
Language Attitudes and Motivation in Learning English of Students of Physical Education of FKIP of Universitas Riau

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Abstract: This study aimed to find out the attitudes of students of Physical Education towards English based on three components of attitude: cognitive, affective, and conative and to find out the motivation of students of Physical Education in learning English in terms of intrinsic and extrinsic motivation. The research employed descriptive method with quantitative approach. 53 students were taken as the sample of this study selected using total sampling technique, The data were gathered using as set of questionare which consisted of statement of attitude and motivation aspects. The results of the study showed that the percentage of students attitude toward English in terms of positive cognitive aspect was 88.7% and negative cognitive aspect was 11,3%. This means that the positive cognitive attitude was higher than negative cognitive aspect. In terms of positive affective aspect was 22,6% and negative affective aspect was 77.4% . which were categorized negative affective attitude, it was higher than positive cognitive. While the percentage in terms of negative conative attitude aspects was 96.2% which was categorize as very high and positive conative attitude aspect was 3,8% which was categorize as very low. The result also indicated that the percentage of students extrinsic motivation was 64,2% and intrinsic motivation was 64,2% which were categorized as high

Keywords: attitudes, motivation, intrinsic, extrinsic, physical education

1. Introduction

The student of Physical Education Study Programe of FKIP UNRI have learned English since Junior High School. Based on the writers's experience when teaching English in the past three years it is noticeable the grade of student still low. There are many factors that might cause the students' physical education FKIP Riau University low proficiency in English. One might be attributed students' motivation towards the English language. This is because learners' motivation can be the important thing to succes in learning English. McDonough (1983) states that "motivation of the students is one of the most important factors influencing their success or failure in learning the language". Another factor is learners' attitudes. This is because physical education learner's motivation in language learning is affected by their attitudes towards learning the language. Gardner and Lambert (1972) state that "his [the learner] motivation to learn is thought to be determined by his attitudes towards the other group in particular and by his orientation towards the learning task itself". According to Lifrieri (2005) "attitudes are necessary but insufficient indirect conditions for linguistic attainment. Only when paired up with motivation proper do attitudinal tendencies relate to the levels of student engagement in language learning, and to attainment". In addition Gardner (1985) states that attitudes and motivation are closely connected to language learning, "motivation.....refers to the combination

of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language". In this case, Gardner emphasizes that the motivation with effort is not enough in language learning but must also be accompanied by the desire to achieve the learning goals and positive attitudes.

Base on the scholar perspective above illustrates the importance of attitude and motivation in language learning. Burns (2001) states that, the research on attitude and motivation is very important because it has crucial things which are vital when considering language restoration. Research on language attitudes and motivation can provide information about language planning or policies about language learning in the future.

Success in learning language especially English is very influenced by a positive attitude towards languages and language learning, the motivation also has a very important role to achieve the success in language learning, because motivation is associated with psychological, feelings and emotions that can encourage the desire to achieve goals and needs. According to Tileston's (2004) motivation has close relation to the desire to do something, learn new things and encourage someone to try again if he failed. Motivation to learn the language is related with the motivation and desire of the individual to start to do something to achieve the goal (Pintrich 2002: Tileston's 2004).

Research on the attitudes and motivation of language students of physical education towards English refers to the three components (Fasol 1984); (Gardner 1985); (Baker 1992); namely the cognitive, affective, and conative component. Referred to the cognitive component, this study tried to find how the assessment of students towards English whether they looked at the importance of English in communication or vice versa. In view of the affective component, this study aims to know how the feelings and needs of the students towards English whether they like it or not. From the conative component, this study is used to know how the tendency of students to act against English whether they accept or reject.

On the motivation aspects, this research is discussing the students' motivation in language learning towards English. In this case, this research refers to Gardner and Lambert (1972) distinguish two elements of motivation, (1) intrinsic motivation, which exists within the individual and (2) extrinsic motivation, which is based on the perception of the individual over the external influences arising from the action.

The Objectives of the Study

This study aims to investigate physical education students' attitudes and motivation towards learning the English language. The objectives are as follows:

1. To get the description of the language attitudes of students of physical education of FKIP UNRI toward English whether positive or negative based on the three components of attitude : cognitive, affective, and conative .
2. To know the motivation of the students of physical education of FKIP UNRI in learning English in the view of intrinsic and extrinsic motivation.

Literature Review

Attitudes

According to Jendra (2010) language attitude is an attitude toward a language and also to the language users. The definition of attitude according to Lambert (1967) is that attitude consists of

three components; cognitive, affective, and conative. The cognitive is related with reasoning, intuition, and perception. The affective is associated with emotional reactions, whereas the conative relates to the tendency to behave in certain ways. Likert (1932), Gardner (1980) the definition attitude as "an inference which is made on the basis of a complex of beliefs about the attitude object". And then Gardner (1980) said attitude as "the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic".

