

Evaluation of English Learning Attitudes and Motivation: A Survey Study of Public High School Students in Sigi Regency

Jamiluddin¹, Gusti Efendy², Fadhilah Zamzam³, Zarkiani Hasyim⁴, Moh. Abraham Akbar Eisenring⁵

^{1,2,3,4}Universitas Tadulako, Palu

ABSTRACT: The National Examination Results Report, Educational Assessment Center, Ministry of Education and Culture of the Republic of Indonesia, revealed that the national exam score for English Language Study at State Senior High Schools in Central Sulawesi Province was an average of 43.86, while the National Examination Results for English Language Study at State Senior High Schools in Sigi Regency were only an average of 39.95 (2019). The low average score for the national exam results in English language study, even though it was several years ago, but researchers were called to conduct research with the aim of evaluating the attitudes and motivations of State Senior High School students in Sigi Regency, especially State Senior High School 4 Students in Sigi Regency in learning English. What are the attitudes and what underlies the social and cultural motivations of students in learning English and their relationship to students' academic and career goals in the future. How do they respond to teachers in the teaching and learning process, and what are their attitudes toward learning English? This study is a survey using the Attitude Motivation Test Battery (AMTB) and interviews. Data were analyzed quantitatively and descriptively. The results of this study reveal that students' attitudes and motivation in learning English are very positive because attitudes and motivation are closely related to language learning. Student learning motivation is expected to reveal not only integrative aspects but also instrumental aspects. What are the teachers' attitudes toward learning English?

KEYWORDS: Evaluation; Attitude; Motivation; Learning; English

1. INTRODUCTION

Several reports have highlighted students' low English scores on national exams and low English usage. According to data released by Education First EF: The 2022 English Proficiency Index (EPI) report, Indonesia ranks 81st out of 111 countries in terms of English proficiency. In Asia, Singapore tops the list, while Indonesia ranks 15th out of 24 countries in terms of English proficiency. Furthermore, the National Examination Results report; Center for Educational Assessment, Ministry of Education and Culture (2019) regarding the achievement of the National Examination Score in Central Sulawesi for the Study of English averaged 43.86 and the achievement of the National Examination Score in the Study of English in Sigi Regency averaged 39.95 (data from the 2019 academic year). These results are very low and far from our shared expectations. Therefore, it is necessary to re-evaluate students' attitudes and motivations in learning English, so that in the future we can understand the portrait of English learning, especially for high school students.

Numerous studies and research have been conducted on English language teaching and learning in Indonesia. Several factors are considered to play a significant role in the success of English teaching. These factors include teachers, students, curriculum, teaching materials, and learning facilities. Discussing students as an important element of learning cannot be separated from discussions about attitudes and motivation. Attitude is an expression of a person's feelings that reflect their liking or disliking of English learning, or a negative or positive reaction to English learning, which is usually expressed in feelings of like or dislike, and agreement or disagreement. Likewise, student motivation is believed to be a learning element that determines student learning success. Several studies on attitudes and motivation in foreign language learning, one of which shows that learners' attitudes and motivation in learning a foreign language are the main drivers that lead to success in learning a foreign language (Jismulatif, 2016).

Attitude is determined by an individual's beliefs about the outcomes or attributes of performing a behavior, as measured by the evaluation of those outcomes or attributes. Thus, someone who strongly believes that a behavior will result in a positively valued outcome will have a positive attitude. Furthermore, according to Maharani & Hartati (2017), someone who strongly believes that a behavior will result in a negatively valued outcome will have a negative attitude. Furthermore, it is stated that student attitudes are an integral part of learning and therefore should be an important component of second-order pedagogical learning. If students have a positive attitude toward any subject, they can achieve much in that particular area. There is an interaction between language

Evaluation of English Learning Attitudes and Motivation: A Survey Study of Public High School Students in Sigi Regency

learning and the environmental components in which students are raised. Negative and positive attitudes have a strong impact on language learning success.

Attitudes and motivations for learning a foreign language vary. An individual may learn a foreign language because they have an interest in that language, for example, they want to work in a country that speaks the language, so mastering that language is absolutely necessary. Furthermore, someone may learn a foreign language because they want to learn about another nation's culture. Another possible motivation is the desire to master a foreign language, especially international languages like English, to make it easier to find work. This phenomenon is questionable among most English learners in high school.

