

CORRELATION BETWEEN MOTIVATION AND ATTITUDE
TOWARD EFL LEARNING:
A STUDY OF UNDERGRADUATE STUDENTS
AT STUDY PROGRAM OF ENGLISH
UNIVERSITAS BRAWIJAYA

THESIS

BY
GUSTI AYU PRAMINATHI
NIM. 1151 1010111 1047



STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2015

ABSTRACT

Praminatih, Gusti Ayu. 2015. Correlation between Motivation and Attitude toward EFL Learning: A Study of Undergraduate Students at Study Program of English Universitas Brawijaya. Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Fatimah; Co-supervisor: Didik Hartono.

Keywords: affective factor, motivation, attitude.

Foreign language such as English is barely spoken by the people outside English-speaking countries. Therefore, to master the language, English learners should give emphasize on two most important factors that influence their achievement in learning the language. The factors are motivation and attitude. The writer conducted a study about first year undergraduate students 'motivation and attitude and also correlation between those two variables. There are three problems of the study namely: (1) What degree of motivation owned by first year undergraduate students of Study Program of English Universitas Brawijaya; (2) What degree of attitude owned by first year undergraduate students of Study Program of English Universitas Brawijaya; and (3) What is the correlation between motivation and attitude owned by first year undergraduate students of Study Program of English Universitas Brawijaya.

This study used descriptive quantitative approach because the data being analyzed was in the form of statistical data. The data were obtained from Attitude Motivation Test Battery (AMTB) questionnaire from 119 participants.

In this study, the writer found that first year undergraduate students of Study Program of English Universitas Brawijaya were both integratively and instrumentally motivated. They also have positive attitude toward learning English and attitude toward English-speaking people. And there was a strong correlation between motivation and attitude.

The writer suggests first year undergraduate students to interact more with English native speakers and also take courses that have practical purposes. For the lecturers, they are suggested to design teaching and learning activities in accordance with the students 'needs. Finally, future researchers are expected to conduct research about motivation and attitude or any other affective factors in different approach.

ABSTRAK

Praminatih, Gusti Ayu. 2015. Correlation between Motivation and Attitude toward EFL Learning: A Study of Undergraduate Students at Study Program of English Universitas Brawijaya. Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing I: Fatimah; Pembimbing II: Didik Hartono

Kata Kunci: sikap yang mempengaruhi, motivasi, perilaku.

Bahasa asing seperti bahasa Inggris jarang dipergunakan oleh pembicara yang tinggal di negara yang sehari-hari tidak menggunakan bahasa Inggris. Maka dari itu untuk menguasai bahasa Inggris, ada dua faktor penting yang mempengaruhi keberhasilan belajar bahasa yang harus diperhatikan. Faktor tersebut adalah motivasi dan perilaku. Penulis melakukan penelitian mengenai motivasi dan perilaku mahasiswa Program Studi Sastra Inggris semester pertama dan juga hubungan kedua dari kedua faktor tersebut. Adapun rumusan masalah dalam penelitian ini dibagi menjadi tiga yaitu: (1) Seberapa tinggi tingkat motivasi yang dimiliki oleh mahasiswa Program Studi Sastra Inggris semester pertama di Universitas Brawijaya, (2) Seberapa tinggi tingkat perilaku yang dimiliki oleh mahasiswa Program Studi Sastra Inggris semester pertama di Universitas Brawijaya dan (3) Apa hubungan antara motivasi dan perilaku yang dimiliki oleh mahasiswa Program Studi Sastra Inggris semester pertama di Universitas Brawijaya.

Penelitian ini menggunakan metode deskriptif kuantitatif karena data yang dianalisis dalam bentuk analisis statistik. Data yang diperoleh berasal dari kuesioner Attitude Motivation Test Battery (AMTB) dengan peserta berjumlah 119 orang.

Dalam penelitian ini, penulis menemukan bahwa mahasiswa Program Studi Sastra Inggris semester pertama di Universitas Brawijaya memiliki integrative motivation dan instrumental motivation. Mereka juga memiliki perilaku yang baik terhadap pembelajaran bahasa Inggris dan juga perilaku yang baik terhadap penutur bahasa Inggris. Terdapat hubungan yang kuat antara motivasi dan perilaku.

