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INVESTIGATING ESL STUDENTS' ATTITUDE AND MOTIVATION TOWARD ENGLISH LEARNING: THE CASE OF NATIONAL SCHOOLS IN BALI

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ABSTRACT:
This study aimed at investigating 1) the type of motivation the students have in learning English as a second language and 2) the students' attitude towards the English learning and the teacher. A questionnaire which was adapted from Attitude Motivation test Battery (AMTB) designed by R.C. Gardner was used to collect the data. Due to the Covid-19 pandemic, the questionnaire was designed using Google Form and then sent to the subjects of this study through online applications. The subjects of the study were 300 high school students who are majoring in Social, Science and Language study. The data were analyzed by means of frequency, percentage, arithmetic mean and standard deviation. The result shows that most students are slightly more integratively motivated to learn English as a second language. It is proven by the integrative motivation has mean score of 4.14 and standard deviation of 3.67 which are categorized as 'high'. Another result also shows that the students have positive attitude towards the English learning and the teacher. It has mean score of 3.91 and standard deviation of 3.47 which are categorized as 'moderate'.

INTRODUCTION

English subject has been taught in school since the students were in Elementary level. Although the Indonesian curriculum has been changed many times, English subject is still one of some important subjects that must be taught at school (Abasi et al., 2006; Knoch et al., 2015). As we already know that English language is widely used as an International language that covers many areas in our lives. Thus, the importance of being competent in English is

one of the success factors in reaching the future goals (Suryasa, 2019; Suryasa et al., 2019; Suwija et al., 2019).

However, studying English as a foreign language is not an easy thing to do for most students in Indonesia. Six years in Primary level and six years in Secondary level are not enough for the students to be fluent in English. There are many researches and studies discussed about factors that affect the success of learning English language. Those factors are a teacher, students, curriculum, teaching material, and learning facilities. Students are one of the important factors (Suryasa et al., 2017).

Attitude and motivation are the two internal factors that affect the success of learning English language. As Chairunnisa et al. (2017) have found in their study, there were four dominant internal factors influencing the students' low English learning achievement. They were anxiety, demotivation, negative attitude, and low self-esteem. The percentage of each factor can be seen as follows:
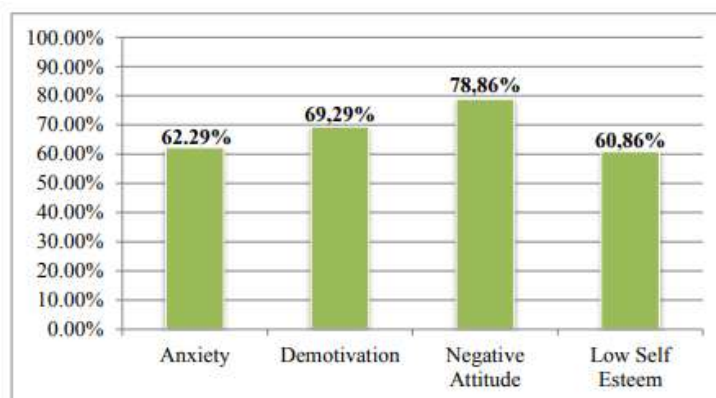

Figure 1. The Percentage of Each Internal factor

Based on the picture above, the negative attitude was the highest with 78.86% over 100%. Demotivation was the second highest with 69.29%. Then followed by anxiety and low self-esteem. The current study would investigate those two internal factors, attitude and motivation in affecting the success of students in learning English as a second language. The subjects of this study were 300 high school students majoring in Science, Social, and Language study. The data would be gathered through a questionnaire through *Google Form* and which is adapted from Attitude Motivation Test Battery (AMTB) proposed by R.C. Gardner. Then it would be analyzed by using SPSS to get the mean score and standard deviation (Berg, 1999; Hong-Nam & Leavell, 2006; Nelson & Carson, 1998).

