

**STUDENTS' ATTITUDE AND MOTIVATION ON ENGLISH LEARNING:**

**A SURVEY STUDY IN A JUNIOR HIGH SCHOOL**

**A Thesis**

**Presented to the Department of English Language Education as Partial**

**Fulfilment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in**

**English Language Education**



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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the other people, except those cited in the questions and references, as a scientific paper should.

Yogyakarta, 30 January 2022

The Writer

Dewi Ayuningsih



## MOTTO

*“And once the storm is over, you won’t remember how you made it through, how you managed to survive. You won’t even be sure, whether the storm is really over. But one thing is certain. When you come out of the storm, you won’t be the same person who walked in. That’s what this storm’s all about.” — Haruki*

**Murakami, Kafka on the Shore**



## **DEDICATION**

I dedicate this thesis to:

1. The Dean of the Faculty of Psychology and Socio-Cultural Sciences, Islamic University of Indonesia, Dr. H. Fuad Nashori, S.Psi., M.Sc., M.Ag., Psychologist.
2. The Head of English Language Education Program, Irma Windy Astuti S.S., M. Hum.
3. My thesis supervisor, Ms. Rizki Farani, S.Pd.M.Pd who always supports and guides me with her patience to finish this thesis.
4. My TPD lecturer, Mrs. Banatul Murtafi'ah, S.Pd. M.Pd who has helped and guided me with patience in completing this thesis.
5. All Lecturers and staff of the Department of English Language Education.
6. My beloved parents, mom and dad who always give me motivation in everything. My dearest brother, and my entire extended family. May Allah bless and keep my family safe and full of happiness.
7. My extended family is a teacher at SMP Muhammadiyah 2 Kalasan Ibu Rina, Ibu Nuryani, Ibu Laila, Ibu Ninik and all 8th grade junior high school students who have provided time to help me complete the data from this research.
8. My best friend Marwah, Sri Astuti, Eny Diaz and my HMI family Imam Isyraf, Yunita, Juniken, Dandy, Putri, Faiz, Cahyo, Zaitun.

9. All parties who have assisted in the completion of this thesis and those who have given encouragement to complete this thesis as soon as possible. May your life always be blessed.
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teacher of SMP MUHAMMADIYAH 2 KALASAN, Miss Ninik, who had facilitated me in conducting the reserch, teachers and staff of SMP MUHAMMADIYAH 2 KALASAN had welcomed me during my research. The others, who cannot be mentioned one by one, who have given spirit to accomplish this thesis, Ialso give my respect.

Finally, I believe that this thesis is far from perfect; However, it is expected that this thesis will be useful and contribute to the process of teaching English, especially in shaping the attitudes and motivations of junior high school students in learning English. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

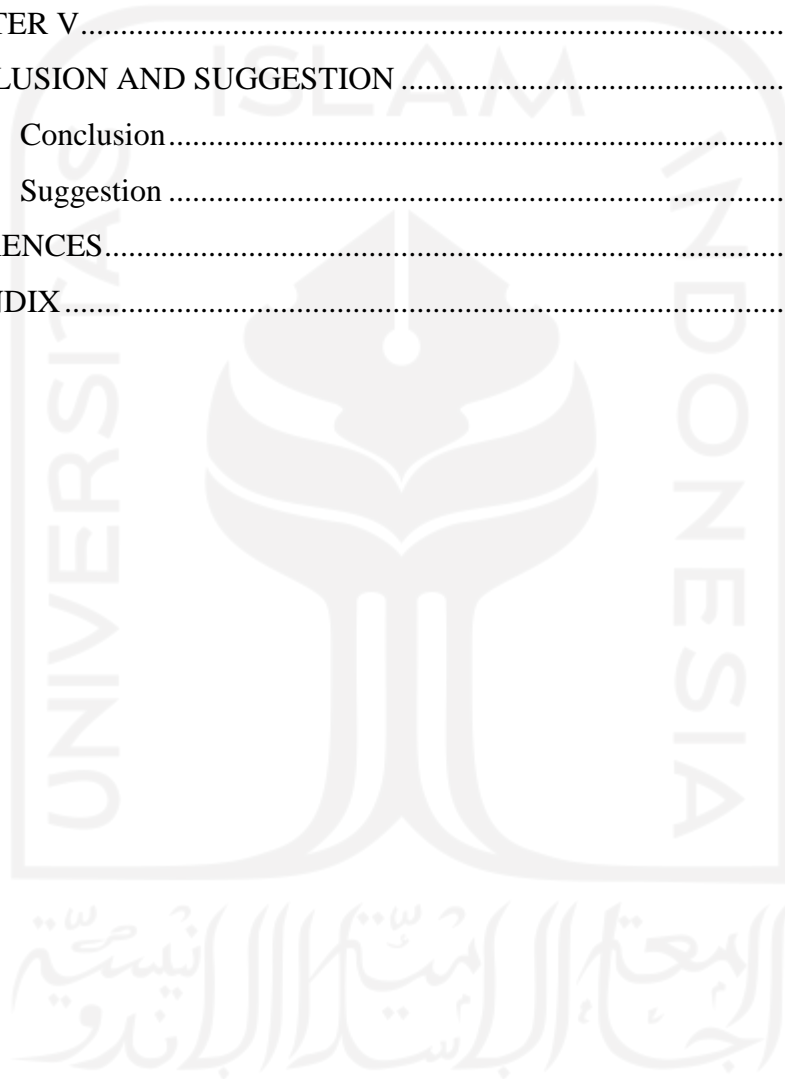
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**Dewi Ayuningsih**

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# **STUDENTS' ATTITUDE AND MOTIVATION ON ENGLISH LEARNING:**

## **A SURVEY STUDY IN A JUNIOR HIGH SCHOOL**

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### **ABSTRACT**

This study aims to identify attitude and motivation of students grade VIII at one of schools in Yogyakarta. There were 120 students who participated as respondents in this research. The instrument of the research was a questionnaire AMTB (Attitude and Motivation Test Battery) adapted from Ming, Ling, and Jaafar (2011). The design of this research is quantitative approach in a form of survey study. The questionnaire contains 40 items, which are divided into four categories: positive attitudes, negative attitudes, intrinsic motivation, and extrinsic motivation. The data were analyzed by using descriptive quantitative technique. The results of this study Researcher found that students in English class had higher positive attitudes ( $M=4.21$ ,  $SD=0.87$ ) than negative attitudes ( $M=3.26$ ,  $SD=1.11$ ) and higher extrinsic motivation ( $M=4.19$ ,  $SD=0.91$ ) in relation to language learning rather than intrinsic motivation ( $M=4.11$ ,  $SD=0.89$ ). The data imply that students have a positive willingness to study English. However, they need to improve their internal motivation to enhance their learning process. These findings imply that teachers need to design personalized classroom activities to empower student motivation, so that students can passionately learn English.

