

A SURVEY ON NON-ENGLISH DEPARTMENT STUDENTS' MOTIVATION AND ATTITUDE TOWARD ENGLISH LANGUAGE LEARNING

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Abstract. The low English proficiency level that faced by Indonesia is the problem highlighted in English First's survey in 2023. This research is aimed at determining which factors influence students' motivation and learning attitudes toward English language learning, to generalize the motivation and attitude possessed by students in Palembang. This study used a cross-sectional survey design on non-English department students at four universities in Palembang, Indonesia. 427 participants were involved in this research from four sample universities in the population. The data was collected through quantitative method and using two distribution methods by online and offline. The data were presented in graphical form compared the mean value of motivational factors and attitudinal tendencies in English learning. The correlation test results between motivation and students' attitudes towards English learning showed a strong correlation. Several motivational interpretations lead to the conclusion that, according to this research, students had a higher predisposition to learn English integratively and had a positive attitude with a higher cognitive aspect tendency. The findings of this study are likely to assist numerous interested parties in improving and maintaining student learning achievement in English language learning.

Keywords: Students, Motivation, Attitudes, Learning, English

Abstrak. Rendahnya tingkat kemahiran berbahasa Inggris yang dihadapi Indonesia menjadi permasalahan yang disorot dalam survei English First tahun 2023. Penelitian ini bertujuan untuk mengetahui faktor-faktor apa saja yang mempengaruhi motivasi dan sikap belajar siswa terhadap pembelajaran bahasa Inggris, untuk menggeneralisasi motivasi dan sikap yang dimiliki siswa dalam pembelajaran bahasa Inggris. Palembang. Penelitian ini menggunakan desain survei cross-sectional pada mahasiswa jurusan non-Bahasa Inggris di empat universitas di Palembang, Indonesia. Penelitian ini melibatkan 427 partisipan dari empat universitas sampel yang menjadi populasi. Pengumpulan data dilakukan melalui metode kuantitatif dan menggunakan dua metode distribusi yaitu online dan offline. Data disajikan dalam bentuk grafik yang membandingkan nilai rata-rata faktor motivasi dan kecenderungan sikap dalam pembelajaran bahasa Inggris. Hasil uji korelasi antara motivasi dan sikap siswa terhadap pembelajaran bahasa Inggris menunjukkan adanya korelasi yang kuat. Beberapa interpretasi motivasi mengarah pada kesimpulan bahwa menurut penelitian ini, siswa memiliki kecenderungan yang lebih tinggi untuk belajar bahasa Inggris secara integratif dan memiliki sikap positif dengan kecenderungan aspek kognitif yang lebih tinggi. Temuan penelitian ini diharapkan dapat membantu berbagai pihak yang berkepentingan dalam meningkatkan dan mempertahankan prestasi belajar siswa dalam pembelajaran bahasa Inggris.

Kata Kunci: Pelajar, Motivasi, Sikap, Pembelajaran, Bahasa Inggris

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INTRODUCTION

English has become a fundamental skill for global communication (Mitchell & Myles, 2004). In particular, a survey by Keirstead et al., (2016), about 49% of hiring companies worldwide require candidates to speak English well; 98% of these companies conducted interviews in English to assess candidates' proficiency; and 46% of respondents said that learning English can boost an employee's salary. Setiawan (2022) revealed more than 80% of employers in Indonesia demand applicants speak English, and more than 60% of employment in Indonesia, applications must be submitted in English. Academically, English is an international language that must be mastered as it is a language of Education (Chen & Tsai, 2012; Krikpatrick & Sussex, 2012; Vihol, 2023) . It use for the learning instrument in some country in Asia, English even being the center of attention of South Korea and Japan government by providing their citizens an English program (Krikpatrick & Sussex, 2012; Vu, 2012; Moodie & Nam, 2016; Sun & Rong, 2021). While in recent years, the Indonesian school system has placed a greater focus on English language education. As the researcher has conducted a short interview, it shown a finding that college students are required an English proficiency test as one of the graduation requirements. Most of the time, some universities require their students to achieve a score of 400 on the average English proficiency test to be passed.