Research conducted by Marlina (2007) on student motivation in learning English shows that the most common motivation underlying students' learning and mastering English is to get a better job and because English is currently an important language in the development of the world economy. Such motivational encouragement is believed to be able to support student success in learning English.

Senior High School (SMA) is a level of education where students learn English as it is a compulsory subject. Each student has varying English language abilities. The motivations behind learning English are also believed to vary. Therefore, we intend to conduct a study evaluating the attitudes and motivations of students in learning English at SMA Negeri 4, Sigi Regency. This study aims to evaluate the orientations underlying students' motivations in learning English and their attitudes toward the English teachers and subject areas within this educational unit.

2. LITERATURE REVIEW

The study of attitudes and motivation in foreign language learning is inseparable from the research conducted by Gardner & Lambert (1972). Gardner examined motivation as a factor of various different attitudes. Two different sets of attitudes divide two basic types that Gardner & Lambert identified as instrumental and integrative orientations to motivation. Gardner developed a measurement tool for the motivation of students learning a foreign language. According to Gardner, the goals of foreign language teaching are partly linguistic and partly non-linguistic. Linguistic goals emphasize the development of individual language skills that include reading, writing, speaking, and understanding the foreign language. For this language proficiency goal, many measurement tools have been used. Meanwhile, non-linguistic goals emphasize aspects such as understanding other communities and the desire to continue learning languages other than the mother tongue. Measurement tools for this purpose are still limited, therefore Gardner developed a measurement tool called the Attitude/Motivation Test Battery (AMTB). The AMTB focuses on examining several affective components that influence second or foreign language learning. AMTB examines language learning into three parts: classroom behavior, motivation and anxiety; motivational intensity; and teachers and curriculum (Gardner, 1985).

Santosa (2017) stated that Gardner and Lambert's classification of motivation is not really a type of motivation, but rather an orientation. This orientation is what will shape a learner's attitudes and motivations. This orientation can be related to academic or career interests (instrumental), or social or cultural (integrative). Several studies and research have been conducted on this topic.

Hashwani (2008) examined students' attitudes, motivations, and anxieties toward English language instruction in Pakistan. The results of his research, published in his article "Students' Attitudes, Motivation, and Anxiety toward English Language Learning," showed that most of the students studied had both instrumental and integrative motivations. Students wanted to learn English because they wanted to master it so they could participate in global developments.

Marlina (2007) studied English Literature students at a private university in Jakarta. The study examined motivation from both course-specific and teacher-specific motivational components. These two components revealed that most English Literature students have both an integrative and instrumental orientation: they study English to get better jobs and also want to master English because it is an important language for global economic development. Differences in individual success in learning a foreign language have prompted psychologists to conduct research to determine the factors that contribute to success.

The following are three factors that receive the most attention: aptitude, motivation, and opportunity (Muhammad, 2017; Nashar, 2004; Widodo & Winarti, 2019). The ability to master English is due to talent (aptitude). Many people are successful in their jobs or studies, but fail to learn a foreign language. They have tried many times and spent a lot of time, but still experience many difficulties. Meanwhile, there are some people who can absorb foreign words or English words easily, understand grammar, and speak English fluently. Many argue that the factor that differentiates the two in mastering a foreign language is language talent.

In an article written by Carroll entitled "Language Development in Children," several authors stated that language talent is an innate trait that is difficult to change. Meanwhile, other authors such as Politzer, Hatfield, and Yeni Komshian, in separate experiments, have proven that language talent can be formed and enhanced through practice. The ability to master English is due to motivation. In language acquisition, Gardner & Lambert (1972) differentiated motivation into two types: integrative motivation and instrumental motivation. Integrative motivation is driven by the student's desire to integrate with the culture and language they are learning. This motivation is usually possessed by students who have a strong desire to study the language in depth. Meanwhile, instrumental motivation is motivation based on the hope that by mastering a foreign language or English, someone can achieve something, such as a better position or job. So, in this case, language is a tool to achieve certain goals.

Evaluation of English Learning Attitudes and Motivation: A Survey Study of Public High School Students in Sigi Regency

Of the two types of motivation mentioned above, according to Gardner & Lambert (1972), integrative motivation is more likely to guarantee success in mastering a foreign language, or English. This is because individuals with integrative motivation have a positive attitude toward the language they are learning, making them willing to do whatever it takes to master it. These individuals actively practice and do not rely solely on books or teachers. They always seek opportunities to listen to foreign languages, or English, through radio or television broadcasts, and are not hesitant or embarrassed to try using the language in conversation. For them, learning a foreign language is not difficult because they enjoy it. Therefore, the ability to master English through motivation is a crucial factor in becoming proficient in English. Several perspectives and research findings have been put forward and found in the literature review, indicating that a major factor in determining a learner's success or failure is the learner's underlying orientation.