**Keywords:** *attitude, EFL, junior high school student, motivation*

## CHAPTER I

### INTRODUCTION

This chapter presents an introduction to present study of the study. It covers the background of the study, identification of the problem and the aims of the study. The last present the significance of the study.

#### 1.1 Background of Study

One of the factors that influence a foreign language is attitude because how much effort students put into learning a language partly depends on attitude (Gardner, Lalonde, & Moorcroft, 1985). It is assumed that attitude is important for learning English, if a learner has a positive attitude towards a foreign language it can produce positive results as well. On the other hand, learners who have negative attitudes towards foreign languages have many weaknesses. People who have a positive attitude towards the target language are successful learners (Zeinivanda, Azizifara, & Gowharya, 2015). Gardner (1985) suggests that a teacher needs to pay attention to student attitudes and target language achievement.

Meanwhile, motivation is also something that is important and crucial in foreign language especially learning English. Brown (1994) defines motivation with certain terms such as inner urges, impulses, emotions, or desires and these terms motivate students to take certain actions. In other words, motivation is an impulse or reason that forms the



basis of a person's enthusiasm to do something to achieve certain goals. Dörnyei and Ushioda (2011) state that motivation is responsible for why people decide to do something. Have a motive for why they do something. Without motivation, a person will have no enthusiasm and no one can push him to achieve something or his life goals. On the other hand, Keller (2010) stated that motivation is the motive for what people want, what they choose, and what they do. Negative attitudes and lack of motivation can cause barriers to language learning (Oroujlou & Vahedi, 2011). Based on the statements above, attitude and motivation are important things in learning English, especially in learning to speak. Attitude and motivation have an important role in the learning process. In addition to it, Chen (2014) also states that motivation is one of keys in determining language learning outcomes.

From the above explanation it can be said that attitude and motivation are very influential in the process of learning foreign languages. Good attitude and motivation are very influential in helping students in managing anxiety in learning English (Hashwani, 2008). To form an Attitude and Motivation in students need the role of the teacher in the learning process. Asmali (2017) found that the formation of attitudes and motivations of students in learning also requires the role of teachers in schools, especially for students who step on adolescence. Abidin, Mohammadi, and Alzwari (2012) add that as EFL teachers are essentially instrumental in effectively providing knowledge to students with the best

strategies that can develop student attitude, motivation, cognitive, behavioral and emotional formation. Thus, the role of teachers is needed to foster student attitudes and motivation in improving the quality of foreign languages in students.

However, there is still limited study on attitudes and motivation of EFL junior high school students. Attitude and motivation contribute as two of determinant factors in helping students to achieve learning goals (Alaga, 2016). Thus, this study presents new insight of junior high school's students' attitude and motivation toward EFL. The setting of this research is one of state Junior High Schools in Yogyakarta.

## **1.2 Identification of the Problem**

Students have different level of attitude and motivation toward EFL, especially young learners. Junior high school is the first new level in learning English so students feel foreign and difficult to start learning a foreign language from where (Hossain, 2018). Tough (1984) states that the lack of english speaking practices that make students become unfamiliar with English. To support students in learning English is needed a motivation or encouragement so that later will form a positive attitude towards the English language.

However, there are limited studies on mapping the attitudes and motivations of EFL junior high school students context. The context of this research into attitude and student motivation has been at university level. Therefore, the study wanted to present different findings that illustrate the

phenomenon of language learning at the junior high school level. Each student must have a different background in determining the attitude and motivation to learn English.

### **1.3 Formulation of the Problem**

What is the students' attitude and motivation of learning English in a Junior High school?

### **1.4 Objectives of the Study**

This study aims to identify students' attitudes and motivations of learning English in a junior high school.

### **1.5 Significance of the study**

Theoretically, this research was conducted at one of the junior high schools in Yogyakarta to foster students' attitudes and motivations in language learning. The curriculum involves the process of empowering students' attitude and motivation by providing various kinds of teaching strategies. Practically, this research gives references for teachers to design student-centred learning that provides more effective assistance than cognitive goals orientation.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter will explain about the theories of this study. It covers the theories of attitudes and theories of motivation to learning English on Junior High School.

#### **2.1 Learning Attitude in EFL Context**

According to Gardner's (1985) definition, attitude is a mental and neural preparation, based on experience, and an instructive or dynamic influence on an individual's response to all relevant situational objects. This study use the concept of attitude and motivation from Gardner (1985) who categorize attitudes in EFL into two types: educational attitudes and social attitudes. Educational attitudes include attitudes towards teachers, courses and language learning. On the other hand, social attitudes focus on cultural implications of EFL such as attitudes toward British and American English. Gardner believes that these two attitudes will affect the achievement of foreign language learning. However, he claims that attitudes towards language learning are more closely related to achievements than attitudes towards second language communities. Based on several relevant theories, attitude is a process that arises based on a person's feelings or views on something. If someone likes or dislikes something, it will be seen from how the person behaves towards something.

One of the most important aspects of learning a language is an attitude. Learning a language is a challenge for someone, especially English, because English is a foreign language for Indonesian people. Reid (2003) states that attitude is important as a part of learning. In addition, Montano and Kasprzyk (2008) emphasize that attitude determine the outcome of someone. Someone who has good attitude tends to achieve better results. Khan (2016) categorizes attitude into two types: direct attitude and indirect attitude. These kinds of attitude will give impacts on academic outcomes. Furthermore, Wenden (1991) explains that attitude has 3 components namely cognitive, affective, and behavior. Cognitive is a belief in determining attitudes towards an object while effective is an expression of a person in dealing with the object he is facing, the last component, namely behavior, is a person's behavior in responding to an object being faced. Ahmed (2015) explains that only attitudes in learning foreign languages can provide information and benefits that affect language development.