It can be summarized that English is widely regarded as a valuable asset which it use in the field of wok and academic. English, which has been the main focus of some countries in Asia and especially Indonesia, but in fact, based on a survey by English First in 2023 the ability of English in mastering English in Indonesia has a lower level. Indonesia is ranked 79th and is in the low proficiency level group. Based on TESOL Academy, infrequently, students who learn English face several problems in their learning, one of that is the low motivation that students have in learning languages. Students' perspective on English, which is difficult, lack of resources, time, and opportunities to practice, and about 52% students find it as a boring subject makes them have low motivation (Jon et al., 2021; Imsa-Ard, 2020). A lack of motivation towards language learning can have a negative impact on the individual itself, such as dread of failure; students have difficulty understanding the relevance or benefits of learning for themselves; making the learning environment less effective because there is no support and encouragement to learn hard; and making students feel considerable pressure (Dörnyei, 2005). In short, if student possess these anxiety problems they might have a negative impact on their language learning achievement.

Filgona, Sakiyo, & Gwany (2020) stated that motivation serves as an impulse that pushes the human mentality to move and form a learning habit. Similarly, Dornyei (2001) defines motivation as an encouragement that influence people's involvement, persistence, and effort in language learning process. So that's, motivation provides various mental pushes that help students be constant in their studying. Attitude expresses the goal through action creates a positive atmosphere for students, leading to learning success. A positive attitude can increase self-confidence, adaptability, and the capacity to reach goals (Fritz, 2008). According Lukman, Dollah, & Jabu (2022) finding, the more positive the learners' attitude, the greater or better their English learning achievement will be.

Several studies were investigated the same variable which is motivation and attitude. Khan (2016) investigated the attitude and English language learning by involving psycho-pedagogic connection. This research used group interview involving 89 King Abdulaziz University students in Saudi Arabia. The research use qualitative approach. The results of the research findings show that many college student reach lower expectation, they indicate negative attitude. Kazantseva et al., (2016) studied non-English major students on motivation and attitude to learn a second language in Russia. This study use quantitative method collected using a survey with stratified random sampling. This study used a sample involving 200 students from first until fourth year students at Ufa State University of Economics and Service in Russia. The results showed that they showed a middle positive attitude. Luo (2021) had done a research in Zhejiang Yuexiu University, China. He involved 120 non-English department students as research participant and he infer the study using quantitative method. The result shown those participants had high motivation both factors, but they tend to motivate by extrinsic factor.

In addition, some research was taken place in Indonesia. Falensya et al., (2023) studied students' attitude majoring in English education toward English language learning. They used descriptive qualitative method and using closed questionnaires and semi-structured interview for the research instrument. This study involves 121 students of Indo Global Mandiri University in Palembang, Indonesia. The finding revealed that 67% student had positive attitude in learning English. Similar to Sari et al., (2023) studied non-English major students' needs, attitudes, and English language learning strategies. They used descriptive study by using survey method and cross-sectional design. This study involves 180 non-English major students. The finding revealed that 59% student had positive attitude in motivation of learning English.

Therefore, the main focus of this research to do a survey study on non-English department students' motivation and learning attitudes toward English language learning. This study determined which factors influence students' motivation in English language learning. Also, to come across which attitude they possess toward learning English to given some significance to non-English department students, non-English department lecturer, further researcher, and university. Badriyah (2023) stated in her research that by identifying and addressing student motivation, it can assist in creating a dynamic and engaging learning environment that promotes language competency and cultural knowledge. In accordance with Badriyah (2023); Iryanti & Oviyanti (2024) state that obtaining English proficiency improves students' academic and career chances while developing intercultural competency. The purpose of this research is to determine the Motivation and Attitude Survey of Non-English Students towards Learning English

METHOD

This research used a cross-sectional survey design on non-English department student motivation and attitude toward English language learning. Creswell (2013) defined survey method as a numerical description of a population based on the outcomes of a sample; the researcher then generalizes or draws inferences about the entire population. The survey was distributed into two methods by using online media and directly come to the sample universities. This research used purposive sampling in selecting the sample, in which respondents in the population are selected based on specific criteria for a particular objective (Leedy & Ormrod, 2016).

RESULT

Students' Motivation towards English Language Learning

After all the data were obtained, the mean value grouped into 3 categories; low, moderate and high, with calculations using a scale interval of 1-5. This category used to determine the tendency of student groups towards English language learning.