3. RESEARCH METHOD

This research model is a survey by distributing a questionnaire adapted from the Attitude Motivation Test Battery (AMTB). The results of the questionnaire will then be analyzed quantitatively and descriptively. Data will be collected through questionnaires distributed to the respondents of this study, namely third-grade students, SMA Negeri 4 Sigi Regency, in the 2024/2025 academic year. The questionnaire consists of 35 questions consisting of integrative orientation (7 questions), instrumental orientation (7 questions), behavior towards teachers (6 questions), and behavior towards the field of English study (15 questions). In addition, data collection is also carried out through interviews. Interviews are conducted to supplement the questionnaire data and also as a means of triangulation of data collection. Interviews will be conducted by selecting several students at random. Respondents are third-grade students, high school majoring in Social Studies and Mathematics, in the 2024/2025 academic year. The number of respondents is 30 students. The expected results are to evaluate what orientations underlie students' motivation in learning English and how students' attitudes towards teachers and the field of English study exist in this educational unit. Next, the researcher describes what has been implemented and what will be done during the research process as follows:

Furthermore, the three students involved in this study had more or less the same duties: assisting the researcher with research administration, distributing and collecting questionnaires to respondents, and monitoring the presence and activity of the respondents. Thus, both the research team and the students involved had their respective roles in ensuring the smooth running of this study.

4. RESULTS AND DISCUSSION

4.1. Results

A questionnaire consisting of questions/statements to measure students' attitudes and motivations toward learning English was distributed to 30 respondents, namely third-grade students in the 2024/2025 academic year. The questionnaire items included questions/statements to measure students' attitudes and motivations toward learning English, which consisted of several components, namely:

- (1) Attitude and motivation orientation towards teachers
- (2) Attitude and motivation orientation towards the field of English study
- (3) Integrative attitude and motivation orientation, and
- (4) Instrumental attitude and motivation orientation.

All of these components were given to respondents in the form of a questionnaire consisting of 35 questions/statements with a scale of (1) Strongly Disagree, (2) Disagree, (3) Agree, and (4) Strongly Agree. Therefore, the researcher asked all respondents to fill out the questionnaire honestly according to their experiences and feelings. The grouping of items in the questionnaire can be seen in the table below:

Table 1. Number of Questionnaire Items for Each Component on Students' Learning Attitudes and Motivation

No	Description Item	Sequence Number	Total
1	Attitude and Motivation Orientation toward Teachers	(1), (2), (5), (25), (31), (33)	6
2	Attitude and Motivation Orientation toward the Field of English Study	(3), (4), (6), (7), (8), (9), (10), (23) (27), (28), (29), (30), (34), (32), (35).	15
3	Integrative Attitude and Motivation Orientation	(11), (13), (14), (19), (20) 24), (26),	7
4	Instrumental Attitude and Motivation Orientation	(12),(15), (16), (17), (18), (21), (22),	7
	Total Number		35

Evaluation of English Learning Attitudes and Motivation: A Survey Study of Public High School Students in Sigi Regency

