

# **The Relationship among Motivation, Attitudes, and Learning Achievement of English as a Foreign Language at Del Institute of Technology**

*Santi Agustina Manalu*

Institut Teknologi Del

santi.manalu@gmail.com

Jl Sisingamangaraja, Sitoluama, Laguboti, Toba Samosir, 22381

## ***Abstract***

English is a mandatory course learned by the students of Del Institute of Technology. One of graduates' quality targets is the ability of English language indicated by TOEFL score at least 515. Motivation and attitudes are considered important determinants in learning language. This study investigated the relationship among students' learning motivation, attitudes and their English learning achievement at Del Institute of Technology. The attitudes analyzed were students' attitude towards English learning, English language, English towards native speaker, and English lecturer. The research design used was the analysis of quantitative correlation. The data were taken by distributing a questionnaire to 120 respondents and interviewing them randomly. The result showed that students' learning motivation in English was medium indicated by (M=2.90) on a scale from 1 – 4, attitude towards learning English was positive (M=2.90), attitude towards English language (M=3.39), attitude towards English native speaker was positive (M=3.01), attitude towards English lecturer was positive (M=3.14). The findings also showed that there is no significant relationship among motivation, attitudes and learning achievement. It is predicted that the other factors might be the determinant in increasing English learning outcome that will lead to the investigation for further research.

**Keywords:** Motivation, Attitudes, Learning Achievement

## **Introduction**

In today's global world, English is one of the most important languages in the world because it is one of languages that truly connect the whole world together. This era implies the necessity for the active usage of English. English has been playing a big role in various sectors including technology, medicine, education, etc. English is also a mandatory subject at some universities in Indonesia because of some reasons. Firstly, it helps finding a high-quality job. In working place, English is used commonly including marketing, business transaction, communicating with co-worker and business clients. Companies usually hire graduates who are able to communicate in English well. In other words, new graduates have to be able to communicate English fluently to get high-quality jobs. Secondly, it enables students to communicate with the worldwide link well. The students have to follow the development in technology and they should not lose their interest with the worldwide topics, news and connection. Lastly, it helps accessing sources in learning activities. They can find sources from the internet, journals or references which absolutely use English. As the result, students who know English will easily obtain updated information which helps them follow learning activities. In short, students need to know English to access information.

English is also offered to the student every semester at Del Institute of Technology (IT Del) to prepare its graduate to find high-quality jobs, communicate with others internationally and to get access references in learning activities. English subjects offered at IT Del are prerequisite as a compulsory requirement where prior academic performance in English learning is considered to have a direct bearing for success in the subject concerned. In other words, the students are not allowed to continue other English subjects unless they pass the prior English

subject. As a result the students have to study longer if they cannot pass the prerequisite subjects. The indicator to measure how far student understands the subject and passes is from learning achievement.

Kara (2009) in Abidin, et.al (2012) stated that attitudes towards learning besides opinions and beliefs have an obvious influence on students' behaviors and consequently on their performance. It means that students who have positive attitude towards language learning have tendency to obtain satisfied language performance. Learners' attitude towards learning language plays an important role in motivating them to learn that language. Based on the background of this study, the writer will analyze the correlation between IT Del's attitudes, motivation towards learning English and English academic learning outcome. This study intends to investigate the relationship among motivation, attitudes, and learning achievement by carrying out a questionnaire survey on attitudes and motivation of IT Del students towards learning English with these following research questions: (1) Is there any statistically significant correlation between IT Del student's attitude towards English Language, English learning, English lecturer, and English native speaker and of IT Del's students. (2) Is there any statistically significant correlation between the students' motivation to study English of IT Del student and their learning achievement? (3) Is there any statistically significant correlation between motivation to study English and attitude towards English, English native speaker, learning English, and English lecturer?