Attitude Motivation Test Battery or can be abbreviated AMTB is a questionnaire designed by Gardner in 1985. AMTB is a well-known instrument that is often used by researchers to measure a person's attitude and motivation in learning a foreign language. AMTB itself has 104 Questionnaires, each of which has 12 various components , namely (1) Foreign Interest; (2) Parental Encouragement; (3) the intensity of motivation; (4) English class anxiety; (5) evaluation of the English teacher; (6) Attitudes towards learning English; (7) Attitude towards English-

speaking people; (8) Integrative Orientation; (9) Desire to learn English; (10) evaluation of English courses; (11) English language use anxiety; (12) Instrumental Orientation. This study used revised version of AMTB, developed by Ming, Ling, and Jaafaar (2011) as the main reference from previous research. The aim of their study was to identify attitudes and motivation of vocational high school students in Malaysia. After analysing the questionnaire of 143 male students the result show that students in high school have positive attitude toward English as second language. This result is linear with Meshkat and Saeb (2013) who found that students perceive EFL as "important" or "somewhat important" for their lives. Therefore, convinces that studying student personality is an important factor for shaping student learning attitudes. Students who have positive attitude tend to enjoy and perform better in learning foreign languages. Creating a pleasant atmosphere in the English classroom can help students' positive attitudes towards English that need attention. This study discusses attitudes and motivation in learning English in Junior High School Level.

## **2.2 Learning Motivation in EFL Context**

Motivation, is an encouragement from various directions and creates a desire to learn a language, which will later create a positive attitude to learning the language, as well as the process of following the learning (Gardner, 1985). Wang (2009) explains that motivation is one of the important factors that affect English learning achievement. Students who be motivated tend to a better performance (Zhao, 2012). It leads them to gain a

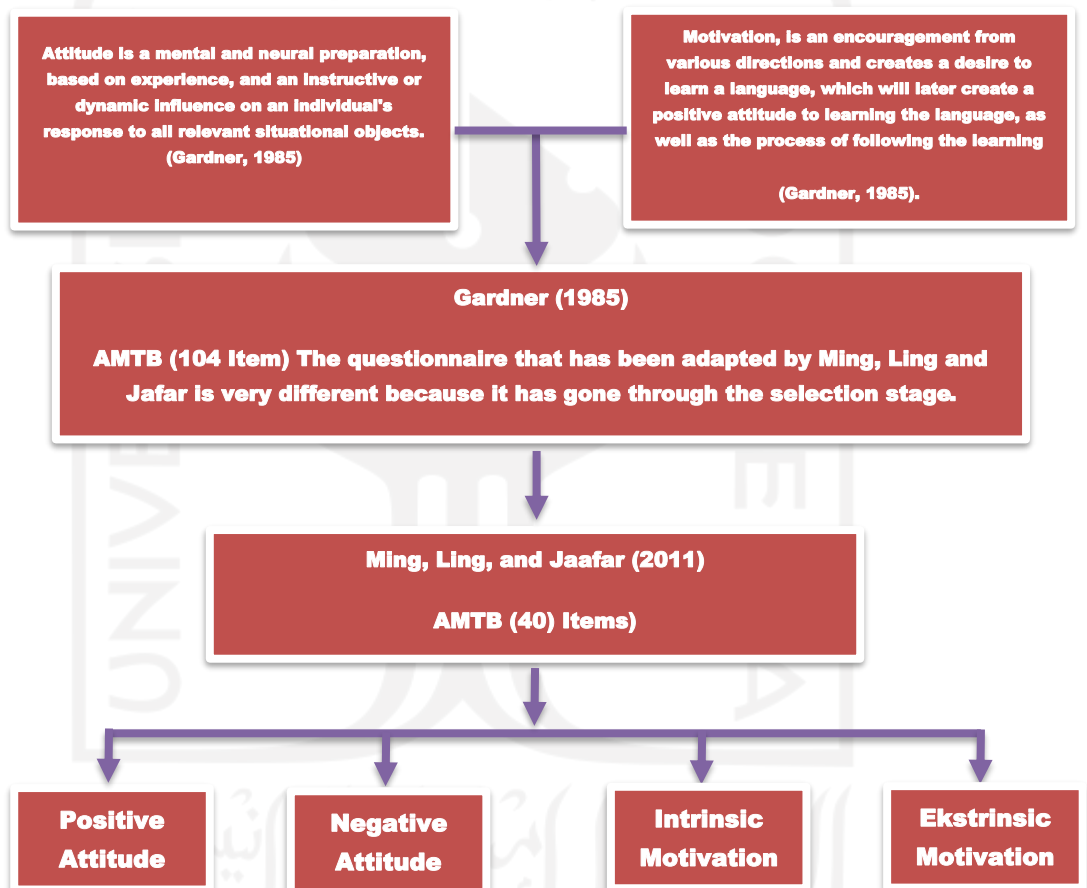
success in speaking the target language, admiring new culture perspective and integrating language into social life (Falk, 1978). Thus, student motivation is consistently related to persistence and success in classroom situations (Dörnyei, 2003).

Many scholars have attempted to identify types of motivations. Gardner (1985) distinguished two types of motivations, which he called "integrative orientation and instrumental orientation". Comprehensive orientation refers to the reason why learners learn language to understand, interact or participate in the community. Therefore, if the learner wants to understand another culture or language community, it can be said that the learner has a comprehensive motivation.

Moreover, Brown (1981) identifies three types of motivation that associate with foreign languages: 1) global motivation, which consists of a general orientation to the goal of second language learning; 2) situational motivation, which varies according to the situation in which the learning takes place; and 3) task motivation, namely motivation to do certain learning tasks. To obtain learning achievement in language learning, students need to maintain motivation toward subject matter (Rachmadie, et. al., 2002). This study describes motivation of junior high school students toward language learning in EFL context.

## 2.3 Theoretical Framework

This study applies theory from Gardner (1985) as basic theoretical framework for attitude and motivation. However, the instrument was adapted from Ming, Ling, and Jaafar (2011), the adaptation version of AMTB Gardner (1985).





## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter explains the methodology of the study. It covers the research design, population and sample, data collection techniques, instrument and data analysis techniques.

#### **3.1 Research Design**

This study used quantitative research in a form of survey study. As explained by Creswell (2012), quantitative research is research that investigates problems using trends in the field to explain why something happens so researchers can describe the attitudes, opinions, behavior, or characteristics of the population under study. The design of the research is a survey study since the purpose of the research is to identify students' attitudes and motivations in learning English at the junior high level. Based on Creswell (2012) a survey study was carried out through collecting data or information about a large population using a relatively small sample. Thus, this survey can describe the quantitative values, attitudes, and opinions of an object to be examined.

#### **3.2 Population and Sample**

##### **3.2.1 Population**

A population is all the individuals or units of interest; (Hanlon & Larget, 2011). The population of this study was a Junior High School students. There were 172 students from 5 classes. The researchers chose

students at grade VIII as respondents of the research because students are at the phase of adaptation in terms of learning English so mapping their attitude and motivation is important data for learning improvement.

### 3.2.2 Sample

A sample is a subset of the individuals in a population; (Hanlon & Larget, 2011). In terms of determining samples, the researcher uses Slovin Formula (2004). They are Junior high school grade 2 from 5 classes students. The sampling method was non-probability sampling. Thus, to achieve a 95% confidence level, there were 120 participants as respondents in this study.

**Table 3.2.2 Manual Sovlin Formula**

#### Manual Slovin Formula

N= Totally Population

d= Confidence level (100-95=5%(0,05))

n= Sample

$$\text{Sample formula} = \frac{N}{N.(d^2) + 1}$$

$$\frac{172}{172.0,05^2 + 1} = 120 \text{ sample}$$

### 3.3 Data Collecting Technique

In this subchapter the researcher will explain about data collection technique which are instrument, validity and reliability of this research.

### 3.3.1 Instrument

This study uses revised version of AMTB, developed by Ming, Ling, and Jaafar (2011). The original questionnaire from Gardner's Attitude and Motivation Test (AMTB) consisted of 104 items in which there were several aspects of attitude and motivation to learn English as a whole with 12 scales. However, Ming, Ling and Jafar (2011) modified the original questionnaire to focus on specific research objectives. As the result, the revised version consists of 40 items with 4 scale domains, namely (1) Positive Attitude; (2) Negative Attitude; (3) Intrinsic Motivation; (4) Extrinsic motivation.

There are 5-point Likert scale to respond the statement, ranging from "Strongly disagree" to "Strongly agree". (1 = Strongly disagree, 2 = Disagree, 3 = Uncertain / No view, 4 = Agree, 5 = Strongly agree.)

Table 3.31 Questionnaire

| Categorization    | Statement  |
|-------------------|--|
| Positive Attitude | <ol style="list-style-type: none"><li>1. English is an important part of the school programmer</li><li>2. I have desire to learn good English</li><li>3. I plan to learn as much English as possible</li><li>4. Learning English is very great</li><li>5. I put a lot of effort in learning English</li><li>6. I really enjoy learning English</li><li>7. I find learning English is very interesting</li><li>8. I enjoy my English class</li><li>9. I would read English newspapers and magazines as often as I could</li><li>10. When I have English exercises, I will finish it</li></ol> |

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immediately.

Negative  
Attitude

11. I prefer to read materials in other languages rather than English.
12. It is hard to learn English.
13. I feel stress in learning English.
14. I find doing English exercises difficult.
15. I force myself to listen to the teacher during English classes.
16. During English classes, I become completely bored.
17. I think that learning English is dull.
18. When I leave school, I shall give up the study of English entirely because I am not interested in it.
19. I never think of improving my English language.
20. Learning English is a waste of time.

Intrinsic  
Motivation

21. Learning English is good for self-development.
22. Learning English will allow me to converse with more and varied people.
23. I learn English in order to improve my English language skills.
24. Learning English will allow me to be more at ease with English speakers.
25. Learning English will enable me to better understand and appreciate English literature.
26. Learning English allows me to participate more freely in the activities of other cultural groups.
27. I learn English because it is something that I always want to do.
28. I study English because I enjoy learning it.
29. I feel more confident in learning English.
30. I make full use of my time to learn English.

Extrinsic  
Motivation

31. Learning English is important for my future career.
32. Learning English is useful in getting a good job.
33. I learn English because I need it to further my studies overseas.
34. I study English because I want to do well in my examination.
35. I need to learn English because it makes me a more knowledgeable person.
36. I learn English because I can contribute more to

- the society.
37. I need to learn English in order to finish high school.
  38. Learning English is important for me because other people will respect me more if I am good in English.
  39. I study English in order to please my family.
  40. I feel that no one is really educated unless he is fluent in English language.

### 3.3.2 Validity

Validity process in this research is content validity. Salkind (2010) explain that content validity involves the extent to which the scope of items on a test can represent the entire domain that the test wants to measure. The validity process in this study is content validity because the instrument was validated by thesis supervisor. Then, instrument was translated in Bahasa Indonesia to ensure their understanding.

### 3.3.3 Reliability

In this research, questionnaire was adapted from Ming, Ling, and Jaafar (2011) and the reliability of questionnaire was checked by researcher in this study and found Cronbach Alpha reliability is 0.99 this indicates that the grouping of all four groups of items is reliable.

## 3.4 Data Analysis Technique

### 3.4.1 Data Indicator

The data indicators of this study are based on research from Ming, Ling, and Jaafar (2011) with adapted questionnaire from Gardner's Attitude and Motivation test Battery (AMTB). Respondents were asked to indicate,

on a five-point scale, the importance of each reason for their learning English as a foreign language. The focus is on two types of motivational orientations: integrative and instrumental, and attitudes toward English learning as defined by Gardner and Lambert (1972). Student responses to questionnaires were analyzed through descriptive statistics to find the answers to the questions.