Table 2 Data on Students' Attitudes and Motivation for Learning English

No	statement	Total Respondents (Percentage)			
		VSD (1)	DS (2)	A (3)	SA (4)
1	I find it easier to understand English lessons when the teacher uses both English and Indonesian simultaneously	1 (3,33%)	1 (3,33%)	16(53,33%)	12 (40%)
2	I prefer teachers who only use English in English lessons	2 (6,67%)	21 (70%)	5 (16,67%)	
3	I am more confident when speaking English after participating in activities that require the use of English in a contextual manner (e.g. role play, group discussion, etc.)	2 (6,67%)	7 (23,33%)	21 (70 %)	1 (3,33%)
4	I find it helpful to use learning media (e.g., video, audio, images, etc.) in understanding English material.	0 (0 %)	0 (0 %)	24 (80 %)	6 (20 %)
5	I feel motivated to learn when teachers use fun and varied learning methods (e.g., games, songs, stories)	0 (0%)	1(3,33 %)	17 (56,67 %)	12 (40 %)
6	I find it difficult to understand English material presented in writing (e.g. texts, textbooks)	2 (6,67 %)	3 (10 %)	13 (43,33%)	12 (40 %)
7	I find it difficult to understand English material delivered orally (e.g., conversations, dialogues, presentations, etc)	1 (3,33 %)	10 (33,33 %)	16 (53,33%)	3 (10 %)
8	I find it difficult to express ideas in English both orally and writing	2 (6,67 %)	9 (30 %)	15 (50 %)	4 (13,33 %)
9	I feel nervous or anxious when speaking English in front of the class	2 (6,67 %)	6 (20 %)	16 (53,33%)	6 (20 %)
10	I feel more comfortable learning English when I have the opportunity to interact with classmates or peers using English (e.g., group discussions, dialogue with friends)	1 (3,33 %)	8 (26,67 %)	10 (33,33 %)	11 (36,67 %)
11	Learning English is important because it makes me more educated or learned	0 (0 %)	0 (0 %)	4 (13,33 %)	26 (86,67 %)
12	Learning English is important because other people will respect me if I know English	0 (0 %)	6 (20 %)	8 (26,67 %)	16 (53,33%)
13	I wish I could and was proficient in English	0 (0 %)	1 (3,33 %)	12 (40 %)	17 (23,33%)
14	I wish I could have many native English speaking friends	0 (0 %)	4 (13,33 %)	11 (36,67 %)	15 (50 %)
15	Learning English is important because I need it for my career	2 (6,67 %)	0 (0 %)	8 (26,67 %)	12 (40 %)
16	Learning English is important because it will be useful for getting a good job.	1 (3,33 %)	2 (6,67 %)	11 (36,67 %)	16 (53,33%)
17	I want to get an 'A' in my English class all the time	0 (0 %)	0 (0 %)	16 (53,33%)	4 (13,33 %)
18	If I could speak English I would use it to travel abroad	1 (3,33 %)	0 (0 %)	14 (46,67 %)	15 (50 %)
19	Knowing English will help me become more knowledgeable person	0 (0 %)	2 (6,67 %)	12 (40 %)	16 (53,33%)

Evaluation of English Learning Attitudes and Motivation: A Survey Study of Public High School Students in Sigi Regency

20	I study hard in order to know English	1 (3,33 %)	4 (13,33 %)	18 (60 %)	7 (23,33%)
21	I like learning English because I like watching English movies.	1 (3,33 %)	8 (26,67 %)	12 (40 %)	9 (30 %)
22	Like learning English because I like using songs in English	2 (6,67 %)	3 (10 %)	5 (16,67 %)	20 (66,67%)
23	My parents try to help me to learn English	2 (6,67 %)	9 (30 %)	18 (60 %)	1 (3,33 %)
24	I study English because this language plays an important role in the world.	0 (0 %)	1 (3,33 %)	12 (40 %)	17 (56,67%)
25	I took English lessons in class because the English teacher was very good	1 (3,33 %)	0 (0 %)	9 (30 %)	20 (66,67%)
26	I have a strong desire to know all aspects of English	1 (3,33 %)	3 (10 %)	16 (53,33%)	10 (33,33 %)
27	The English I learned in school was a complete waste of my time.	17 (56,67 %)	7 (23,33%)	0 (0 %)	6 (20 %)
28	Learning English is not fun	14 (46,67 %)	12 (40 %)	3 (10 %)	1 (3,33 %)
29	Knowing English is not an important goal in my life	15 (50 %)	11(36,67%)	1 (3,33 %)	3 (10 %)
30	I think English lessons at school are very boring	11 (36,67 %)	13 (43,33%)	5 (16,67 %)	1 (3,33 %)
31	My English teacher at school has an interesting and dynamic teaching style.	1 (3,33 %)	4 (13,33 %)	19 (63,33%)	6 (20 %)
32	My parents feel that it is very important for me to learn English.	2 (6,67 %)	3 (10 %)	16 (53,33%)	9 (30 %)
33	My English teacher is a source of inspiration for me	2 (6,67 %)	3 (10 %)	16 (53,33%)	9 (30 %)
34	I sometimes feel anxious and shy in class when I speak English	0 (0 %)	4 (13,33 %)	16 (53,33%)	10 (33,33 %)
35	I'm worried that my other friends in class seem to speak English better than me.	4 (13,33 %)	11 (36,67 %)	12 (40 %)	3 (10 %)

