
THE EFFECTS OF ATTITUDE AND MOTIVATION TOWARDS STUDENTS' ENGLISH BASIC KNOWLEDGE

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ABSTRACT: *The purpose of this study was to analyze the effect of attitude and motivation on students' English basic knowledge at Senior High Schools in Kendari City, Indonesia. The population of this research was all students of state senior high schools in Kendari city. Research variables include exogenous variables, namely attitude and motivation of students; the endogenous variables is students' English basic knowledge. The sampling method uses proportionate stratified random sampling. Data was collected using questionnaire and observation. Measurement of research indicators using ordinal scale with Likert scale technique. Data were analyzed descriptively to describe the tendency of respondents in the form of categorization, while inferential path analysis using SPSS 22 version to see the strong influence between variables. The result of the study based on the regressionsimilarity lines $Y_2 = 0,239X_1 + 0,295X_3$ and later It shows that attitude, and motivation, have a positive and significant effect on Students' English Basic Knowledgesignificant value $< 0,05$ namely 0,000. Implication of these findings on the theory of attitude, and motivation, in the realm of Students English Basic Knowledge will be critically examined in this research.*

KEYWORDS: attitude; motivation; and students' english basic knowledge.

INTRODUCTION

Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, however learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Nyamubi (2016) defines attitude as either mental readiness or implicit predispositions that exert some general or consistent influence on a fairly large class of evaluative responses, which are usually directed towards some objects, events or persons. The construct of English basic language has long been considered important in language learning. Burns (1984) "Since readiness for an activity requires an interest in that activity, one of the first and most important tasks of a reading readiness program is building an interest in reading". Bui, *at.al.*(2013) state that a significantly higher proportion of students with non-limited exposure to oral communication in English belongs to the group of positive attitude towards speaking English. Huffman (2010) adds that learner attitudes knowledge over the individual treatment group in studying English vocabulary, the collaborative treatment group reported a significantly higher increase in vocabulary. Colaste (2018) revealed that most of the students who participated in his study generally have the negative attitude towards English subject; they dislike English because they find it difficult to express themselves using language as a medium of communication.

Liu (2007) as cited by Kaur & Singh (2014) found a lot of positive attitude towards English language learning and this resulted in high scores in their proficiency test. The conclusion that can be gathered from this study is that if the respondents show positive attitude, the results will be excellent. Gardner (1985) In Nyamubi (2016) argued that second language learners with positive attitudes towards the target language learn more effectively than those who do not have such positive attitudes. He explains that learners' language attitudes predict students' degree of success in terms of linguistic outcomes in learning the target language

According to Wimolmas (2013) learning makes us gain new knowledge and skills and motivation pushes us or encourage us to go through the learning process. Therefore, it is important to find out the underlying possible factors in which affect students' motivation and interest in learning English.

In the early development of the theory, the importance of integrative over instrumental motivation was strongly accentuated by Gardner and his adherents (Norrish-Hots, 2001), giving the impression that integrative motivation is more critical than instrumental motivation. Even more recent studies suggest that integrative motivation serves as the best predictors for students' participation in the classroom, language proficiency and persistence in learning a language (Csizer & Dornyei, 2005; Liu, 2007). Lai & Aksornjarung (2018) recommended that teachers of CBI-based courses should adopt motivational strategies to enhance both the students' instrumental motivation and integrative motivation, and further studies should investigate learning environment, learner identity and learner engagement in the CBI classroom.

According to the Affective Filter hypothesis, a lot of emotional factors have impacted on the process of Senior High School. These emotional and affective factors have filtering functions upon language input; therefore the quantity of language input is determined. Emotional factors include: motivation, personality and emotional state. Motivation determines student's goal of learning, which plays a central role during the whole process of learning. A good personality, an extroverted character and self-confidence push students forward in their learning of a second language. Emotional state chiefly refers to anxiety and relaxation (Jordan, 2004).