RESEARCH METHODS

This present study was designed to be a qualitative study which focused on finding the type of students' motivation, as well as their attitude toward English lesson and the teacher. The findings of this study were administered through questionnaire. The picture below shows the entire concept of this

research, which focuses on finding out the type and level of attitude and motivation toward English language learning.
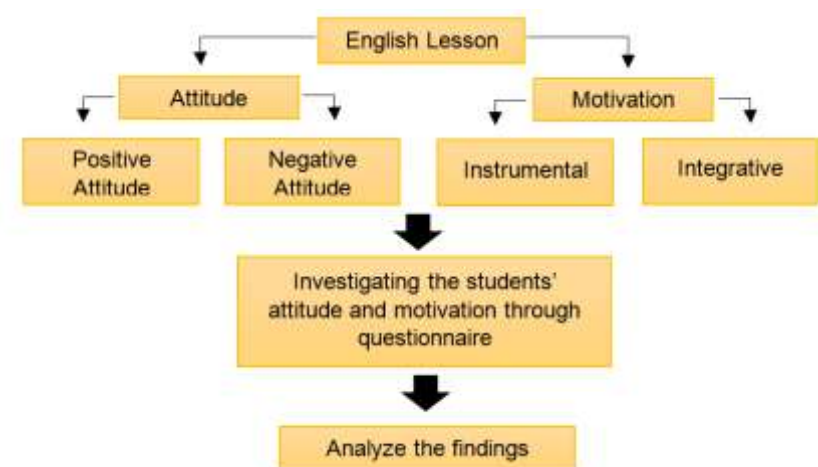

Figure 2. Procedures of the study

After the researchers got the results, the data was then analyzed through the SPSS program to know the mean score and the standard deviation. Then, the score would interpret whether it is categorized into a high, moderate or low level of attitude and motivation. This study took place in high schools in Bali. The researchers selected three high schools in Bali which are located in Gianyar and Tabanan. The reason for choosing high school was because this is the highest level before the students decide whether to continue into university, get a short training or course, or get a job (Lee, 2002; Fan, 2009; Lee, 2013).

Data are information or facts used in discussing or deciding the answer of a research question (Arikunto; 2010). Type of data in this study was qualitative data which were administered through a questionnaire. Due to the pandemic problem, the questionnaire was designed using Google Form and then sent to the subjects of this study through online applications. The questionnaire consists of 20 statements. There are 10 statements that belong to motivation and another 10 statements belong to attitude. The data obtained from the questionnaires were analyzed using the SPSS program. The data concerning subjects' general background as well as their comments were calculated and presented in percentage**.** A five-point scale was used to measure the level and type of subjects' learning attitude and motivation. Such scale was used in the questionnaire to specify the level of the agreement or disagreement based on the following criteria:

Table 1. Criteria for the Mean Score

Mean Range	Interpretation
3.68 – 5.00	High degree
2.34 – 3.67	Moderate degree
1.00 – 2.33	Low degree

RESULTS AND ANALYSIS

The following two tables (Table 2 and 3) outlines the 10 statements, their resulting itemized mean scores, using descriptive statistics of Mean scores and Standard Deviation (S.D.) and their corresponding motivation levels, which serve as the basis for further interpretation and implications. The following Table 2 contains 5 instrumentally motivated related items.

Table 2. Instrumental Motivation

No	Instrumental Motivation	Mean	S.D	Rating of Motivational Level
1	Studying English is important because it will make me more educated.	3.96	3.52	Moderate
2	Studying English is important because other people will respect me more if I know English.	3.66	3.24	Moderate
3	I wish I were fluent in English.	2.79	2.43	Moderate
4	I wish I could have many native English-speaking friends.	4.37	3.90	High
5	I want to learn other culture to understand the world better.	4.56	4.06	High
	Total	**3.87**	**3.43**	**Moderate**

This table shows that the respondents are more likely to have a **moderate** instrumental motivation. It is clearly be seen that there are three statements out of five are categorized as moderate. There are only two statements which are categorized as high. The highest mean score goes to the statement number 5 which has 4.56 mean score and is considered as a high level of instrumental motivation. However, the lowest goes to the statement number 3 which only has 2.79 mean score and is considered as a moderate level of instrumental motivation.

Table 3. Integrative Motivation

No	Integrative Motivation	Mean	S.D	Rating of Motivational Level
6	Studying English is important because I will need it for my career.	4.17	3.71	High
7	Studying English is important because it will be useful in getting a good job.	4.09	3.61	High
8	I want to get grade "A" in my English class all the time.	3.99	3.53	Moderate
9	If I can speak English, I will use it for travelling abroad.	4.31	3.84	High

10	I would feel quite relaxed if I had to give street directions in English.	4.13	3.66	High
	Total	**4.14**	**3.67**	**High**

Table 3 of this chapter shows that the respondents are more likely to have a **high** integrative motivation. It is clearly be seen that there are four statements out of five are categorized as high. There is only one statement which is categorized as moderate. The highest mean score goes to the statement number 9 which has 4.31 mean score and is considered as a high level of integrative motivation. However, the lowest goes to the statement number 8 which only has 3.99 mean score and is considered as a moderate level of integrative motivation.