Max = 5		
Min = 1		
Interval = $\frac{\text{min} - \text{max}}{\text{Category}}$		Category
Interval = $\frac{1 - 5}{3}$		Low/Negative = 1.00 – 2.33
= 4 : 3	= 1.33	Moderate/Neutral = 2.34 – 3.66
		High/Positive = 3.67 – 5.00
<i>Source: Al-Nouh, Kareem, & Taqi (2015)</i>		

Figure 1. Data categorization

It was found that the highest and the lowest mean score of integrative and instrumental factor. From the table researcher found the statement “I think English is important for my study” got the highest mean score from all statements. Meanwhile students merely got 3.89 mean score for statement “I study English because it is an interesting subject”. On the other hand, instrumental factor earned 4.44 as the highest mean score on the statement “I study English because it may be needed in my future plan” and got 3.81 for “I learn English because of my graduation requirement”.

Table 1. Motivation score percentage of four university

Factors	SU					N	RFSIU					N
	SA	A	N	D	SD		SA	A	N	D	SD	
Integrative	56%	26%	14%	3%	1%	98	40%	30%	22%	4%	4%	101
Instrumental	55%	28%	13%	3%	1%		38%	30%	22%	6%	4%	
Factors	IGMU					N	BDU					N
	SA	A	N	D	SD		SA	A	N	D	SD	
Integrative	57%	26%	13%	2%	2%	137	39%	35%	20%	4%	2%	91
Instrumental	56%	24%	15%	3%	2%		35%	34%	26%	4%	1%	

From the table 1. it could be seen the percentage of strongly agree toward integrative and instrumental statement from each university. First, in SU about 56% students agreed with all statements and only 1% of them did not agree with the statements. Also, there was only 1% difference in strongly agree between integrative and instrumental factor. Second, RFSIU had 40% strongly agrees and 4 % strongly disagree. Similar to SU the gaps in integrative and instrumental factor on strongly agree was not substantial.

Third, at BDU the percentage of neutral was almost close to strongly agree. But, there were only a small percentage of strongly disagree both in the integrative and instrumental factors, which did not get over 2%. Lastly, at IGMU in both factors got the same percentage of strongly disagree which was 2%. In addition, there was only a 1% difference between both factors on strongly agree. In short, all of the universities got a higher percentage of strongly agree with

integrative statements. As it was shown, SU got 56%, RFSIU got 40%, BDU got 39%, and IGMU got 57%.

Table 2. Motivation's mean summarization

Factor	Statement	Mean	Total Mean
Integrative	1	4.56	4.19
	2	3.91	
	3	4.41	
	4	3.89	
	5	4.17	
Instrumental	1	4.42	4.14
	2	4.14	
	3	3.81	
	4	3.89	
	5	4.44	

According to the data, the integrative factor had a higher mean score of 4.19 than the instrumental factor, which had a mean of 4.14. From the data, it could be summarized that the participants had motivation towards learning English integratively.

Students' Attitude towards English Language Learning

The researcher classified the student attitude into three types; positive, neutral, and negative to see the tendency of student attitude toward English language learning. The statement of "I think English is important" was getting the highest mean score in cognitive aspect, meanwhile the other statement "I think English is easy" got 3.30. only the lowest statement that scored mean 3.30 while another statements got mean above 4.00. In affective most of the participants got mean score 3.00, only statement "I have a strong desire to know all aspects of English (Writing, Listening, Speaking and Reading)" got the highest score above 4.00. In affective aspect there were negative statements about self-confidence speaking English. These statements' mean scores were almost similar. The statement "I feel nervous when I have to speak English" got higher mean score which 3.27 than statement "I am confident to speak English" which got 3.25. Mostly the mean score of each statement on behavioral aspect were getting point 3.00. The highest mean score was 3.86 on "I learn English as much as possible". While "I often read many learning materials in English" and "I regularly make friends with natives to practice my English skill" only had 1 point different this was 3.37 and 3.38.

Table 3. Attitude score percentage of four university

Aspects	SU					N	RFSIU					N
	SA	A	N	D	SD		SA	A	N	D	SD	
Cognitive	57%	27%	13%	2%	1%	98	41%	31%	19%	5%	4%	101
Affective	25%	25%	25%	18%	7%		22%	21%	31%	15%	11%	
Behavior	22%	29%	38%	9%	2%		19%	26%	38%	11%	6%	
Aspects	IGMU					N	BDU					N
	SA	A	N	D	SD		SA	A	N	D	SD	
Cognitive	55%	23%	15%	4%	3%	137	41%	31%	22%	5%	1%	91
Affective	24%	20%	35%	10%	11%		18%	21%	39%	14%	8%	
Behavior	24%	24%	40%	9%	3%		13%	28%	44%	13%	2%	

In sample universities, it was discovered that majority of students possessed greater cognitive aspects; it showed a higher percentage of strongly agree, which signified that students agreed with statements in cognitive aspects, as SU gained 57%, RFSIU and BDU obtained 41%, and lastly, IGMU had 55%. Differing from cognitive aspect, those universities had the lowest result on behavior aspect; SU 22%, RFSIU 19%, BDU 13% and IGMU 24%, failing to achieve even 50% strongly agree with behavioral's statements. The students tended to maintain a neutral attitude in both affective and behavioral aspects. It was not significantly different from the affective aspect, which derived an approximately similar percentage.