#### **3.4.2 Steps of Data Analysis Technique**

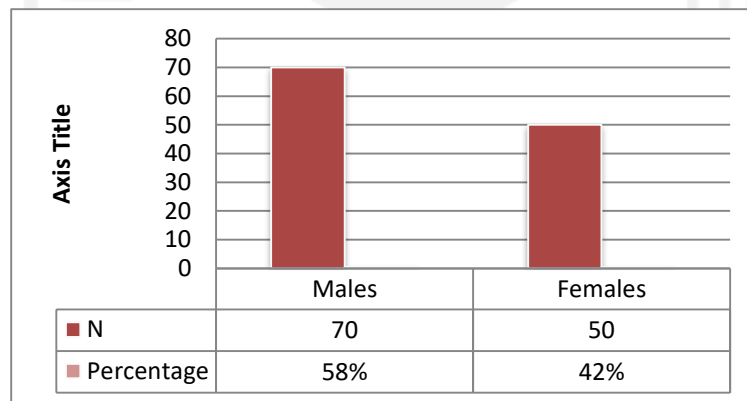
1. This research uses questionnaire adapted from Ming, Ling, and Jaafar (2011)
2. The questionnaire was translated into Bahasa Indonesia.
3. After translating the questionnaire, the process continues to validity and reliability checking.
4. Distribute the questionnaire to 120 students of Junior High School.
5. Analyze the result by using Microsoft Excel to identify the level of students' attitudes and motivations in learning English.
6. Interpret the data based on the result.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter describes the findings and discussion of the data that has been researched based on a questionnaire of students' attitudes and motivations. Researchers describe student attitudes and motivation in English learning: a survey study in junior high school settings. The results consist of two parts: (1) General information of respondents and students' attitudes and motivations in learning English, (2) the statistical results from the questionnaire adapted from Ming, Ling, and Jaafar (2011).

#### 4.1 Research Findings

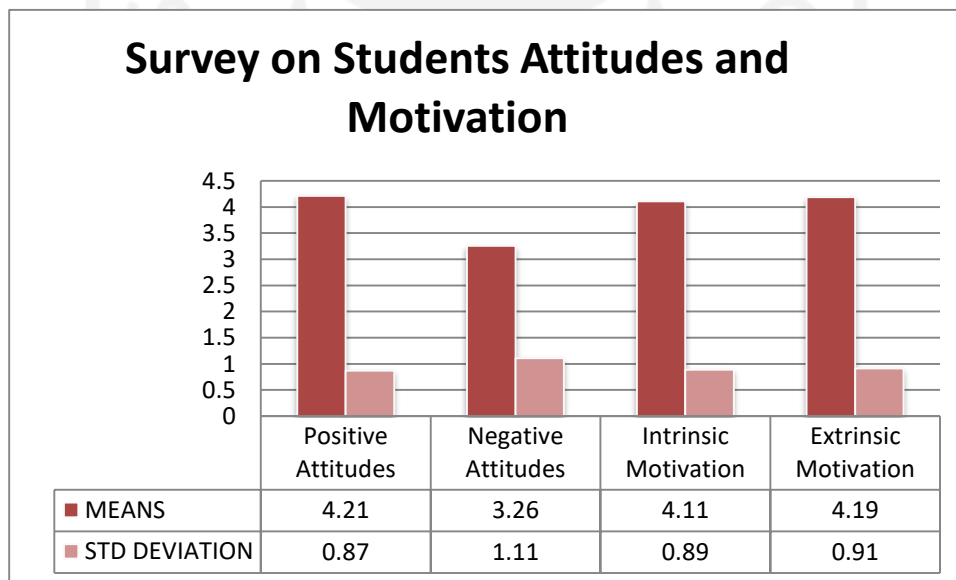


**Figure 1. Descriptive Statistics of Participants' Demographic Variable**

From Table 1, we can see that the subjects of this study were dominated by male students. There were 70 males (58 %) and 50 females (42%).

#### 4.1.2 Description of the Statistical Results

This part aims to answer research questions about student attitudes and motivation in English learning for Junior High School level. There are 40 questions for attitude and motivation adapted from Ming, Ling, and Jaafar (2011). Based on descriptive statistics analysis using Microsoft Excel as a data analysis tool, researchers identify survey findings on students' attitudes and motivation in English learning: survey study in Junior High School.



**Figure 2. Diagram Survey on Students Attitudes and Motivation**

Based on the overall result of attitudes and motivation in the diagram of survey on students' attitudes and motivation, there are four parts of attitudes (i.e. positive attitudes and negative attitudes) and motivation, two from attitudes (i.e. intrinsic motivation and extrinsic motivation) which was adapted from Ming, Ling, and Jaafar (2011). In this study the positive



attitudes have the highest score (M=4.21, SD=0.87). Meanwhile, the lowest is negative attitudes which have score (M=3.26, SD=1.11). In this study the extrinsic motivation has the highest score (M=4.19, SD=0.91). Meanwhile, the lowest is intrinsic motivation which have (M=4.11, SD=0.89).

#### 4.1.3 The result of four category part of questionnaire

##### 4.1.3.1 Positive Attitudes

Based on the result of the questionnaire answered by respondents, the average of the positive attitudes is shown in the table below.

**Table 4.1. Positive Attitudes Questionnaire**

| NO | Statement  | N   | Mean | SD   |
|----|--|-----|------|------|
| 1  | English is an important part of the school programmer              | 120 | 3.98 | 0.84 |
| 2  | I have desire to learn good English                                | 120 | 4.13 | 0.98 |
| 3  | I plan to learn as much English as possible                        | 120 | 3.88 | 1.01 |
| 4  | Learning English is very great                                     | 120 | 3.97 | 0.94 |
| 5  | I put a lot of effort in learning English                          | 120 | 4.01 | 0.93 |
| 6  | I really enjoy learning English                                    | 120 | 3.90 | 0.91 |
| 7  | I find learning English is very interesting                        | 120 | 3.91 | 0.92 |
| 8  | I enjoy my English class   | 120 | 3.82 | 1.00 |
| 9  | I would read English newspapers and magazines as often as I could. | 120 | 3.28 | 1.08 |
| 10 | When I have English exercises, I will finish it immediately        | 120 | 4.21 | 0.87 |

Based on Table 4.1, it can be seen that the highest score is question number 10 "When I have English exercise, I will finish it immediately" (M=4.21, SD=0.87), and the lowest is question number 9" I will read the English newspaper and magazines as often as possible" (M=3.28, SD=1.08). From the highest score, it can be concluded that students are very motivated in trying to complete English assignments and do not delay it.