## **Discussion**

### *Attitude*

Attitude is defined as a set of beliefs developed in due course of time in a given setting. It is studied that positive attitude provides learning quality. If the learner is reluctant to learn or she/he does not have a positive attitude, she/he does not produce any result. An individual's perception of the class and perception of the lecturer, affect his/her attitude to language learning. The attitudes in learning English in this study include attitude towards learning English, attitude towards English lecturer and attitude towards English native speaker.

### *Motivation*

Student motivation has to do with students' desire to participate in the learning process and it also concerns about the reasons and goals that determine their involvement or noninvolvement in academic activities. The writer will analyze whether the students have high or low motivation in learning English and its relation towards their learning outcomes. Students' motivation is indicated by the goal, responsibility, diligence in learning English, involving in English extracurricular, independent and persistence when facing problem while learning.

### *Learning Achievement*

A learning achievement is a particular knowledge, skill or behavior that a student obtains after a period of a study. Measuring learning achievement provides information on what particular knowledge (cognitive), skill or behavior (affective) students have gained after learning is completed. Learning achievement taken into consideration in this study is the final scores of the IT Del students. The final score is the accumulation of practicum, assignment, quiz, mid and final tests scores.

The correlation between students' attitudes and learning outcomes in learning English

Students' attitudes are expected to be positive towards courses. The courses mentioned here are English subjects. Students' attitudes are whether English is considered as an important or not important, useful or useless, good or bad course.

Students who believe that English subject is difficult, they tend to avoid that subject and also for students who think that English is useful and important, they will never give up when facing

challenge while learning English. Positive attitude towards learning English will increase academic performance.

Bidin (2009) in his study analyzed the correlation between attitudes and learning outcomes of the students University of Teknologi Mara (UiTM) Malaysia. UiTM is one of institutions in Malaysia offering English subject as a compulsory course. English plays important roles in learning process and pursuing their career. Phenomenon found that most of the students in this University do not have interest in learning English. The findings of this study stated that there is significant correlation between attitude towards learning English and learning outcomes.

Nissen & Strukelj (2007) found in their study that the students have positive attitudes towards learning English and there is no significant correlation between this variable and learning outcomes. The subject of this study is the students with various backgrounds. Factor affecting these findings is that the students considered that they are good enough in English. Even though they have positive and negative attitude towards learning English, their attitudes do not affect their academic performance. High score in English subject is not determined by attitude towards English and vice versa.

#### *The correlation between motivation and learning achievement*

Motivation defined as an individual's desire to participate learning in achieving goal. Motivation is grouped in two kind namely intrinsic and extrinsic motivations. Students who have high motivation will not be influenced to change study willingness, they will determine their goal study. Target to achieve performance outcomes, determine the solution or what to do when facing challenge in learning.

Ba-Udhan's study (2011) also indicated there was a positive correlation between students' motivation and learning outcomes in studying English. The respondents of his study were undergraduate students majoring teaching English. In other words, it also showed that motivation was the determiner in increasing learning outcomes in learning English.

#### **Method**

The method is a quantitative correlation analysis to investigate the correlation of each variable by using correlation coefficient. The data collection was conducted by distributing questionnaire to the respondents and literature study to identify and analyze related data of attitude, study motivation and learning outcome in studying English. The population of this study was all students of IT Del both Diploma 3 and Diploma 4 students who were taking English in odd semester 2013/2014. The selected samples of this research were drawn randomly that each individual had the same probability of being chosen at any stage during the sample process. Questionnaire measuring attitude of student towards learning English were distributed to respondent and statistically analyzed to find the relationship among these variables. The data were also collected by interviewing some respondents.

Motivation in learning foreign language is considered as one of the important affective factors in language learning. The questionnaire given to the respondent measured the level of motivation in learning English which was measured from behavioral indicators namely using language learning strategies, sustaining when learning English, taking responsibility, continuing English language study outside the classroom. Table 1 shows the respondents' motivation level.