In the process of language learning especially a foreign language, there are several important factors that affect the success of learning; attitude, orientation, and motivation (Dehbozorgi, 2012). Then he says that attitude (attitude) is a crucial factor in learning a foreign language among the other factors. According to Montano and Kasprzky (2008) attitude is determined by individual's beliefs about outcomes or attributes of performing the behavior. While Gardner (1980) states that the definition of attitude is "the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic". Furthermore, Baker (1992) give the definition of attitudes as "a hypothetical construct used to explain the direction and persistence of human behaviour".

From the definitions above, it shows that attitude is very important factor to the success in learning and mastery of English because by positive language attitudes towards the use of English, it is able to have the internal encouragement do not only learn English but also to make an effort to master the English properly and correctly. Learning English language is closely related to the attitudes towards the languages (Starks & Paltridge, 1996). Karahan (2007) said that "positive language attitudes let learner have positive orientation towards learning English". In this case, attitudes may play a crucial role in language learning as they can influence students' success or failure in their learning.

Motivation

According to Reece, Brandt, and Howie, K. (2011), "Motivation, derived from the Latin word "movere", meaning "to move", can be defined as the influences that account for the initiation, direction, intensity, and persistence of behavior". So the motivation comes from the Latin which is described as an influence on the initiation, direction, intensity, and persistence of a person's behavior. McDonough (1983) cited in Sardiman (2011) motivation is a complex thing that will lead to the occurrence of a change of energy in human beings. While Gardner (2006) states "motivation is a very complex phenomenon with many facets... Thus, it is not possible to give a simple definition". From the behaviouristic perspective, motivation is "quite simply the anticipation of reward" (Brown, 2000). Furthermore He stated, "the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they exert in that respect"(Brown, 2000).

While Hamalik (2011) states that the motivation to encourage the emergence of behavior and affect and change the behavior, so motivation can be run as, a) encouraging the emergence of behavior of an action, b) directing the action to achieve the desired goal and the motivation, it can be said as the prime mobilizer. In learning, a student must have the motivation because motivation can determine the intensity of learning efforts, the presence of a good motivation in learning will show good results. ". He further adds that, motivation can be divided into two types, namely, intrinsic and extrinsic. Intrinsic motivation is covered in the learning situation where students find a need and a real purpose in learning, for example, the desire to be able to speak English, the desire to obtain certain skills, develop an attitude to want to succeed.

Extrinsic motivation is caused by factors outside of the learning situation, such as the desire to get a diploma, the desire to live in a country that speaks English. Hamalik (2011). Steers and Porter (1991) points out that, motivation is associated with three aspects; direct or channels, energizes, and maintained or sustained. This means that the level of students' motivation in learning English can be gauged from the following 3 aspects: (a) whether it has the behavior of a push to act, b) whether the behavior was directed to achieve the goals of the school, and (c) whether the behavior to achieve the purpose of the school is maintained.

Motivation play the crucial rule in learning foreign language, Lifrieri (2005) points out that "when asked about the factors which influence individual levels of success in any activity – such as language learning –, most people would certainly mention motivation among them". Brown (2000) also states that "it is easy in second language learning to claim that a learner will be successful with the proper motivation". In the same views, Gardner (2006) said that "students with higher levels of motivation will do better than students with lower levels". Then he adds that "if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc" (Gardner, 2006).

2. Methodology

This study was conducted to identify physical education FKIP students' motivation and attitude orientations in learning the English language. To achieve this objective, The study was used a descriptive method with quantitative approach. The population of this research was the students of physical education of FKIP UNRI who take English course with total number was 53 people. All students were taken as samples in this research. The instrument of this research was questionnaire which was developed based on the indicators of language attitudes and students motivation towards learning English.

Operationalization of Variables

Each variable of research has several dimensions which is the explanation for the variables determined on the basis of the concept of theoretical, as well as the thoughts of the researchers. As for the operational definition of each variable of the components of language attitudes and motivation language learning is as follow:

The components of Language Attitudes, which consists of:

1. Cognitive (X1.1)
The cognitive in this study is to see the ratings and the confidence of the students towards English whether they looked at the importance of English in communication or not.
2. Affective (X1.2)
The affective in this study is to see the emotions or feelings of the students towards English whether they like it or not.
3. Conative (X1.3)
The conative in this study is to see the tendency of students to act against the English whether they accept or reject.

Aspects of Motivation which consists of:**1. Intrinsic (X2.1)**

Intrinsic motivation in this study is to look at the behavior or the motivation of students towards the English, in the form of interest and desire to know more about the English. The desire that arises is to get pleasure from the mastery of the English language.