#### 4.1.3.2 Negative Attitudes

Based on the result of questionnaire answered by the respondents, the average of negative attitudes and standard deviation (SD) is shown in the table below

**Table 4.2. Negative Attitudes Questionnaire**

| NO | Statement   | N   | Mean | SD   |
|----|---|-----|------|------|
| 11 | I prefer to read materials in other languages rather than English.                                    | 120 | 3.08 | 1.12 |
| 12 | It is hard to learn English.  | 120 | 3.26 | 1.11 |
| 13 | I feel stressed in learning English.  | 120 | 2.83 | 1.27 |
| 14 | I find doing English exercises difficult.   | 120 | 3.13 | 1.15 |
| 15 | I force myself to listen to the teacher during English classes.                                       | 120 | 2.64 | 1.41 |
| 16 | During English classes, I become completely bored.  | 120 | 2.43 | 1.31 |
| 17 | I think that learning English is dull.  | 120 | 2.45 | 1.92 |
| 18 | When I leave school, I shall give up the study of English entirely because I am not interested in it. | 120 | 2.01 | 1.23 |
| 19 | I never think of improving my English language.   | 120 | 2.23 | 1.26 |
| 20 | Learning English is a waste of time.  | 120 | 2.23 | 1.31 |

Based on the table 4.2 above shows that the highest score is question number 12 “It is difficult to learn English.” (M = 3.26, SD = 1.11), and the lowest was question number 18 “When I leave school, I will stop learning English completely because I am not interested.” (M = 2.01, SD = 1.23). From the highest score, it can be concluded that students' attitudes in learning English are very low because they find it difficult to learn English. However, they have sufficient awareness that learning English is necessary as long life education.

#### 4.1.3.3 Intrinsic Motivation

Based on result of the questionnaire answered by the students, the average is shown in the table below.

**Table 4.3. Intrinsic Motivation Questionnaire**

| NO | Statement   | N   | Mean | SD   |
|----|---|-----|------|------|
| 21 | Learning English is good for self-development.  | 120 | 4.11 | 0.89 |
| 22 | Learning English will allow me to converse with more and varied people.                           | 120 | 3.99 | 1.11 |
| 23 | I learn English in order to improve my English language skills.                                   | 120 | 3.99 | 1.04 |
| 24 | Learning English will allow me to be more at ease with English speakers.                          | 120 | 3.91 | 1.06 |
| 25 | Learning English will enable me to better understand and appreciate English literature.           | 120 | 3.96 | 0.99 |
| 26 | Learning English allows me to participate more freely in the activities of other cultural groups. | 120 | 3.94 | 1.05 |
| 27 | I learn English because it is something that I always want to do.                                 | 120 | 3.67 | 1.09 |
| 28 | I study English because I enjoy learning it.  | 120 | 3.73 | 0.99 |
| 29 | I feel more confident in learning English.  | 120 | 3.53 | 1.05 |
| 30 | I make full use of my time to learn English.  | 120 | 3.41 | 1.00 |

Based on the table 4.3 above, it can be seen that the highest score is question number 21 "Learning English is good for self-development." (M = 4.11, SD = 0.89), and the lowest is question number 30 "I use my time to learn English." (M = 3.41, SD = 1.00). From the highest score, it can be concluded that students also have self-motivation and know that learning English is good for their self-development.

#### 4.1.3.4 Extrinsic Motivation

Based on questionnaire that was answered by the respondent. The result for the third dimension is shown in the table below.

**Table 4.4. Extrinsic Motivation Questionnaire**

| NO | Statement   | N   | Mean | SD   |
|----|---|-----|------|------|
| 31 | Learning English is important for my future career.   | 120 | 4.15 | 1.03 |
| 32 | Learning English is useful in getting a good job.   | 120 | 4.08 | 0.95 |
| 33 | I learn English because I need it to further my studies overseas.                                       | 120 | 3.48 | 1.33 |
| 34 | I study English because I want to do well in my examination.  | 120 | 4.19 | 0.91 |
| 35 | I need to learn English because it makes me a more knowledgeable person.                                | 120 | 3.93 | 1.14 |
| 36 | I learn English because I can contribute more to the society.   | 120 | 3.69 | 1.14 |
| 37 | I need to learn English in order to finish high school.   | 120 | 3.97 | 1.12 |
| 38 | Learning English is important for me because other people will respect me more if I am good in English. | 120 | 3.31 | 1.28 |
| 39 | I study English in order to please my family.   | 120 | 3.30 | 1.33 |
| 40 | I feel that no one is really educated unless he is fluent in English language.                          | 120 | 3.03 | 1.25 |

Based on the Table 4.4 shows that the highest score is question number 34 "I study English because I want to succeed in my exam." (M = 4.19, SD = 0.91), and the lowest was question number 40 "I feel that no one is truly educated unless he is fluent in English." (M = 3.03, SD = 1.25). From the highest score, it can be concluded that the motivation of students from outside is that they learn English only as a formality and not because of

their inner awareness. They study English because in order to succeed in exams, and their awareness of learning to speak English is important for the sustainability of daily life very minimum even less.

## **4.2 Discussion**

This study aims to describe the attitude and motivation of Junior High School students in learning English subject. The results show that students have highest score positive attitudes which ( $M=4.21$ ,  $SD=0.87$ ). Meanwhile, the lowest score negative attitudes which ( $M=3.26$ ,  $SD=1.11$ ). The findings are linear with Ming, Ling, and Jaafar (2011), Mat and Yunus (2014) and Haswani (2008) who also found that students have positive attitude towards learning English. In this study, students are aware of the importance of English, and they have a desire to learn and improve their skills in the language. Therefore, it was concluded that they had a positive attitude towards learning English. In a study, Visser (2008) concluded that one of the important factors in language learning is student attitudes. In addition to the intelligence possessed by students, students also need to have attitudes in learning languages. This shows that language learning needs to be considered from a social and psychological perspective rather than an academic one. In order to gain a positive attitude, teachers learning English in junior high school must actively and creatively apply appropriate English learning methods and activities. English textbooks and learning resources need to be updated. This can help them to capture the students' attention to learn English successfully.

