



The Correlation of Attitudes, Motivation and English Learning Strategies at Senior High School Level in Indramayu City-Wes Java

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Abstract

This study focuses on exploring the correlation of attitudes, motivation and English learning strategies in an attempt to see whether 1) positive attitudes correlate with motivation, 2) negative attitudes correlate with motivation, 3) positive attitudes correlates with English learning strategies, 4) negative attitudes correlate with English learning strategies, 5) high motivation correlates with English learning strategies and 6) low motivation correlates with English learning strategies which consequently may provide some pedagogical implications for teachers to benefit in classroom applications. A total of 308 sample were involved in this descriptive study. They were the second grade of senior high school in Indramayu city – West Java. The data were obtained through using two questionnaires; AMTB (SPSS. 21) and SILL (SPSS 21). The results of the two questionnaires that for the item 1 (Table 2) is about the awareness of the importance of English and the fact that it shows the good and the poor learners are more aware of this. Subsequent items 2-7 (Table 3 and 4) show the good and poor learners are more interested in learning English and expression of desire to learn English. Next, items 8-10, (Table 5) that they show the actual English interest and effort in learning and improving in an out of the classroom. (the good and poor learners' positive attitudes correlate with their motivation). However, the first three items (11, 12, and 14), table 6, that the highest rank, the poor learners responses, (.251 **, .414 **, .357 **, agreements) are items related to the difficulty involved in learning English. Moreover, items 5 to 7 (15, 16, 17) study the poor learners find learning English uninteresting and they really find learning English boring. Finally, the low mean scores for items 10 (20), table 8, show that the poor learners do not think that learning English is a waste of time (the poor learners' negative attitudes do not correlate with their motivation). Furthermore, in line with the strategy, the good learners who have high motivation are more greater than the poor learners who have low motivation (Table 15 and 16). It is highly likely influenced by extrinsic motivation.

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INTRODUCTION

Since the late 19th century, English has been referred to as a global lingua franca. Moreover, English is the most widely used foreign language on the internet (80%) and for book publication with over 60 countries publish their titles in English. Books, magazines, and newspapers written in English are available in many countries around the world (Graddol, 2000). Crystal (2003: 86) adds that English is used in professional industry, in aerial and maritime communication, in an official language for the United States and many other international organizations, including the International Olympic Committee. And also English is by far the most widely spoken in the hospitality industry.

Furthermore, in the field of education, English is widely not only taught as a second language, such as in Malaysia, Singapore, India and it is also taught as a foreign language (E.g., in Vietnam, Thailand and Burma).

In Indonesia, English is generally taught as a foreign language. This means that foreign language is a language that is not used as a means of communication in certain countries where the language is taught. In line with this point, Saswandi, T. (20140), adds that the teachers have responsible to develop good principles, values creativity, constructivism, confidence, skills as well as critical thinking in a child'.

Language Attitudes

In the field of foreign language learning, it is fact that both motivation and attitudes have impact on students' success in learning a foreign language. It is also claimed that attitudes have a strong connection to motivation. Gardner (1985) also comments that attitudes toward the second language may affect the learners' motivation to learn. In line with the attitude, Erviana, L. (2016.p. 28) states that the attitude is always concerned with an object, and the attitude is accompanied by positive or negative. If a language learner has negative attitudes towards a language, they cannot be motivated.

Motivation and Language Learning

A study conducted by Semmar (2006) showed that both extrinsic and intrinsic orientations affected students' motivation. Semmar also found that tightly successful students demonstrated high levels of both extrinsic and intrinsic motivation. Ardi. P. (2013.p.118) claims that in intrinsic motivation learners can be rewarded internally by being interested in learning the language itself and its activities, rather than external rewards.

Teaching and Learning Strategy

Many different models of learning strategies are appropriate to college education (McKeachie, Pintrich, Lin, Smith & Sharma, 1990).

Strategies provide opportunity for students to explore their current knowledge and attitudes. Interactive teaching and learning strategies are used to engage students in providing criticism and reflective thinking, research and evaluation skills that will help students take positive actions to improve their English skills.

In this line of the point, teachers must refer to this strategy. They can manage to use evidence gathered from students' responses to plan a program, to provide the needs of all students. Moreover, teachers can also manage to select the suitable strategies to develop students' interest. Besides, teachers can manage to identify the right strategies to increase students' interest and motivation as well in learning English effectively.

Objectives of the study

This study focuses on exploring the correlation of attitudes, motivation and English learning strategies in an attempt to see whether: 1) positive attitudes correlate with motivation, 2) negative attitudes correlate with motivation, 3) positive attitudes correlate with English learning strategies, 4) negative attitudes correlate with English learning strategies, 5) high motivation correlates with English learning strategies and 6) low motivation correlates with English learning strategies, which consequently may provide some pedagogical implications for teachers to benefit in classroom applications.

METHOD

Subject of Study

This study was conducted in six high schools (SMA) in the city of Indramayu, namely: SMA N 1 Sindang Indramayu, located in West Indramayu city, SMA N 1 Indramayu in the north and SMA N 2 Indramayu in the south of Indramayu city. Moreover, SMA PGRI 1 and 2, both are in the northern and SMA NU Indramayu is in the southern of Indramayu city.