2. Extrinsic (X2.2)

Extrinsic motivation in this research is to see from outside where student can bring up the interest and desire in learning English in the form of an award, whether it is because of the gifts, good grades, and money.

Data Analysis

The data in this study were analyzed through descriptive analysis by using the Software Statistical Package for Social Science (SPSS) for windows version 17.0

To determine the percentage score of the language attitudes of students and students' motivation in learning English of physical education of FKIP UNRI, used the technique of percentage, by the formula:

$$P = \frac{F}{N} \times 100\%$$

In which:

P= Percentage

F= Frequency Answer

N= Number of samples (Anas Sudijono, 2001)

4. Result And Discussion**1. Language Attitudes of Students of Physical Education of FKIP UNRI**

Language attitudes of students of physical education of FKIP UNRI towards English on the components of attitude; cognitive, affective and conative can be seen from the following table :

Tabel 1. Cognitive

Category	Frequency	Percent
Very Low	1	1.9
Low	5	9.4
High	31	58.5
Very High	16	30.2
Total	53	100.0

Interpretation :

There are two differences on students' cognitive; negative (the very low and low category) and positive (high and very high category on the statements agree and strongly agree). From the table above, it can be seen that the negative cognitive, there was 1 student (1.9 percent) in a statement strongly disagree and 5 students (9.4%) on the statement do not agree. Meanwhile, in the positive cognitive, there are 31 students (58.5%) on a statement agreed and 16 (30.2%) on the statement strongly agree. From these data, it can be stated that students who have positive cognitive, 47 students (88.7% of) are much larger than the students who have negative cognitive, 6 students (11.3%), and it can be concluded that most of the students are the high cognitive.

Tabel 2. Affective

Category	Frequency	Percent
Very Low	10	18.9
Low	31	58.5
High	10	18.9
Very High	2	3.8
Total	53	100.0

Interpretation

From the table above, it can be seen that the negative affective (statements do not agree and strongly disagree), there are 10 students (18.9%) is on the statement strongly disagree and 31 students (58.5) on the statement do not agree. Meanwhile, in the positive affective, there are 10 students (18.9%) is on a statement agreed and 2 students (3.8 percent) in a statement strongly agree. From these data, it can be stated that students who have negative affective , 41 students

(to 77.4%) are much greater than students who have positive cognitive, 12 students (22.6%), and it can be concluded that most of the students are on the low affective.

Tabel.3. Conative

Category	Frequency	Percent
Very Low	9	17.0
Low	42	79.2
High	2	3.8
Total	53	100.0

Interpretation

From the above table, it can be seen that on the negative conative (disagree and strongly disagree), there are 9 students (17%) on the statement strongly disagree and 42 students (79.2%) on the statement do not agree. Meanwhile, in the positive conative, there are only 2 students (3.8%) on the statement agree and there is no students on the statement strongly agree. From these data, it can be stated that students who have the negative conative, 51 students (96.2%) are much than the positive conative, 2 students (3.8 percent), and it can be concluded that most of the students are on the low conative.

2. Students Learning Motivation towards English

Motivation in learning English of sport education students can be seen from the aspects of intrinsic and extrinsic motivation. The frequency distribution of the score of students learning motivation towards English will be seen from the following table:

Tabel 4. Intrinsic

Category	Frequency	Percent
High	34	64.2
Very High	19	35.8
Total	53	100.0

Interpretation

From the Table above, it can be seen that the number of students with intrinsic motivation are high on the statement agreed, 34 students (64,2 %) and students with intrinsic motivation are very high on the statement strongly agree, 19 students (35,8%). From these statements, it can be seen that there is no students with low intrinsic motivation or at the negative statements, disagree and strongly disagree.

Tabel 5. Extrinsic

Category	Percent	
	Frequency	
Low	1	1.9
High	34	64.2
Very High	18	34.0
Total	53	100.0

Interpretation

From the Table above, it can be seen that the number of students with the extrinsic are high on the statement agreed, 34 students (64,2 %) and students with intrinsic motivation are very high on the statement strongly agree, 18 students (34,0%). Besides that, there is 1 student (1.9 percent) with low extrinsic motivation on the negative statements, does not agree. From these statements, it can be seen that only a small portion of students with low extrinsic motivation lor at the negative statements, do not agree. It is inversely proportional to the student with the high extrinsic motivation through the statement agree and strongly agree which is the positive statement of extrinsic motivation

5. Conclusion

Based on the findings, data analysis and discussion of research, it can be concluded that the attitude in English of student physical education of FKIP UNRI on the cognitive component is very high which means that the trust of students towards English is very high. On the affective component, most students are high means that preference of students toward English is still quite high. On the conative component that describes the behavior and actions of students towards learning English is low. On the motivation component, it is seen from the intrinsic and extrinsic motivation of students towards English is very high.

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