Table 4. The Comparison between Instrumental and Integrative Motivation

Motivation	Mean	S.D.	Meaning
Instrumental Motivation	3.87	3.43	Moderate
Integrative Motivation	4.14	3.67	High
Total	**3.87**	**3.43**	**Moderate**

Table 4 reveals the comparison between the final score of instrumental and integrative motivation. It shows that the respondents are more likely to have integrative motivation toward English as a second language. The table has proved that the integrative motivation has higher score in mean and standard deviation (SD). The integrative motivation has 4.14 mean score and 3.67 standard deviation (SD), however, the instrumental one only has 3.87 mean score and 3.43 standard deviation (SD).

The following two tables (Table 5 and 6) outlines the 10 statements, their resulting itemized mean scores, using descriptive statistics of Mean scores and Standard Deviation (S.D.) and their corresponding attitude levels, which serve as the basis for further interpretation and implications. The following Table 5 contains 5 statements which categorized as positive attitude.

Table 5. Positive Attitude

No	Positive Attitude	Mean	S.D	Rating of Attitude Level
1	The English lessons are fun and challenging	4.03	3.58	Moderate
2	The English teacher is encouraging	3.92	3.48	Moderate
3	I like practical English lessons	3.59	3.16	Moderate
4	The English teacher is fair to all students	4.05	3.60	Moderate
5	I learn English at school and at home	3.97	3.51	Moderate
	Total	**3.91**	**3.47**	**Moderate**

Table 5 shows that the respondents are more likely to have a **moderate** level of positive attitude towards English learning and the teacher. All statements which are considered as positive attitude have moderate rating of attitude level. The highest mean score goes to the statement number 4 which has 4.05 mean score. However, the lowest goes to the statement number 3 which has 3.59 mean score.

Table 6. Negative Attitude

No	Negative Attitude	Mean	S.D	Rating of Attitude Level
6	The English lessons are boring and not challenging	2.25	2.09	Low
7	I don't take extra English lessons outside of school	2.65	2.32	Low
8	The English teacher is boring	2.45	1.88	Low
9	I don't feel confident when speaking English in the class	3.44	3.03	Moderate
10	The English teacher is not fair to certain students	2.28	1.95	Low
	Total	**2.61**	**2.25**	**Low**

Table 6 above shows that the respondents are more likely to have a **low** level of negative attitude. It is clearly be seen that there are four statements out of five are categorized as low. There is only one statement which is categorized as moderate. The highest mean score goes to the statement number 9 which has 3.44 mean score and is considered as a moderate level of negative attitude. However, the lowest goes to the statement number 6 which only has 2.25 mean score and is considered as a low level of negative attitude.

Table 7. The Comparison between Positive and Negative Attitude

Motivation	Mean	S.D.	Meaning
Positive Attitude	3.91	3.47	Moderate
Negative Attitude	2.61	2.25	Low

Table 6 above reveals the comparison between the final score of positive and negative attitude. It clearly shows that the respondents are more likely to have positive attitude toward English learning and the teacher. The table has proved that the positive attitude has higher score in mean and standard deviation (SD). The positive attitude has 3.91 mean score and 3.47 standard deviation (SD), however, the negative one only has 2.61 mean score and 2.25 standard deviation (SD).

Based on the findings above, it clearly reveals that the respondents are slightly more integratively motivated to learn English as a second language. This has answered the first research question of what type of motivation the students have in learning English as a second language. Most of the respondents strongly agreed that studying English enables them to understand English literacy like books, novels, and textbooks, as well as helps them to understand

and appreciate foreign cultures. They also strongly agreed that studying English enables them to speak like native speaker, as well as makes them to be open-minded and sociable people.

The finding of this study has also answered the second research question of what attitude the students have towards the English lesson, as well as the teacher. Almost all of the respondents have positive attitude towards English learning, as well as the English teacher. They agreed that English learning is fun and challenging. They also agreed that their English teacher is fair to everyone and also encouraging. Most of the respondents liked practical English lessons. However, few of them agreed that they don't feel confident enough when speaking English in class, particularly in front of many people.

CONCLUSIONS

Motivation and attitude are the two important factors that can make the students success in their learning, especially English learning. The students should have the correct type of motivation, as well as positive attitude towards learning and the teacher. This study found that the respondents are more likely to have integrative motivation with positive attitude to learn English as a second language.

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