Table 4. Attitude's mean summarization

Factor	Statement	Mean	Total Mean
Cognitive	1	4.51	3.74
	2	3.30	
	3	4.34	
	4	4.39	
	5	4.34	
Affective	1	3.78	3.74
	2	4.17	
	3	3.27	
	4	3.23	
	5	3.25	
Behavior	1	3.46	3.74
	2	3.41	
	3	3.37	
	4	3.86	
	5	3.38	

Table 4. showed that total average value for students' attitudes toward studying English was 3.74. Based on the average value data, it was possible to conclude that the students' attitudes were positive.

Correlation Test between Motivation and Attitude

Table 5. Motivation and attitude correlation test

		Correlations	
		Motivation	Attitude
Motivation	Pearson Correlation	1	.795**
	Sig. (2-tailed)		.000
	N	427	427
Attitude	Pearson Correlation	.795**	1
	Sig. (2-tailed)	.000	
	N	427	427

** .Correlation is significant at the 0.01 level (2-tailed).

Decision-making basis (Muhid, 2019)

- If the Significance value < 0.05, correlated

- If the Significance value > 0.05, not correlated

The correlation test results between motivation and students' attitudes toward English learning showed a strong correlation. This was evident from the significance level, which was < 0.05. The Pearson correlation number could be used to determine the direction of the relationship between the two variables. If there was a minus symbol, it indicated that the relationship was negative; otherwise, it indicated that the relationship was positive. As seen in the table 5. the fact that the two variables' Pearson correlation values did not contain a minus symbol indicated that the relationship between the two variables was positive.

There were some interpretations that could be drawn. First, it was discovered that the integrative factor had a higher mean score than the instrumental factor. It might happen because the statement "I think English is important for my study" had a higher mean score, indicating that they understood how important English today. Furthermore, approximately 54% of participants had attended an English course, which might improve student motivation to learn English. It might be presumed that students recognized how important English was to them after taking an English course. It was backed by Meisani (2021); Pan, Zang & Wu (2010), students had previously taken English course typically exhibited more internal motivation than those who had never attended an English course, because of their desire, students had specific goals to achieve (Christophel, 1990; Gardner, 1985; Brown, 2000).

However, the students realize the relevance of English in today's world. Chen & Tsai (2012); Keirstead et al. (2016); Krikpatrick & Sussex (2012); Setiawan (2022); Vihol (2023) agreed that the bulk of the workforce need some level of English proficiency when looking for jobs. In line with that, English is employed in a variety of knowledge resources, including research journals, novels, scientific books, and even school curriculum. Despite the undeniable importance of English, several of them thought it was uninteresting subject. The statement "I

study English because it is an interesting subject” received the lowest score in integrative factor. It could be because the media used for teaching and learning activities is not enjoyable or new, and English learning topics were irrelevant to student based on their interests. It is supported by Suprihatin & Manik (2020) the use of creative media in learning might boost students' enthusiasm to learn. Furthermore, learning based on students' interests may raise their curiosity.

Second, the integrative factor persists longer than the instrumental factor. It could happen because students learn it for fun as part of their satisfaction and there is no pressure when they learn anything. It supported by Cambridge English (2017) and Crotty (2013), students perform better when they integratively motivated; students who learn based on their interests achieve the highest results and enjoy the process. Meanwhile, students who were motivated instrumentally did not persist long because if the motivation or goal to be accomplished, students tend to become leaving little desire to learn again (Vitterso, 2016). In line with Sun & Gao (2020); Akhtar et al., (2017) integrative motivation has significant effect to enhance students' learning motivation and academic achievement. To maintain students' motivation integratively, a teacher must provide a variety of supportive environment, innovative learning method, fulfill students' curiosity, and assist students in determining learning objectives by assigning various tasks to enrich students' knowledge and ability (Valerio, 2012).

