



***LAW DEPARTMENT STUDENTS' ATTITUDE AND MOTIVATION
IN LEARNING ENGLISH AS FOREIGN LANGUAGE***

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Abstract

This study investigates non-English major students' attitude and motivation towards learning English as foreign language at Law Department Halu Oleo University. This study also expected to find out what gender is more motivated towards learning English. The study employed the descriptive design. The total sample of this study was 130 students and registered in academic years of 2018/2019. The sample investigated using attitude and motivation questionnaires 5-point Likert Scale that adopted from AMTB by Gardner. The result of this study indicates that: (1) the participants have positive attitude towards learning English as foreign language. (2) The level of participants' motivation as sample of this study is high. (3) The integrative motivation is more dominant than instrumental motivation. (4) Female is more motivated than male students. Most of those surveyed held positive views of the development English teaching towards non-English major students. The English lecturer is highly expected to be more commitment with the schedule of teaching and learning process. An effective number of students in a class are still need high consideration. The findings of this study may help language developers, syllabus designers and decision makers to develop programs and design syllabi and create interesting textbooks which maintain students' positive attitude and motivation.

Keywords: *Non-English Major Students, Attitude, Motivation, Male and Female Students.*

Abstrak

Penelitian ini menyelidiki bagaimanakah sikap dan motivasi mahasiswa jurusan Hukum Universitas Halu Oleo terhadap mata kuliah bahasa Inggris sebagai bahasa asing. Penelitian ini juga bertujuan untuk mengetahui gender manakah yang lebih termotivasi untuk belajar bahasa Inggris. Penelitian ini menggunakan design deskriptif. Penelitian ini melibatkan 130 mahasiswa yang terdaftar pada tahun akademik 2018/2019. Instrumen penelitian ini menggunakan kuesioner AMTB yang diadopsi dari Gardner dan kuesioner ini menggunakan 5-point skala Likert. Hasil penelitian ini menunjukkan bahwa: (1) Mahasiswa memiliki sikap positif terhadap mata kuliah bahasa Inggris sebagai bahasa asing. (2) Tingkat motivasi mahasiswa terhadap mata kuliah bahasa Inggris tinggi. (3) Motivasi integratif lebih dominan daripada motivasi instrumental. (4) Mahasiswa perempuan lebih termotivasi daripada mahasiswa laki-laki. Sebagian besar dari mahasiswa ini memiliki pandangan positif terhadap pengembangan pengajaran bahasa Inggris. Dosen bahasa Inggris sangat diharapkan untuk lebih berkomitmen

dengan jadwal proses belajar mengajar. Selain itu, jumlah mahasiswa yang efektif di kelas masih perlu dipertimbangkan. Temuan penelitian ini dapat membantu pengembang bahasa, perancang silabus dan pengambil kebijakan untuk mengembangkan program dan merancang silabus serta membuat buku teks yang menarik, khususnya yang dapat menjaga sikap dan motivasi positif mahasiswa.

Katakunci: Mahasiswa Non-Bahasa Inggris, Sikap, Motivasi, Mahasiswa laki-laki dan mahasiswa perempuan.

I. INTRODUCTION

By and large, English has been recognized by among students of Indonesian university due to it has been studied in Senior High School and Junior High School. However, there is something quite surprising about their English proficiency, particularly for non-English major students. Mastuti (2011) reveals that second language reading motivation of Psychology students at Airlangga University is in average level which they are not too motivated to read literature in English however that is one of the most important. Besides, based on report of English Proficiency Index (EPI, 2017) the level of Indonesian people in 2017 is considered low and decrease from 2016. In 2016 Indonesia were ranked in 32 and the level is average, but in 2017 was decrease where the level is low and ranked in 39.

Furthermore, in university, English becomes one of the subjects that must be studied by all students. English is taught as a basic general course in non-major English students. It means that all students in college have to learn English course as a compulsory subject, although non-major English students. Notably, it is expected that Law Department students of Halu Oleo University may success to pass the learning process. The success of learning process is influenced by several factors, some exemplary example of this factors are motivation and attitude. Lambert (1963, as cites in Chalak & Kassaian, 2010) propose a psychological social model that emphasizes cognitive factors such as language and intelligence talents, and affective factors such as attitudes and motivations. It is stressed that one's success in acquiring a second language depends on the motivation, attitude, and orientation of language learning.