Stumm *et.al.* (2011), said that individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness. Consequently, the need to improve some variables are student's study habits, attitudes, interest, and motivation is deemed necessary to improve student's English basic knowledge. Accordingly, it is essential for schools to determine factors which affect these characteristics adversely propose remedial measures and employ strategies for the development of them.

Crede (2015: 51) said that Study habits are mainly external factors that facilitate the study process such as sound study routines that include how often a student engage in studying sessions, review the material, self-evaluate, rehears explaining the material, and studying in a conducive environment.

METHOD

Research questions

The present study was guided by the following questions:

1. What is the effect of attitude towards students' English basic knowledge?
2. What is the effect of motivation towards students' English basic knowledge?

Research Model

Survey was adopted as the research method for this study which investigated the factors that affect attitudes, and motivation towards students' English basic knowledge. English basic knowledge were dependent variables, while attitudes, and motivation, were independent variables.

Participants

The present study was conducted at eleven high schools located in Kendari City, South-East Sulawesi, Indonesia. Students in these schools learn English as Foreign Language where it is a compulsory subject. The present study involved 9993 participant, comprising 380 samples. The degree of the participants ranged from ten to eleven class. These participants were recruited using a convenient sampling technique.

BODY TEXT

Independent samples t-test and one-way analysis of variance (ANOVA) were conducted to compare students' attitudes (X1), and motivation (X2), towards English basic knowledge (Y1) variables. The significance level for all statistical analysis was accepted as 0.05 and all the results were tested two-ways.

RESULTS AND DISCUSSION

Table 1 Deskriptive Statistics For X1, X2, Y1

No	variables	Mean	St. Dev.
1.	English Basic Knowledge (Y1)	70,18	16,581
2.	Attitude (X1)	135,88	50,74
3.	Motivation (X2)	107,35	13,275

As illustrated in Table 1, the average mean of English basic knowledge of web based education students was 70,18 with a standard deviation of 16,581; the average mean of attitudes was 135,88 with a standard deviation 50,74; the average mean of motivation was 107,35 with a standard deviation 13,275.

This result indicated that the students' attitudes, and motivation, towards English basic knowledge were significant and positive. The results of several national and international studies point to this idea. Cooper (2004) expressed that students generally displayed positive attitudes towards web based education when sufficient support is provided. Student's motivation is an essential element that is necessary for quality education. How do we know when students are motivated? They pay attention, they begin working on tasks immediately, they ask questions and volunteer answers, and they appear to be happy and eager. That is, students ideally should have many sources of motivation in their learning experience in each class (Palmer, 2007).

As well as examining learners' attitudes, Yang and Gosling (2013) investigated different stakeholders' perspectives and attitudes towards content-based education in the context of Taiwanese higher education. Their study found that most of the Taiwanese college students included in the study considered that their English proficiency improved. However, they reported a lower level of confidence in content mastery although they recognized the benefits of CBI in enhancing their motivation to learn both content and language. Nonetheless, they felt pressured by the difficulty in understanding content, and anxious about following the teachers' instruction. It was also noted that the different attitudes of teachers and students towards CBI education somehow influenced learners' motivation especially when the learners were confronted with challenges in understanding the content and the teaching.

RESULT AND DISCUSSION

Hypothesis 1. There is no significant relationship between attitude towards students' English Basic Knowledge.

Standardized regression weight value between learning attitude and English basic knowledge variabel was 0,239 with probability value 0,000 or $p < 0,05$ and Critical Ratio (C.R) was 5,599 or large than 1,96 so, H_0 was refused. This means that learning attitude has positive and significant effect toward students' English basic knowledge.

Table 2. The effect of the students attitude, and motivation towards English Basic Knowledge

Variables Effect	Coeficient Value	Critical Ratio ($\alpha = 0,05$)	P-value	Information
X1 → Y1	0,2395,5990,000	Sig.		
X2 → Y1	0,2955,5440,000	Sig.		