Table 1. Motivation in learning English

Cohort N=40	Mean (Scale 1-4)	Interpretation
2011	2.98	Medium
2012	2.82	Medium
2013	2.89	Medium
Total	2.90	Medium

The result empirically indicated that the motivation of respondent cohort 2011 was medium (M=2.98), cohort 2012 was medium (M=2.82) and cohort 2013 had medium motivation indicated by mean (M=2.89). From 120 respondents, it was found that the motivation to learn English was medium indicated by the overall mean is M= 2.90 by the scale 1-4. In other words, it was to say that the motivation to learn English tends to high level. From the interview result with the respondents, it was found that they were motivated to learn English in order to communicate fluently, to obtain a good job, to be able to understand learning material references because most of the materials such as book text, journals, etc were written in English. The respondents were also considered to put effort to increase their proficiency in English such as watching movies by English subtitles, listening English songs, involved in English competition, English Club, and communicating English to their friends.

In this study, attitudes are defined as students' positive and negative inclinations in regard to English language, native speaker, English learning, and English lecturer. The result of attitudes analysis is showed in Table 2.

Table 2. Attitudes towards English

Cohort	N	Mean (Scale 1-4)			
		Attitude			
		English Language	Native Speaker	English Learning	English Lecturer
2011	40	3.42	3.19	2.97	3.21
2012	40	3.36	2.89	2.86	3.12
2013	40	3.38	2.94	2.88	3.08
Total	120	3.39	3.01	2.90	3.14

The mean scores presented in Table 2 revealed the attitudes levels towards English language, native speaker, English learning and English lecturer. The result of descriptive analysis showed that the overall mean scores namely English language was 3.39 (scale 1-4), attitude towards native speaker was 3.01, attitude towards English learning was 2.90 and attitude towards English lecturer was 3.14. The results indicated that attitude towards English language was high. It meant most of the students responded positively towards English language. It was in line with the interview result, they agreed that English language is very important in the development of a country. It is a living and an international language spoken in many countries.

The respondents also had positive attitudes towards English lecturer. Most of them stated that the lecturer teaching methods and materials delivered are mostly interactive. Speaking English in teaching and learning activities in the classroom encourages and stimulates them to be more communicative.

Then, they also perceived positively towards English native speaker. Most of them wanted to speak with native speaker in order to improve their English ability. They strongly agreed that the native speakers are intelligent, interesting, and open-minded. The respondents' attitude towards English learning was also positive. They did some activities to enhance their English ability, such as watching movies with English subtitles, taking English course, listening English songs, reading articles, journals, reading books written in English, and being active in English classes.

### Learning Achievement

The respondents' English learning outcomes are expressed in numeric scores from the accumulation of assignment, quiz, mid test and final test achievement. The data collected were their English scores in odd semester 2013/2014. The distribution of the scores is presented in table 3.

Table 3. English Learning Outcome

Cohort	N	Mean (Scale 1-100)	Interpretation
2011	40	55.48	Fair
2012	40	66.68	Good
2013	40	62.90	Good
Total	120	61.69	Good

The average English learning outcome as shown in table 3 was good (61.69 out of 100). However, the students are expected to get their higher scores because one of their graduates attributes is ability to communicate in English in which achievement performance is one the measurements.

### Correlation among Variables

In order to find the correlation among variables, a bivariate correlation analysis was constructed. The findings of data analysis are presented in Table 4.

Table 4. The correlation among attitudes, motivation and English scores

Correlation	r	p	Interpretation
Correlation between motivation and English learning achievement	0.12	.894	There is no correlation between motivation and English learning achievement.
Correlation between attitude towards English language and English learning achievement	-.057	.533	There is no correlation between attitude towards English language and English learning achievement.
Correlation between attitude towards native speaker and English learning achievement	-.059	.521	There is no correlation between attitude towards native speaker and English learning achievement.
Correlation between attitude towards English learning and English learning achievement.	.059	.524	There is no correlation between attitude towards English learning and English learning achievement.
Correlation between attitude towards English lecturer and English learning achievement	.040	.663	There is no correlation between attitude towards English lecturer and English learning achievement.
Correlation between motivation and attitude towards English language	.139	.130	There is no correlation between motivation and attitude towards English language
Correlation between motivation and attitude towards English native speaker	.121	.189	There is no correlation between motivation and attitude towards English native speaker
Correlation between motivation and attitude towards English learning	.573**	.000	There is a significant correlation between motivation and attitude towards English learning
Correlation between motivation and attitude towards English lecturer	.181	.048	There is a significant correlation between motivation and attitude towards English lecturer