(VSD): Very Strongly Disagree; (SD): Strongly Disagree; (A): Agree; (VA): Very Agree

In table 2 above, we can see that the results of the questionnaire on attitudes and motivation towards teachers show positive results, where the majority of respondents answered that it is necessary for a teacher to use English and Indonesian simultaneously in the learning process in the classroom (see Questionnaire no. 1). This can be seen from 28 out of 30 respondents who chose to agree (16 (53.33%) and strongly agree 12 (40%). This is also proven in questionnaire number (2) that respondents actually disagree, namely 21 (70%) respondents out of 30 respondents if the teacher only uses English in the learning process. Furthermore, if we look at the results of the questionnaire about student attitudes and motivation towards teachers, 17 (56.67%) respondents said they agreed and 12 (40%) respondents strongly agreed if the teacher uses fun and varied learning methods, for example games, songs, stories, etc. (see questionnaire no. 5). Likewise, 9 (30%) and 20 (66.67%) respondents agreed and strongly agreed if they took English lessons in class because the English teacher was very good (see questionnaire no. 25).

Furthermore, the questionnaire results also showed that 19 (63.33%) and 6 (20%) respondents respectively said they agreed and strongly agreed that their English teacher at school had an interesting and dynamic teaching style so that respondents stated that their English teacher was a source of inspiration for them (see questionnaire no. 31). This was proven by 18 (60%) respondents saying they agreed and 6 (20%) saying they strongly agreed that their teacher was a source of inspiration (see questionnaire no. 33).

Evaluation of English Learning Attitudes and Motivation: A Survey Study of Public High School Students in Sigi Regency

Furthermore, the results of the questionnaire on students' attitudes and motivations towards the field of study showed that 21 (70%) respondents who said they agreed were confident when speaking English in front of the class after participating in activities involving the use of English in a contextual manner, for example role playing, group discussions, and others. Likewise, the respondents were helped by using learning media, for example video, audio, images in understanding English material (see numbers (3) and (4). However, the results of the questionnaire on difficulties in understanding English material delivered in writing, for example texts, and textbooks were 13 (43.33%) who said they agreed and strongly agreed as many as 12 respondents or (40%) said they strongly agreed (see Questionnaire no. 6). Furthermore, 16 (53.33%) agreed that it was difficult to understand English material delivered orally, for example, conversations, dialogues, and presentations, and the like and only 10 (33.33%) respondents disagreed (see questionnaire no. 7).

In the orientation of attitudes and motivation towards the field of English study, most respondents had difficulty expressing ideas in English both orally and in writing, namely 15 (50%) who said they agreed and 4 (13.33%) who said they strongly agreed. Only 2 (6.67%) said they disagreed (see questionnaire no. 8). Likewise, respondents were very nervous and anxious when speaking English, namely 16 (53.33%) agreed and 6 (20%) strongly agreed (questionnaire no. 9). However, respondents were more comfortable learning English when there was an opportunity to interact with classmates, for example in the form of discussions, dialogues, and the like, namely 10 (33.33%) respondents agreed and 11 (36.67%) respondents strongly agreed (questionnaire no. 10).

Regarding parental involvement in helping students learn English, 18 (60%) agreed, and 1 (3.33%) strongly agreed (questionnaire no. 23). Most respondents answered strongly disagree 17 (56.67%) and disagree 7 (23.33%) that English lessons at school are a waste of time (see questionnaire no. 27). Likewise, most respondents said they disagree, namely 26 (86.67%) if English is not fun (questionnaire no. 28). Likewise, regarding knowing English is not an important goal in my life, most respondents disagreed with the statement, namely 26 (86.67%). Furthermore, most respondents also disagreed with the statement that English lessons are very boring, namely 24 (80%). The statement that students' parents feel it is very important for me to learn English, strongly agree 9 (30%) and agree 16 (53.33%), the rest disagreed (questionnaire no. 32). However, the concern of fellow students in the class seems to be better than myself is quite high, namely 15 (50%) respondents. The remaining 15 (%) students are not worried (questionnaire no. 35).