Dornyei (1994) mentions that motivation is one of keys to the success in teaching and learning process in which it can be interpreted as an effort that may encourage someone to do something or as the driving force of the subject to perform an action in a goal. Motivation to learn is a psychological condition that encourages a person to learn so that learning outcomes generally increase as long as the motivation for learning increases (Winkel, 1983; Sardiman, 1988). Additionally, the essence of motivation to learn is the encouragement that comes from within and outside of student self that is learning to make changes to the behavior and spirit or the desire to learn. Gardner & Lambert (1972) state that if a student learns a language primarily for a purpose like getting a job or fulfilling an academic requirement, s/he is affected by instrumental motivation. In other words, instrumental motivation refers to the motivation to acquire a language as means of achieving goals such as promoting a career or job or reading technical texts while integrative motivation has to do with wanting to be accepted by another community. On one hand, integrative motivation means integrating oneself within a culture to become a part of that society.

Equally important, attitude becomes another factor that affect students' learning process in English course. Attitude of language is the mental position or feeling towards the language itself or others (Kridalaksana, 1993 as cites in Chaer, 2003). Generally, one's attitude towards a language is reflected in his or her attitude towards the native speakers of that language (Fasold, 1984) as cites in Chalak & Kassaian, 2010). Language attitudes may indicate a discrepancy can be positive; can be negative, or neutral depending on the experience gained. Besides that, relates to the language learning Gardner included the concept of attitudes as an important component of success in second language acquisition. He claimed that attitudes and motivation are often treated together given that attitudes have motivational properties and motivation has attitudinal implications (Gardner, 2008, p. 31 in Pineda, 2011).

In truth, Law department students as long as the learning process, they often deal with non-English language material, however it cannot be an excuse that reduce motivation and affect attitude. As a matter of fact, it is crucial to conduct a research to examine non-English major language students' motivation

and attitude at Law Department of Halu Oleo University. In this case, the present study proposes to examine the level motivation of Law Department students towards English course (i.e. primarily integrative or instrumental), to examine the students' attitude towards English course, and to identify gender that is more motivated towards English course (i.e. male students or female students). Therefore, the researcher intends to conduct a research entitled "Law Department Students' Attitude and Motivation in Learning English as Foreign Language".

II. LITERATURE REVIEW

2.1 The Concept of Attitude

Gardner (1985, p.9) defines an individual's attitude as an evaluative reaction to some referent or attitude object (attitudes toward something, e.g. attitudes towards French-speaking people), inferred on the basis of the individual's beliefs or opinions about the referent. More recently, Oskamp and Schultz (2005, p.9) defined an attitude as a predisposition to respond in a favorable or unfavorable manner with respect to a given attitude object. Attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of

activity, whether academic or informal (McGroarty, 1996, p.5).

Learning occurs more easily when the learner has a positive attitude towards the language and learning (Chamber, 1999). Attitudes toward a particular language might be either positive or negative. Some learners may have negative attitude towards the second language and want to learn it in order to prevail over people in the community but generally positive attitude strengthens the motivation. According to Prodromou (1992), a successful learner is the one who possess positive attitudes towards the target language. Besides, Gardner (1985) stated that one important aspect for successful language learners is having a positive attitude toward the target language, its speakers, and its culture.

2.2 The Concept of Motivation

Dörnyei & Otto (1998, p. 65) identify motivation as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out.

Besides that, Dörnyei (2001) writes that the term motivation was a real mystery but that researchers generally agreed that motivation concerns the direction and magnitude of human behavior that is: a) the choice of a particular action, and b) the persistence with it, and the effort expended on it. Briefly, Dörnyei concludes that motivation is responsible for why the people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it.

2.3 Socio-Educational Model Theory

Learner's cultural setting has an influence in acquiring another language and can influence the one's motivation in learning it. Gardner's socio-educational model presented four variables that are interrelated in acquiring the second language, as social milieu, that includes the individual's culture and environment; the second variable is individual differences, that includes sub variables as intelligence, aptitude, motivation (effort, desire and affect) and anxiety, which could be seen in most of the cases as an inhibited factor in the individual learning; the third variable, second language acquisition contexts includes the settings where the language is being

learned (formal and informal settings) and the fourth, outcomes, includes linguistic knowledge and language skills and non-linguistics skills. Briefly, it stresses that individuals with higher levels of ability (intelligence and language aptitude) will tend to be more successful at learning the language than the students who are less "endowed". Similarly, students with higher levels of motivation will do better than the students with lower levels, because they will expend more effort, will be more persistent, will be more attentive, will enjoy the experience more, will be goal directed, will want more to learn the material. The factors are expected to be relatively independent because some students high in ability may be high or low in motivation and vice-versa.