Note: r (correlation coefficient),  $p < 0.05$  there is a significant correlation;  $p > 0.05$  there is no a significant correlation

#### Correlation between Motivation and English Learning Achievement

The results of analysis in table 4 showed that there is no significant correlation between motivation in learning English and learning performance ( $p=0.894$ ). This is to say that motivation is not the predictor to increase English learning performance. From the data, it was also found that some respondents have high motivation in learning English but their scores are low. On the contrary, some respondents had low motivation but they could obtain the required scores and even high scores.

Many numerous studies have investigated factor determining academic performance. Mlambo (2011) stated that the factors affecting the academic performance area are students' effort, previous schooling, parent's education, family income, self-motivation, learning preferences, class attendance, and entry qualifications. Thus, this study investigated that there is no relationship between motivation and learning outcome, the other factors are assumed to be the determinant in increasing students' academic performances.

The author also interviewed the respondents who had high motivation but they got low scores in English. They mostly stated the reason for their previous schooling may affect their performance in studying English at campus. The way they were taught were oriented to grammar/tenses, memorizing English words without doing a communicative approach. When they were studying English at campus, they were encouraged to speak English, the lecturer and students were speaking English when interacting in the classroom.

Hadriana and Mahdun (2013) found in their research that there is no significant relationship between motivation and the English language achievement among students in Pekan Baru, Riau. They also stressed on the importance of providing a supportive learning environment to encourage students' interest to form a culture of learning English rather than motivation.

#### Correlation between Attitudes and Learning Achievement

The result indicated that there is no relationship between attitudes towards English language, attitude towards native speaker, attitude towards English lecturer, attitude towards English learning achievement. In other words, these variables are statistically not the predictors in increasing students' learning achievement. Even though they had positive attitudes towards these variables, other factors are assumed to be the determinants for students' academic performances.

#### Correlation between Motivation in Learning English and Attitudes

The finding also showed that there is a significant correlation among motivation among English lecturer and learning. It can be interpreted that students' attitude towards English lecturer and learning are the keys predictor in motivating the students to learn English. This finding is also in line with the study of Soleimani & Hanafi (2013) that found the correlation between medical students' motivation and attitudes in English learning. These results stressed that the lectures have huge roles and responsibility to build students' motivation and to keep it alive.

#### Conclusion

This study aimed to investigate the relationship among motivation in learning English, attitudes and learning achievement of English as a foreign language at Del Institute of Technology. The finding showed that they were quite motivated to learn English. Most of the students join English club and competition, read English books, papers, watch English movies and listen to the English songs. In reference to the students' attitudes, the result indicated that the students have positive attitudes towards 1) English learning, 2) English native speaker, 3) English language 4) English lecturer. They strongly agreed that English is the key role to be able to adjust their studies and to pursue the good job.

It was also statistically found that there is no significant relationship among motivation in learning English, students' attitude towards English language, native speaker, English lecturer, English learning and English learning achievement. It was assumed that the other factors might be the determinant in increasing English learning outcome that will lead to the investigation for further research. Interestingly, the author found that there is significant correlation among motivation in learning English, attitude towards English lecturer. It is also in line with Soleimani & Somayeh (2013) study that found learners' attitude towards language learning is considered one of the key factors in motivating the learners to learn that language. The role of English lecturer is very important in initiating the students' motivation and maintaining it alive. It is recommended the lecturers keep the learning strategies more communicative and interactive.

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