In the orientation of integrative attitudes and motivations, consisting of 7 (seven) questionnaire numbers in the form of statements. The seven statements will be explained as follows, namely, number (11) says learning English is important because it makes me educated and learned, all stated agree and strongly agree 30 (100%) respondents. Likewise, the hope of all 30 (100%) respondents to be proficient in English (questionnaire no. 13). Likewise, the hope to have many friends from native speakers if proficient in English, agreed 11 (36.67%), and strongly agreed 15 (50%) students (see questionnaire no. 14). Furthermore, the questionnaire about knowing English makes students knowledgeable people, each respondent agreed 12 (40%) and strongly agreed 16 (53.33%), while those who disagreed were only 2 (6.67%). Furthermore, in the hard work of learning English, 25 (83.33%) stated agree and strongly agree. Only 5 respondents (16.67%) disagreed (questionnaire no. 20). Similarly, the majority of respondents agreed, namely 29 (96.69%) that learning English because this language plays an important role in the world (questionnaire no. 24). When linked to questionnaire number 25, it turns out that the majority of respondents (26 (86.67%) agreed and strongly agreed that they have a strong desire to learn English (see questionnaire no. 26).

In the orientation of attitudes and instrumental motivation, there are 7 numbers in the questionnaire in the form of statements given to respondents to fill out. In the statement of questionnaire number 12, namely learning English is important because other people will respect me if I know English, most respondents agree and strongly agree, namely 24 (80%). The rest disagree and strongly disagree (questionnaire no. 12). Likewise, learning English for students is important because their career needs are most of them agree and strongly agree 20 (66.67%) and some disagree (questionnaire no. 15). Likewise, 'learning English is important because it will be useful for getting a good job'. Most respondents answered agree and strongly agree, namely 27 (90%). Only 3 (10%) disagree (questionnaire no. 16).

Furthermore, all 30 respondents (100%) stated that they agreed and strongly agreed with the statement 'I want to get an A in all English lessons at my school' (see questionnaire no. 17), as well as questionnaire no. 18, which stated that if I can speak English I will use it abroad, 29 respondents (96.67) said they agreed and strongly agreed, only 1 (respondent) respondent disagreed (see questionnaire no. 18). Furthermore, the questionnaire about liking to learn English because they like watching English films, 21 respondents (70%) stated they agreed and strongly agreed, the rest 9 (30%) stated they disagreed (see questionnaire no. 21). Likewise, students like to learn English because they like listening to English songs, most respondents stated they agreed and strongly agreed, namely 25 (83.33%), the rest disagreed (see questionnaire no. 22).

4.2. Discussion

The research data obtained from respondents (students) showed slightly different understandings from one respondent to another. This is possible, because the attitudes and motivations of each respondent (student) are different. The orientation of attitudes

Evaluation of English Learning Attitudes and Motivation: A Survey Study of Public High School Students in Sigi Regency

and motivations towards teachers indicates that most respondents (students) said that teachers should use English and Indonesian simultaneously in the learning process in the classroom. This is also proven by the fact that almost all respondents disagreed if teachers only used English in the teaching and learning process in the classroom. The statement that in the English teaching and learning process, two languages (English and Indonesian) should be used alternately is supported by a number of researchers who studied code-switching in the context of language learning. Cook, V. (2001) said that the strategic use of the first language (L1) in a second language class can help students' understanding, save time, and increase effectiveness. This is also in line with the results of research by Macaro, E (2005) which revealed that the use of two languages alternatively in language teaching (code-switching) can support conceptual understanding and maintain student engagement in class.

Furthermore, Turnbull, M., & Arnett, K. (2002), emphasized that second language (L2) teachers should not reject the use of their first language altogether, because both can function complementary in learning. This is also in line with the view of Atkinson, D. (1987), an educational figure who emphasized that the use of the mother tongue in foreign language classes is not always negative; in fact, it can be an effective pedagogical tool if used proportionally. In the Asian context, Yonesaka, S.M. (2005) said that teachers and students often feel more comfortable when two languages are used alternately in English classes, because it helps clarify the meaning and instructions given. Usually the instructions are less clear so the mother tongue of the students is needed.

The results of the study showed that 29 students (respondents) agreed or strongly agreed if their teachers used fun and varied learning methods, such as games (language games), songs, and storytelling. In language learning, various studies emphasize the importance of using fun and varied methods to make the learning process more effective and meaningful. Wright, Betteridge, and Buckby (2006) emphasized that language games can increase student learning motivation while creating an interactive and stress-free classroom atmosphere. Similar findings were presented by Saricoban and Metin (2000), who showed that the use of songs and games in teaching grammar can reduce learning anxiety (language anxiety), improve memory, and help understand sentence structure naturally. Brewster, Ellis, and Girard (2002) also emphasized that activities such as songs, drama, and games support a communicative and creative approach to language teaching, and help teachers create a positive learning environment.