In terms of motivation, this study found that students' extrinsic motivation was higher than their intrinsic motivation. This finding is consistent with Ainol and Isarji, (2009) and Mat and Yunus (2014), who also revealed similar results. Data shows that students still need support from within so they stay motivated to learn English. Similar to research conducted in Malaysia, students' intrinsic motivation is more difficult to deal with than extrinsic motivation, this is a common occurrence among school students (Ainol & isarji, 2009). Because school is when children discover new things, both in their own changes and in their surroundings. This period is prone to errors in determining purpose in life because they become so preoccupied with finding their own identity.

For example, Taken from research conducted in China by Liu (2007), it explains how students have few hours of language learning and students rarely use English in their daily lives so that they have difficulty in practicing the pronunciation of the language itself. In addition, the students there do not yet have an awareness of the importance of learning a language, they do not know what language will be used for later. They are also passionate about travel. Additionally, these students tended to perform better on aptitude tests. That's the thing that causes students to be less motivated to study English more actively, the lack of practice carried out and also the lack of exposure to language makes students more extrinsic motivation where they view English more as a support for their future careers. The findings of Ming, Ling, and Jafar (2011) suggest that students' extrinsic motivation,

especially at the school level, is limited to achieving personal career goals, and they remain unaware of the importance of learning English, which includes pleasing family members, gaining The desire of others to respect or contribute to society.



## CHAPTER V

### CONCLUSION AND SUGGESTION

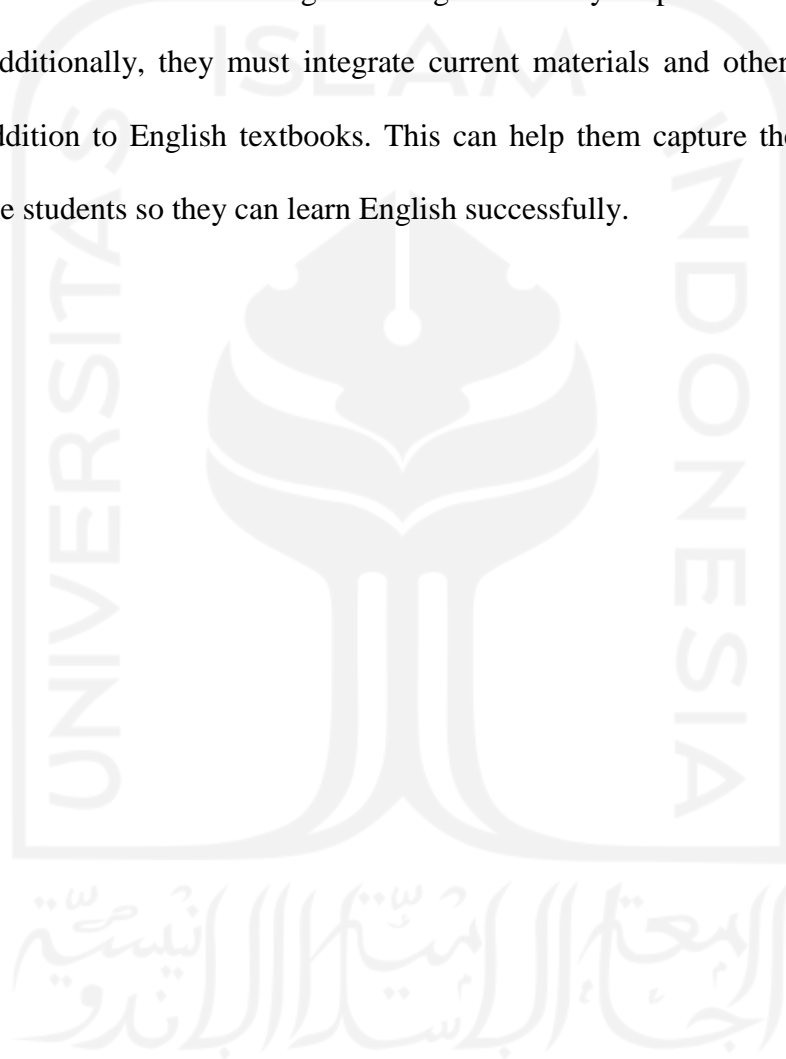
#### 5.1 Conclusion

This research was conducted to find out how attitudes and motivation of students in learning English: a survey study in a junior high school environment. There were 120 8th grade students of Junior High School who became respondents to fill out the questionnaire. Based on the results of the attitude section survey, in this study the positive attitudes have the highest score ( $M=4.21$ ,  $SD=0.87$ ) question number 10 "When I have English exercise, I will finish it immediately". Meanwhile, the lowest is negative attitudes which have score ( $M=3.26$ ,  $SD=1.11$ ) question number 12 "It is difficult to learn English.". Which means students realize that learning English is important, and they have a desire to learn it even though they think English is difficult and difficult to emphasize. Furthermore, in the motivation section, the results show that in this study the extrinsic motivation have the highest score ( $M=4.19$ ,  $SD=0.91$ ). Meanwhile, the lowest is intrinsic motivation which have ( $M=4.11$ ,  $SD=0.89$ ). Which means that students are aware that learning English is important but only as a formality to continue their education, not because they want it from themselves.



## 5.2 Suggestion

In learning English, a teacher needs to liven up the classroom atmosphere by inspiring students so that they are interested in learning English. By using an innovative and creative approach, the teacher can provide an understanding that English is very important for them later. Additionally, they must integrate current materials and other resources in addition to English textbooks. This can help them capture the attention of the students so they can learn English successfully.



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## APPENDIX

### Appendix 1 Attitudes and Motivation Questionnaire (English Version)

Please provide the following statement by ticking the column of choice. Choose one of your answers from never to always.