Penulis menyarankan kepada mahasiswa Program Studi Sastra Inggris agar lebih sering berinteraksi dengan penutur asli bahasa Inggris dan juga mengambil mata kuliah yang memiliki tujuan khusus. Para pengajar disarankan untuk mendesain kegiatan belajar-mengajar yang sesuai dengan kebutuhan mahasiswa. Peneliti selanjutnya disarankan supaya melakukan penelitian mengenai motivasi dan perilaku atau sikap yang mempengaruhi lainnya dengan menggunakan pendekatan yang berbeda.

REFERENCES

- Abidin, M. J. Z. & Mohammadi, M. P. (2012). EFL students' attitudes towards learning English language: The case of Libyan secondary school students. *Asian social science*, 8 (2), 119-134.
- Al-Tamimi, A. & Shuib, M. (2009). Motivation and attitudes towards learning English: A study of petroleum engineering undergraduates at Hadhramout University of Sciences and Technology. *Gema online journal of language studies*, 9 (2), 29-55.
- Arikunto, S. (2010) *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Byrne, B. & Guy, R. (2012). Evaluation of innovative teaching approaches: The moderating effect of student prior experience. *Creative education*, 3, Special issue, 755-760.
- Castellan, C. M. (2010). Quantitative and qualitative research: A view for clarity. *International journal of education*, 2 (2) 2010, 1-14.
- Chalak, A. & Kassaian, Z. (2010). Motivation and attitudes of Iranian undergraduate EFL students towards learning English. *Gema online journal of language studies*, 10 (2), 37-56.
- Crystal, D. (2003). *The Cambridge encyclopedia of the English language*. United Kingdom: Cambridge University Press.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language teaching*, 31, 117-135.
- Gardner, R. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.
- Gass, S., & Selinker, L. (2001). *Second language acquisition: An introductory course*. Mahwah, NJ: Erlbaum.
- Kachru, B. B. (1992). *The other tongue: English across cultures*. Urbana and Chicago: University of Illinois Press.
- Krashen, S.D. (1982). *Principles and practices in second language acquisition*. New York: Pergamon Press.
- Krashen, S. (1989). *Language acquisition and language education: Extensions and application*. New York: Prentice-Hall International.

- Liao, X. (1996). Chinese learners' communicative incompetence: Causes and solution in China. In proceedings of the thirteenth conference on English teaching and learning in the Republic of China, 1-5.
- Lifrieri, V. (2005). A sociological perspective on motivation to learn EFL: The case of escuelas plurilingües in Argentina. M.A Thesis. Pennsylvania: University of Pittsburgh.
- Litosseliti, L. (ed.). (2010). Research methods in linguistics. London: Continuum.
- Lu, Y. (2010). Interaction, motivation, and effect. M.A Thesis. Taipei: Ming Chuan university.
- Noels, K. A., Clement, R., & Pelletier, L. G. (2001). Intrinsic, extrinsic, and integrative orientations of French Canadian learners of English. *The Canadian modern language review*, 57 (3), 424-442.
- Rotter, J. (1966). Generalized expectancies for internal versus external control of reinforcement. *ELT journal*, 46 (1), 39-50.
- Sadighi, F. & Zarafshan, M. (2006). Effects of attitude and motivation on the use of language learning strategies by Iranian EFL university students. *Journal of social sciences & humanities of Shiraz university*, 23 (1), 71-80.
- Sugiyono. 2007. "Metode penelitian kuantitatif kualitatif dan R&D". Bandung: Alfabeta
- Tahaineh, Y. & Daana, H. (2013). Jordanian undergraduate's motivations and attitudes towards learning English in EFL context. *International review of social sciences and humanities*. 4 (2), 159-180.
- Victori, M. & Lockhart, W. (1995). Enhancing metacognition in self-directed language learning. *System*, 23, 223-234.
- Visser, M. (2008). Learning under conditions of hierarchy and discipline: The case of the German army (1939-1940). *Learning inquiry*, 2, 127-137.
- Wilmomas, R. (2013). A survey study of motivation in English language learning of first year undergraduate students at Sirindhorn International Institute of Technology (SIIT). Bangkok: Thammasat University.