Third, students had lower instrumental motivation. It might happen because of one of the statements, “I learn English because of my graduation requirement”. Some of the students were interviewed informally regarding the minimum score required for graduation. This may made some students feel tough, resulting in low external motivation. Instrumental motivation was often fleeting, as individuals' mindsets shift frequently (Vitterso, 2016). Several motivational interpretations lead to the conclusion that, according to this research, students had a higher predisposition to learn English integratively.

Forth, students had a positive attitude with a higher cognitive mean score than the other aspect. Haddock & Maio (2008) divided attitude into three category namely; positive, neutral and negative. In this research it was found that all participants possessed a positive attitude in English language learning. Cognitive aspect focused on individual's perception toward the goal they desire to achieve. It could happen because people were becoming more conscious of the value of English. Mentioned by Maio et al., (2019) That students with a strong cognitive attitude will have a positive impact on their learning process; students learn persistently and consistently, it influence students learning attitudes and their ability to achieve learning objectives.

Fifth, the lower aspect was on affective and behavioral. Affective aspects concerned with sentiments or emotions that students experience during learning. Behavior refers to the action they conducted in response to learning activities. It could happen for several reasons, including adverse environmental conditions and low literacy levels. After the researcher analyzed the data, the majority of students expressed a lack of confidence in speaking English. The environment had an impact on the learning activities if students did not have conducive atmosphere to practice in and did not have friends to practice with, acquiring a new language might be hard (Feldman, 2019; Holmes, 2013). In addition, the statement "I regularly make friends with natives to practice my English skills" is one of the statements with a low mean score, despite the fact that statement "I learn English as much as possible" received the highest score in this aspect.

In addition to the other factors, students expressed neutral attitudes toward affective and behavioral aspects. As indicated in the table 4. the distribution of students towards neutral and strongly agree was balanced, and even the numbers on neutral were significantly greater at some universities. This was due to several factors discovered by the researcher when distributing the survey directly, including some students felt they did not have enough time to complete the survey, some of them being in a hurry to head to the class, and no supervision was provided by the researcher, so the researcher was unsure whether the participants truly filled out the survey based on their perspective or not. Aside from that, the majority of the students involved in this study were from the humanities faculty, which might have had limited exposure to the English-Speaking environment.

Along with that, in the statement "I often read news, novels and other resources in English" likewise had the lowest mean score. It might happen because of the literacy level in Indonesia was very low. This was supported by Program for International Student Assessment (PISA) in 2022 that Indonesia's literacy ranked at 68 from 81 countries participated. Some of these issues result in students having inadequate vocabulary mastery due to lack of practice. In this case, the intensity of learning English, speaking, listening, reading, writing, and vocabulary enrichment can be achieved in pleasant way by using online application like Ome TV, Duolingo, HelloTalk, and many more. This is also supported by Dearestiani, Rohman, & Pane (2023); Liana, Wahyudin, & Hanoum (2018); Nasrul & Fatimah (2023); Raj & Baisel (2024); Suryanto & Fitrawan (2023) that using some of these applications can help students' enhance their English skills and motivation to learn English.

Finally, motivation and attitude were highly correlated. It could happen since most students were highly motivated and had defined goals. Motivation and attitude correlated because of their continuity, high motivation can make someone have a positive attitude (Tóдор & Dégi, 2016). In line with the statement, the correlation test revealed that the relation between motivation and attitude had a positive direction and had a high correlation level. In language learning motivation and attitude are active forces that drive student to mastering a language (Gardner, 1985). They both assist students' through the better language acquisition process achievement (Pham, 2021). As stated by Gardner (1985); Istiyani (2014); and Lukman et al. (2022) If students were highly motivated, they would naturally have a positive attitude toward achieving their learning goals; they would be actively immersed in learning and put forth their best efforts. It could be concluded that the students who participated in this study had high motivation integratively and had a positive attitude towards learning English, as well as previous research conducted by Falensya et al., (2023) and Sari et al., (2023).

CONCLUSION

Motivation and attitude have a strong correlation in this research. Both of them are components that rotate language learning activity. Motivation is a powerful instrument for encouraging individual to fight for their dreams. They demonstrated an attitude by taking action in order to achieve their goals. This survey asked non-English department students at four institutions about their motivation and attitude toward English language learning. The researcher concludes that; Participants were highly motivated they obtained the mean score of 4.16 and are typically integratively motivated. Participants exhibited a positive attitude toward English language learning and were particularly driven by cognitive aspect. The correlation test revealed that the motivational influence on students' attitudes was positive. This means that the highest motivation results in a more positive attitude.

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