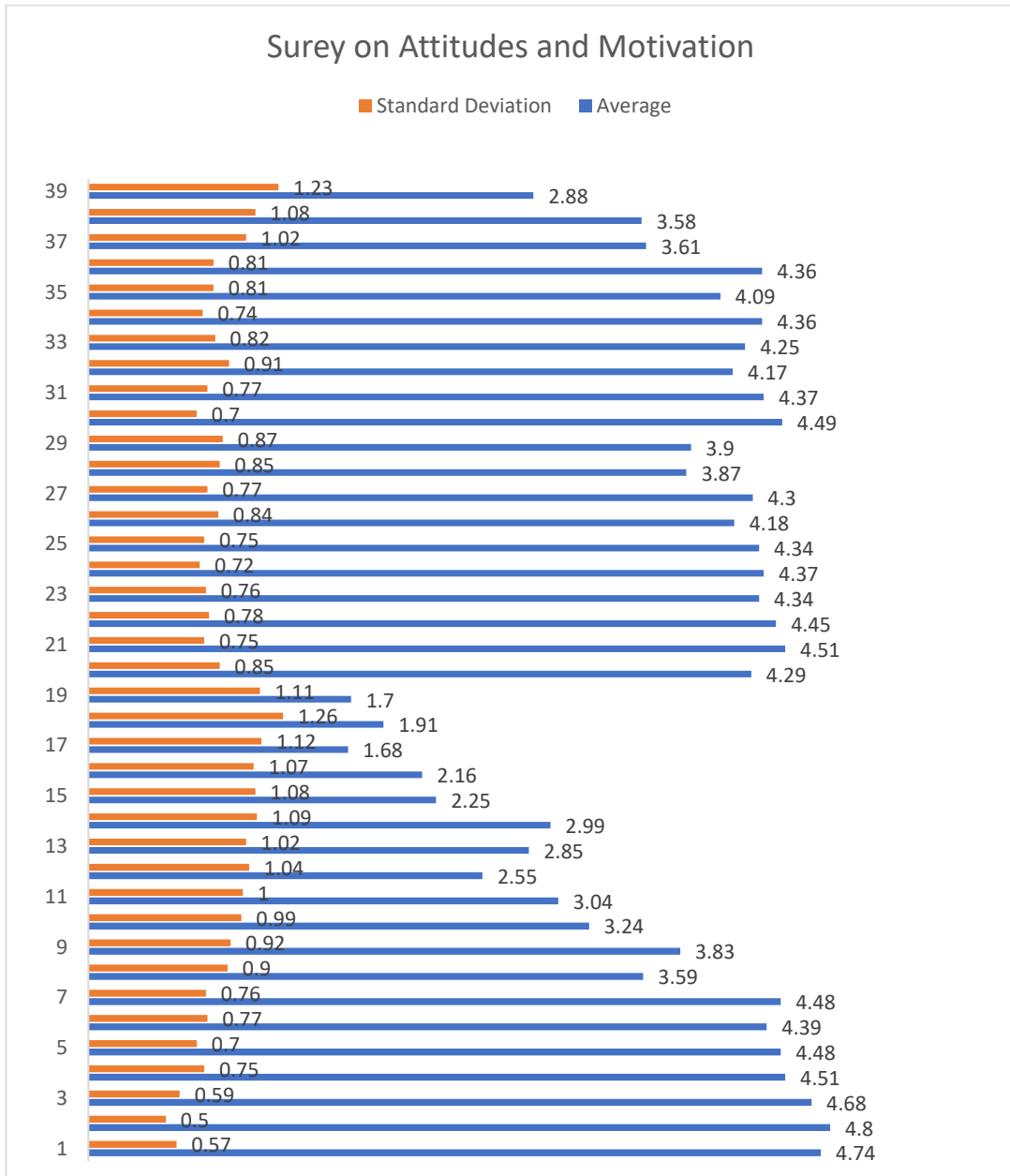
This research uses quantitative approach. As Creswell (2012), stated in quantitative research, researcher investigate research problem based on trend in the field or on the need to explain why something happened. The purposes of this study to identify attitudes and motivation students in public speaking classes. This research is part of survey research. Survey study is design provide a quantitative or numeric description of trends, attitudes, or opinions of a population by studying sample of that population (Creswell, 2012). There are three kinds of survey media that used in survey research, that are written survey, verbal survey and mix mode survey. In this research, researcher use written survey as a tool to communicate with the object research and using questionnaire as an instrument.

## **4. Findings and Discussion**

### **4.1. Findings**

In this subchapter is an aim to answer the research question on attitudes and motivation of students in the Public Speaking class. There are 39 questions to attitudes and motivation by Ming, Ling, and Jaafar (2011), questionnaire. Based on the descriptive statistical analysis uses Microsoft Excel as the data analysis tool, the researcher identifies the finding of the survey on attitudes and motivation in Public Speaking class into the figures below:





*Figure 1. Result of Attitudes and Motivation in General*

The figure shows the highest score is the statement of number two (Mean=4.8, SD=0.5) which is “I have desire to learn good speaking English” the statement included as

positive attitudes toward learning English. Whereas, the lowest one is statements number seventeen (Mean=1.68, SD=1.12), which is “When I graduate from PBI UII, I shall give up the study of speaking English entirely because I am not interested in it” the statement it is included negative attitudes.

#### **4.2. Discussion**

Based on the result of data who was calculated by the researcher, in the category of intrinsic motivation have the highest score come from number 21 with the statement “Learning speaking English will be allow me to converse with more and varied people” (Mean=4.51, SD=0.75) it means that students strongly agree about if students learning speaking English their will be converse with and more varied people. Whereas, the lowest score from number 28 with statement “I feel more confident in learning speaking English” (Mean=3.87, SD=0.85) it can be concluded that student agree with statement that their more confident in learning speaking English. However, in this study intrinsic and extrinsic motivation not much different. Based on the data, the highest score of extrinsic motivation come from question number 30 with the statement “Learning speaking English is important for my future career” (Mean=4.49, SD=0.7). The lowest score come from the last question number 39 “I feel that no one is really educated unless he is fluent in English language” (Mean=2.88, SD=1.23). It assumes that motivation of students is because of their thinking about their future career. Based on the result of intrinsic and extrinsic motivation, can be concluded that students at Public Speaking class more have higher intrinsic motivation than extrinsic

motivation. From some previous research who conducted by Zubairi and Sarudin (2009) and Mat and Yunus (2014), the results obtained differed from the results of this study, they found that extrinsic motivation is higher than intrinsic motivation. Whereas in this research intrinsic motivation is higher than extrinsic motivation.

Based on overall data on finding and discussion which have the higher score from positive attitudes (Mean=4.8, SD=0.5) and from intrinsic motivation with the score (Mean=4.51, SD=0.75) it can be concluded that in the Public Speaking class have a positive attitudes and intrinsic motivation toward learning public speaking

## **5. Suggestion**

### 1. For the students

Students must be aware about their attitudes toward learning something, especially in learning English language and identify what can motivated them to learn, event they are not really interest with the material. If the students know benefits of attitudes and motivation, students will be care and look for what can be their biggest motivation in learning.

### 2. For the lecturer

lecturers must instill the importance of positive attitudes towards students and identify what can affect students in learning. so that when the lecturer knows what kind of motivation the student has, he or she will be able to know what ways to generate student effort in learning.

### 3. For further researches

The researcher expected from this research, other people have other references in developing research on attitudes and motivation although this research is not really perfect. Considering the importance of attitudes and motivation in the learning process, hopefully this research can improve teaching to be better

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