Object of Study

The sample of this study consisted of 308 students - thirty percent from 1029 of the Second grade students of Senior High School level in Indramayu city. Saleh (2012:46) states that the greater the number of samples the better, which means the higher degree of its representativeness. Therefore, there is no maximum limit for a sample. For the, minimum limit you can use the following guideline: Population = 501 to 1000, Sample 20 – 30%.

Instruments

The administered instruments in this study were document study and survey questionnaires. The document study was conducted to identify and to select the students category; good and poor learners. Moreover, these questionnaires examined the attitudes, motivation and the English learning strategies.

Before carrying out and administering the questionnaires, I consulted them to the advisors. And it was made sure that participants have no objection to participate. The participants were also told that the questionnaires are part of a research into attitudes and motivation towards their language strategies. They were also informed that their responses would be kept strictly confidential without reference to their names, their school IDs and they (their responses) would have no impact on their grades or accumulative scores.

Method of Collecting Data

This study employed two kinds of data collection, which were Attitudes Motivation Test Battery (AMTB) questionnaire, developed by

Gardner (1985), SPSS 23 and English language version of Strategy Inventory for Language Learning (SILL) questionnaire, developed by O'Melly, J.M. and Chamot, A.U. (1990), SPSS 23.

Method of Analysing Data

In this study, the survey questionnaires data were collected and coded from the six schools, SMA N 1 Sindang Indramayu, SMA N 1 Indramayu, SMA N 2 Indramayu, SMA PGRI 1 Sindang Indramayu, SMA PGRI 2 Sindang Indramayu and SMA NU Indramayu. Moreover, the survey questionnaires data were analyzed according to their proportions, the first questionnaire measured the attitudes and motivation, then the second one measured the English learning strategies.

RESULTS AND DISCUSSION

For the item 1 (Table 2) is about the awareness of the importance of English and the fact that it shows the good and the poor learners are more aware of this. Subsequent items 2-7 (Table 3 and 4) show the good and poor learners are more interested in learning English and expression of desire to learn English. Moreover, items 8-10, (Table 5) that they show the actual English interest and effort in learning and improving in an out of the classroom. However, the first three items (11, 12, and 14), table 6, that the highest rank (.251 **, .414 **, .357 **, agreements) are items related to the difficulty involved in learning English.

Next, items 5 to 7 (15, 16, 17) study the poor learners find learning English uninteresting and they really find learning English boring. Finally, the low mean scores for items 10 (20), table 8, show that the poor learners do not think that learning English is a waste of time.

Additionally, the findings with regard to the good learners' intrinsic motivation on improving their English learning for self-development, and their language skills improvement are stronger than the poor learners (21 and 22). For items 23, 24, 25, and 26 further reveal that the good learners appear to be willing to learn English for social reasons, understand the literature and cultures of other people than the poor learners. Besides these

the poor learners' intrinsic motivation on learning English indicate that they are lack of confidence and spending insufficient time on the learning English seem to be the major problems (Items 27, 28, 29 and 30).

For items 31 and 32 (Table 18) further reveal that students desire to learn English for future career: good learners (.885**), poor learners (.589**). And to Learn English is useful in getting a good job: good learners (.000), poor learners (.011).

The findings with regard to the good learners' extrinsic motivation on learning English because of their need to further their studies overseas. And to study English because of both the two learners' needs to do well in their examination. Moreover, their needs to learn English to make them more knowledgeable persons. Furthermore, their needs to learn English in order to finish high school, (33-34, 36). And additionally, the good learners have strong desire to learn English for future career and educational purposes, whereas the poor language learners seem less influenced by external factors such as educational purposes, (37, 38, 39, 40).

Moreover, in line with the English learning strategies indicate that as previously explained (Table 17 and 18) the good learners are more greater than the poor learners. It is highly likely, they are influenced by extrinsic motivation.

CONCLUSION

The findings indicate that there is a relationship between positive good learners' attitudes and the poor learners' attitudes toward the awareness of the importance of English are more interested in learning English and expression of desire to learn English. Besides they are interested in and effort in learning and improving English in an out of the classroom.

However, in line with this point that there is no correlation between negative poor learners' attitudes and thier motication. The poor learners have problems learning English and prefer learning another language (The first third items 11, 12, and 14). Moreover, they find learning English uninteresting and they really find learning English boring. Finally, the low mean scores for item10 (20) show that the poor learners do not think that

learning English is a waste of time. Moreover, The table 25 indicated the relationship between Positive Attitude and English learning straegies with the Sig. (2 tailed) 0.001 <0.05, meaning that Ha is accepted, meaning that there is a significant relationship between Positive Attitude and English learnig strategies. However, the relationship between negative attitude and English learning strategies with the value of Sig. (2-tailed) 0,150> 0,05, means that Ha is rejected, meaning there is no significant relationship between negative attitude and English learning strategies (Table 26).

Furthermore, the correlation between the good and poor learners' high motivations with their English Learning strategies, they used the strategies accordance with their intensions. For example, the poor learners with their low motivation, they have just used Cognitive Processing Strategies, Form-focusing strategies, Memorizing strategies, and Meaning-Focusing Strategies. This means that the good learners showed greater use of these English strategies than the poor learners. It is highly likely they are influenced by extrinsic motivation.

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