1= Never, 2= Rarely, 3= Sometimes, 4= Often, 5= Always

- **Positive Attitude**

1. Learning to speak English is an important part of learning English
2. I have a desire to learn to speak English well
3. I have a plan to learn to speak English as much as I can
4. Learning to speak English is great
5. I try hard to learn to speak English
6. I really enjoy learning to speak English
7. I find learning to speak English very interesting
8. I enjoy English class.
9. I will read English newspapers and magazines as often as possible
10. When I have a task, I will finish it immediately

- **Negative Attitude**

11. I prefer to read material in other languages than English
12. It is difficult to learn to speak English
13. I feel stressed in learning to speak English
14. I find it difficult to speak English
15. I insist on speaking English in class
16. During public speaking class, I get really bored

17. I think learning to speak English is very boring
18. When I graduate, I will stop learning to speak English completely because I am not interested
19. I never thought about improving my speaking ability in English
20. Learning to speak English is a waste of time
- **Intrinsic motivation**
21. Learning to speak English is good for self-development
22. Learning to speak English will allow me to talk to more and more diverse people
23. I learn to speak English to improve my English skills
24. Learning to speak English will allow me to be more comfortable with speaking English
25. Learning to speak English will allow me to gain a better understanding and appreciation of English
26. Learning to speak English allows me to participate more freely in the activities of other cultural groups.
27. I learned to speak English because of something I always wanted to do
28. I learn to speak English because I enjoy learning it
29. I feel confident in learning to speak English
30. I use my time to learn to speak English
- **Extrinsic Motivation**
31. Learning to speak English is very important for my future career
32. Learning to speak English is useful for getting a good job

33. I learn to speak English because I need it to continue my study abroad
34. I learn to speak English because I want to do well in my exams
35. I have to learn to speak English because it makes me a more knowledgeable person
36. I learn to speak English because I can contribute more to society
37. I need to learn to speak English to complete my studies
38. Learning to speak English is very important to me because other people will respect me if I can speak English well
39. I study English to please my family
40. I feel no one is truly educated unless he is fluent in speaking English.

## **Appendix 2 Attitudes and Motivation Questionnaire (Indonesian Version)**

Silahkan berikan pernyataan berikut dengan memberikan centang pada kolom pilihan. Pilihlah salahsatu jawaban anda dari tidak pernah sampai selalu.

1= Tidak pernah, 2= Jarang, 3= Kadang, 4= Sering, 5= Selalu

- **Sikap Positif**

1. Belajar berbicara bahasa Inggris adalah bagian penting dari pembelajaran bahasa Inggris
2. Saya mempunyai keinginan untuk belajar berbicara bahasa Inggris dengan baik
3. Saya mempunyai rencana belajar berbicara bahasa Inggris sebanyak yang saya bisa

4. Belajar berbicara bahasa Inggris sangat bagus
  5. Saya berusaha keras untuk belajar berbicara bahasa Inggris
  6. Saya sangat menikmati belajar berbicara bahasa Inggris
  7. Saya merasa belajar berbicara bahasa Inggris sangat menarik
  8. Saya menikmati kelas bahasa Inggris.
  9. Saya akan membaca koran dan majalah berbahasa Inggris sesering mungkin
  10. Ketika saya mempunyai tugas, saya akan segera menyelesaikan
- **Sikap Negatif**
11. Saya lebih suka membaca materi dalam bahasa lain daripada bahasa Inggris
  12. Sulit untuk belajar berbicara bahasa Inggris
  13. Saya merasa stres dalam belajar berbicara bahasa Inggris
  14. Saya merasa sulit dalam berbicara bahasa Inggris
  15. Saya memaksa berbicara bahasa Inggris di kelas
  16. Selama kelas public speaking, saya menjadi benar-benar bosan
  17. Saya pikir belajar berbicara bahasa Inggris sangat membosankan
  18. Ketika saya lulus, saya akan berhenti belajar berbicara bahasa Inggris sepenuhnya karena saya tidak tertarik
  19. Saya tidak pernah berfikir untuk meningkatkan kemampuan berbicara saya dalam bahasa Inggris
  20. Belajar berbicara bahasa Inggris adalah buang-buang waktu
- **Motivasi dari dalam**
21. Belajar berbicara bahasa Inggris baik untuk pengembangan diri



22. Belajar berbicara bahasa Inggris akan memungkinkan saya untuk berbicara dengan orang-orang yang lebih banyak dan beragam
23. Saya belajar berbicara bahasa Inggris untuk meningkatkan skill bahasa Inggris
24. Belajar berbicara bahasa Inggris akan memungkinkan saya untuk lebih nyaman dengan penutur bahasa Inggris
25. Belajar berbicara bahasa Inggris akan memungkinkan saya untuk mendapatkan pemahaman yang lebih baik dan menghargai bahasa Inggris
26. Belajar berbicara bahasa Inggris memungkinkan saya untuk berpartisipasi lebih bebas dalam kegiatan kelompok budaya lainnya.
27. Saya belajar berbicara bahasa Inggris karena itu sesuatu yang selalu saya ingin lakukan
28. Saya belajar berbicara bahasa Inggris karena saya senang mempelajarinya
29. Saya merasa pede dalam belajar berbicara bahasa Inggris
30. Saya memanfaatkan waktu saya untuk belajar berbicara bahasa Inggris
- **Motivasi dari luar**
31. Belajar berbicara bahasa Inggris sangat penting untuk karir saya di masa depan
32. Belajar berbicara bahasa Inggris berguna untuk mendapatkan pekerjaan yang baik
33. Saya belajar berbicara bahasa Inggris karena saya membutuhkannya untuk melanjutkan studi ke luar negeri

34. Saya belajar berbicara bahasa Inggris karena saya ingin melakukannya dengan baik dalam ujian saya
35. Saya harus belajar berbicara bahasa Inggris karena itu membuat saya menjadi orang yang lebih berpengalaman
36. Saya belajar berbicara bahasa Inggris karena saya dapat berkontribusi lebih banyak kepada masyarakat
37. Saya perlu belajar berbicara bahasa Inggris untuk menyelesaikan studi saya
38. Belajar berbicara bahasa Inggris sangat penting bagi saya karena orang lain akan menghormati saya jika saya pandai berbicara dalam bahasa Inggris
39. Saya belajar bahasa Inggris untuk menyenangkan keluarga saya
40. Saya merasa tidak ada yang benar-benar terpelajar kecuali dia fasih dalam berbicara bahasa Inggris.