III. METHODOLOGY

The proposed study applied descriptive design. The study conducted in first semester of Law Department of Halu Oleo University who enrolled in academic year 2018/2019. The total numbers of the sample are 132 students. The study applied Attitude and Motivation Test Battery (AMTB), adopted by Gardner (1985) to assess students' attitude and motivation toward English course. The questionnaire consisted of 104 items.

IV. RESULT OF RESEARCH

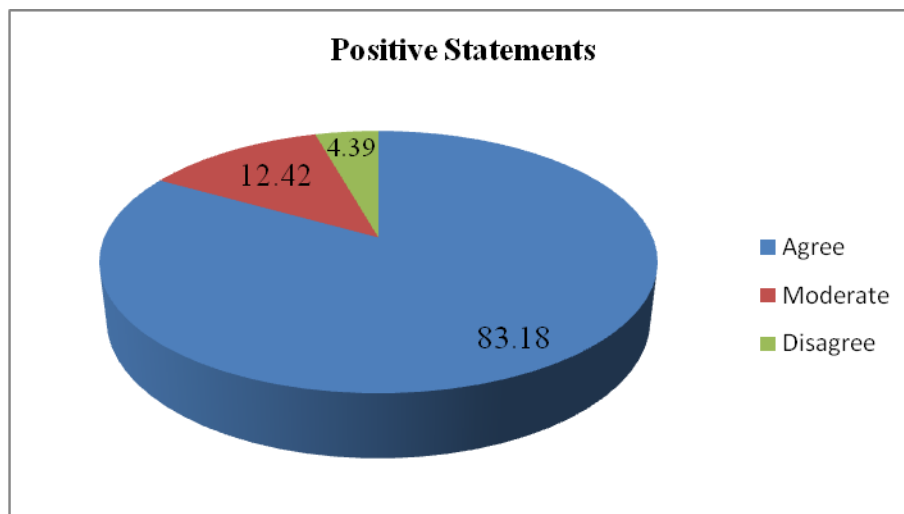
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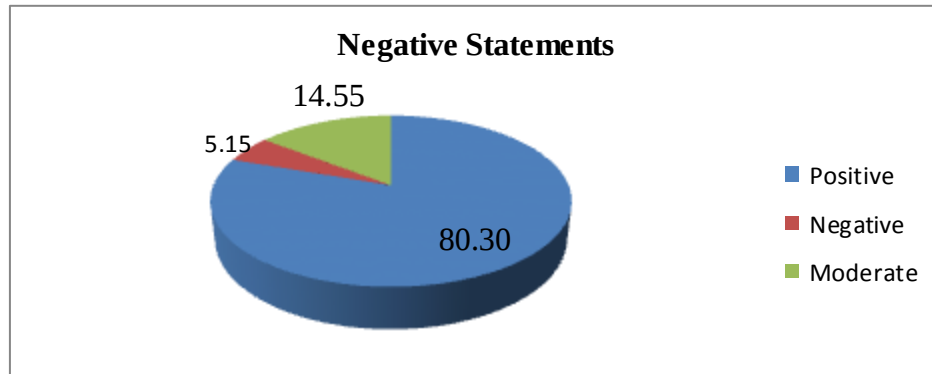
4.1 Attitude of Non-English Major Students toward Learning English

Chart 4.1 Positive Statement Result of Questionnaire



For positive statements, there were 83.18% of participants agree with all the statements. Besides that, there were 4.39% of participants who disagree with all statements and it remained 12.42% of participants were in moderate level. It means that most of the students agree with the statements that match with the conditions they felt as long as English course.

Chart 4.2 Negative Statement Result of Questionnaire



Otherwise, for negative statements, there were 80.30% of participants disagree with all the statements. Besides that, there were 5.15% of participants agree with all statements. The rest 14.55% of participants were not agree or not disagree. It means that most of the students are not agree with the conditions that they feel as long as English course.