Millington (2011) stated in his research that the use of songs in English learning is very effective in strengthening students' pronunciation, intonation, and language structure. Songs also make the classroom atmosphere more relaxed and enjoyable, especially for early learners. Paul (2003) added that a variety of learning methods such as games, songs, and group activities can increase students' activeness, creativity, and confidence in using English. Based on these findings, it can be concluded that the use of fun and varied learning methods plays a vital role in creating an effective, communicative, and student-centered learning process. Therefore, a teacher is a source of inspiration for their students. This view is in line with the questionnaire data and observations conducted by the researcher, where the majority of students agreed or strongly agreed that teachers are a source of inspiration for them.

The data obtained from this research instrument on students' attitudes and motivations towards English studies showed a variety of answers. Most students said that it was difficult to understand English lessons when they were delivered in writing, as well as when the English lesson material was delivered orally. In practicing (speaking), students were nervous and anxious when speaking English in front of their teachers and other people, but students were more comfortable when practicing speaking among their peers in the form of dialogue, role play, discussion and the like. Of the 30 students who were respondents, 21 students said they agreed and strongly agreed. A recent study conducted by Le Vu Ngan Ha (2024), showed that interaction between participants (peer interaction/peer support) increased students' enjoyment and motivation to practice English skills; participants reported more practice opportunities, reduced anxiety, and increased self-confidence when working or discussing with peers compared to individual learning activities, so they tended to be more active and motivated to speak English among their friends.

The students' responses said they strongly disagreed, namely (24 students or 80%) that English lessons at their school were just a waste of time, or useless. Most of the students also said that English was fun, as well as 24 students (80%) who stated that they disagreed that English was boring. This was also supported by their parents who strongly supported the importance of learning English, namely 25 students who stated that they agreed and strongly agreed. Wu, W., & Kabilan, M. K. (2025) in their article stated that learning a language (especially English) is fun (enjoyment) and/or important (motivational value).

From the perspective of integrative attitude orientation and motivation, the results of the study showed that all respondents (students) agreed and strongly agreed (100%) with a strong desire to learn English. This was also emphasized by the statement that English is important because it makes me an educated and learned person. Therefore, the hope of most students (26 students) said they had a strong desire to learn English. Research on the challenges of teaching English in high schools, including the use of literary works and obstacles such as motivation, media support, and the quality of teaching materials. Susari & Mukhlasul Fasikh (2024) explained and provided implications that if English language proficiency can be improved, it will improve overall educational performance. This statement reinforces that English is not just an additional subject, but part of the intellectual competencies required in the modern education system.

Furthermore, Adi Isma, Amrang, Ridwan, and Rusdiah (2025) in their research examined the correlation between the English language skills of students majoring in English Education at the University of West Sulawesi and their academic achievement

Evaluation of English Learning Attitudes and Motivation: A Survey Study of Public High School Students in Sigi Regency

(GPA). Their findings support that students with higher English proficiency tend to have better academic achievement. This brings English language proficiency closer to being an indicator of intellectual and higher education. Thus, the students actually have good integrative attitudes and motivation, but need to be provided with more enrichment or reinforcement towards improving the variety of learning models and forms.

The findings of this study on attitude orientation and instrumental motivation consisting of seven (7) numbers of statements/questions in the questionnaire given to students, namely about 'learning English is important because other people will respect them if they know English', the results are that most students agree and strongly agree, namely 24 students (80%) of the 30 students given to fill out the questionnaire. Likewise, it is reinforced by the results of the interview, most of whom responded that knowing English is important and differentiates them from people who do not know. Most students agree and strongly agree (27 students or 90%) said that learning English will be useful for getting a good job. Thirty (30) students (100%) stated that they strongly agree to get an A from all English lessons at school. When linking with the results of Idham's research, Kholid (2024) stated that instrumental motivation plays a significant role as a driver in learning English, especially when looking at its practical benefits (for example for a career) and related to aspects of job acquisition. Furthermore, when referring to the questionnaire question, which stated that they enjoy learning English because they enjoy listening to English songs and watching English-language films, most students agreed or strongly agreed. This was also confirmed by the researcher's interviews.