Hypothesis 2. There is no significant relationship between motivation towards students' English Basic Knowledge.

Standardized regression weight value between learning motivation and English basic knowledge variabel was 0,295 with probability value 0,000 or $p < 0,05$ and Critical Ratio (C.R) was 5,544 or large than 1,96 so, H_0 was refused. This means that learning motivation has positive and significant effect toward students' English basic knowledge.

DISCUSSION

The present study was triggered by the author's doubts pertaining to the relevance of various theories of attitude and motivation in the field of students basic English knowledge as second language teaching and learning. Most notably, so-called attitude as either mental readiness, and according to James (2014: 74), attitudes are important to educational psychology because they strongly influence social thought, the way an individual thinks about and social information. Accordingly, as stated by Erdogan (2008) "Learners will benefit from establishing positive attitudes towards this new electronic medium and, thus, making it a part of their own learning culture". Results of the qualitative analysis conducted by Ahmed (2015) show that the attitude towards English language learning and using the language in various domains of usage is extremely positive.

Nyamubi (2016) claims that positive attitude related to the proficiency.. Liu (2007) as cited by Kaur & Singh (2014) stated that another possible explanation for the preferences in individual CS use of the two groups is attitude towards speaking. Meanwhile, Bui, *at.al* (2013) opine that these doubts are attributed to the fact that attitudes are influence to students' English basic knowledge. Thus, unlike most of the previous studies of attitudes which makes use of constructs of attitude drawn from theories of attitudes, the present study began by interviewing students regarding why they had decide to learn English. Thus, unlike most of the previous studies of attitude which make use of constructs of attitudes drawn from theories of attitudes. The present study began by interviewing students regarding the effect of attitude towards students' English basic knowledge. In this way, genuine understanding of students' attitude for learning English as a Foreign language can be obtained without imposing theoretical constructs.

From the standpoint of motivation, the present study was striggered by the author's doubts pertaining to relevance of various theories of motivation in the field of foreign and second language teaching and learning. Most notably so- call ed Socio-Educational Model (Gardner, 1985), Self-Determinaton Theory (Deci & Ryan, 1985), and more recently the motivational Self System (Dornyei & Ushioda, 2009). Findings of the present study suggest that students' motivation orientations for learning English as Foreign Language are quite intricate. Theoretical constructs of motivation, especially those derived from relevant accounting for students' motivational orientations for learning English in this particular context. From the standpoint of the social-educational model, these items may reflect, to some extent, instrumental orientation (English help students pass an exam or get a good job). Interestingly, other items belong to the first component also depitc integrative-like orientation (i.e. want to be able to communicate in English, love to hear other people speak English and want to be like them).

CONCLUSION

The primary objective of this study was to scrutinize students' attitude and motivation towards English basic knolledge at the senior high school level within Indonesian context. From the findings of this study, it was established that students attitudes, and motivation,

have positive and significant effect towards students' English Basic Knowledge. It is a fact that students' attitudes, and motivation, needs vary greatly when compared with the traditional learning approaches. Therefore, trying to find solutions to the students' problems that are similar to the traditional learning approaches would yield poor results. So, result of determination analysis shows that the effect of attitudes and, motivation, toward students' English Basic Knowledge at Senior High Schools in Kendari City, Indonesia is 35,7%, whereas remain 64,3% was influenced by other uninvestigated variables.

It has been discovered that there are some reasons or factors behind the negative attitudes of students toward English basic knowledge. Therefore, it becomes necessary that a positive step should be taken towards modifying the factors to ensure and maintain positive attitudes and motivation. Firstly, prospective studies should be conducted based on a much wider sample and within the context to provide better understanding of this course. Also, the teachers and students have to adjust to new roles which may lead to changes of classroom processes which in turn affect the nature of the relationship between the teacher- student interpersonal relationship and students attitudes, and motivation.

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