4.2 Level of Motivation of Non-English Major Students toward Learning English

Table 4.1 The Mean Score of Motivation Questionnaire

No	Motivation towards Learning English	N = 132	
		Mean	SD
1	Studying English can be important to me because it will allow me to be more at ease with people who speak English	4.25	0.82
2	Studying English can be important for me because it will allow me to meet and converse with more and varied people	4.22	0.80
3	Studying English can be important for me because it enable me to better understand and appreciate English art and literature	4.05	0.62
4	Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups	4.10	0.76
5	Studying English can be important for me only because I'll need it for my future career	4.36	0.78

6	Studying English can be important for me because it will make me a more a knowledgeable person	4.20	0.81
7	Studying English can be important for me because I think it will someday be useful in getting good jobs	4.46	0.69
8	Studying English can be important for me because other people will respect me more if I have knowledge of a foreign language	3.87	1.06

As described in table above, the participants of this study express the highest motivation level especially for item number 7 (studying can be important to me because I think it will someday be useful in getting good jobs) with mean value $\bar{x}$ = 4.46, SD = 0.69. Followed by item number 5 (the students are highly motivated towards learning English because studying English can be important for me only because I'll need it for my future

career) with mean value $\bar{x}$ = 4.36, SD = 0.78. Then, item number 1(it can allow them to be more at ease with people who speak English) $\bar{x}$ = 4.25, SD = 0.82. From table above, it can be concluded that level motivation of Law Department students at Halu Oleo University is high with range of mean value in each item from 3.87 to 4.46. Range of mean value from 3.87 to 4.46 is categorized "High".

4.3 Kind of Motivation Orientation of Non-English Major Students in Learning English

Table 4.2 Comparison of Frequency Result Motivation Score

	SS	S	R	TS	STS
	%	%	%	%	%
Integrative	31.63	57.01	7.39	3.03	0.95
Instrumental	43.18	42.80	8.52	3.98	1.52

Based on the table above, it can be concluded that the number of respondents who state agree with the statement in the integrative questionnaire is 88.64%, there was 3.98% of respondents who state disagree and the remaining was 7.39% of respondents who

state moderate. Meanwhile, the number of respondents who states agree on instrumental motivation was 85.98%, there was 5.50% of respondents who state disagree and the remaining was 8.52% what state moderate. However, when it compared with the mean

values between instrumental and integrative, instrumental was higher than integrative as a majority of students expressly strongly agree in instrumental motivation.

Therefore, it can be concluded that the respondents were more integratively moti-

vated than instrumentally because the number of respondents who state integratively is greater than instrumentally. The number of respondent who state integratively was 88.64% is greater than instrumentally merely about 85.98%.

4.4 Male Students or Female Students is more Motivated

Comparison of Frequency Percentage Male and Female Score

Motivation	Gender	S	R	TS
		%	%	%
Integrative	Male	86.74	8.33	4.92
	Female	91.29	7.20	1.52
Instrumental	Male	86.36	7.95	5.68
	Female	87.12	9.09	3.79

From the table above, it can be concluded that for integrative motivation, more of female students stated agree with the statement than male students. There were 91.29% of female students who stated agree, it was about 1.52% of female students who stated disagree and the rest about 7.20% of them stated moderate. Meanwhile, for the male students about 86.74% of them stated agree with the statement, it was about 4.92% stated disagree and the rest about 8.33% of them stated moderate. On contrary, for instrumental motivation, it can be concluded that more of female students stated agree than male students. There were 87.12% of female students who stated agree, it was about 3.79%

of female students stated disagree and the rest about 9.09% stated moderate. Meanwhile, there were 86.36% of male students stated agree, it was about 5.68% of male students stated disagree and the rest about 7.95% of male students stated moderate. From the explanation above, it can be concluded that female students are more motivated than male students. The percentages of female students who choose agree was greater than male students both integratively and instrumentally.

V. CONCLUSION

Based on the result of study can be concluded that:

1. Law Department students of Halu Oleo University indicated a positive attitude towards English as a foreign language;
2. For motivation level, the results revealed that Law Department student had high motivation level towards learning English as foreign language;
3. Based on the result of questionnaire, Law Department students of Halu Oleo University reported that they believed that English was very important and they need to learn it for both instrumental and integrative reasons. However, they were more integratively motivated if compared to instrumental motivation. They consider as non-native speaker the mastery of English is very important to communicate with other people who speak English; and
4. Female students were more motivated than male students. It was only a little difference between female and male motivation toward learning English as foreign language.

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