Students who frequently watch English films report increased learning motivation, primarily because films help them hear authentic English, enrich their vocabulary, and improve their vocabulary. This is in line with the findings of Ni Made Dwi Ratih Pramita Putri (2025) who found that most students want to learn English because they want to use it as an instrument to learn English because they enjoy watching English films and listening to English songs. All of these are their driving forces to learn as a form of attitude orientation and instrumental motivation.

The overall results of the attitudes and motivations of English learning at State Senior High School 4, Sigi Regency, Central Sulawesi, illustrate that students basically have positive integrative and instrumental motivations. When referring to the results of this study, which is oriented towards English learning and attitudes towards teachers, the results show positive attitudes and motivations, because most students learn English for their own interests, but it is necessary to create a learning climate that makes students more enthusiastic about improving their abilities. According to Gardner & Lambert (1972), integrative motivation guarantees success in mastering a foreign language or English. This is because individuals who have integrative motivation have a positive attitude towards the language they are learning, so they are willing to do anything to be able to master the language.

5. CONCLUSION AND SUGGESTION

5.1. Conclusion

After collecting and analyzing the data, this study concluded that the attitudes and motivations of students in English learning at SMA Negeri 4 Sigi Regency, Central Sulawesi, showed very good English learning attitudes and motivations. This can be seen from the perspective of student orientation, which all showed positive results. The results showed that the orientation of attitudes and motivations towards teachers requires a varied learning process and is oriented towards the students' needs. These attitudes and motivations are reflected in an integrative orientation that is more positive than an instrumental orientation. An integrative orientation is more likely to guarantee success in English learning because it can foster self-awareness in students.

5.2. Suggestion

After seeing and reading the conclusions of this research, the researcher suggests that teachers need to encourage students to be more diligent and persistent in learning English because they need it for their own benefit in the future. In addition, the researcher suggests that they should not stop learning this language because the need in the future is increasingly open and provides opportunities to get decent jobs, as well as something prestigious if they understand and apply it in everyday interactions, especially when conversing with other foreign language speakers.

REFERENCES

- 1) Brewster, J., Ellis, G., & Girard, D. (2002). *The primary English teacher's guide* (New ed.). Penguin English.
- 2) Brown, H.D. (2007). *Prinsip Pembelajaran dan Pengajaran Bahasa*. Edisi Kelima. Pearson Education.
- 3) Cook, V. (2001). Using the first language in the classroom. *Canadian Modern Language Review*, 57(3), 402–423.
- 4) Dornyei, Z & Ushioda, E. (2021). *Teaching and Researching Motivation*. Third Edition. Routledge: New York.
- 5) Gardner, R. C. (1985). *The Attitude Motivation Test Battery: Technical Report 1*. University of Western Ontario: London.
- 6) Gardner, R.C., & Lambert, W.E. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley, MA: Newbury House Publishers.
- 7) Jismulatif. (2016). *Sikap Bahasa dan Motivasi Belajar Bahasa Inggris Siswa SMA 1 Bantan Bengkalis*. Jurnal Pendidikan.
- 8) Kementerian Pendidikan dan kebudayaan (2019). *Laporan Hasil Ujian Nasional*; Pusat Penilaian Pendidikan.

Evaluation of English Learning Attitudes and Motivation: A Survey Study of Public High School Students in Sigi Regency

- 9) Isma, A, Amrang, A, Ridwan, R, & Rusdiah, R. (2025). *Examining the Link Between English Proficiency and Academic Performance Among EFL Undergraduate Students*. Journal of Teaching and Education for Schalar (JOTES). Vol 2, No.1, hal 24 -33.
- 10) Le Vu Ngan Ha. (2024). *Investigating the Impacts of Peer Conversations on Students' Speaking Ability at Ho Chi Minh City University of Industry and Trade*. Journal of Knowledge Learning and Science Technology (JKLST)
- 11) Lin, J. (2025). "Exploring Chinese university students' foreign language enjoyment, behavioral engagement, and WTC in EFL context." (Artikel di *Humanities and Social Sciences Communications*)
- 12) Maharani, A. & Hartati, S. (2017). *Analisis Sikap Siswa terhadap Pembelajaran Bahasa Inggris sebagai Bahasa Asing di SMK Muhammadiyah 3 Palembang*. Prosiding Seminar Nasional Pendidikan, Vol.2 No.1.
- 13) Macaro, E. (2005). *Codeswitching in the L2 Classroom: A communication and learning strategy*. In E. Llurda (Ed.), *Non-native language teachers: Perceptions, challenges and contributions to the profession* (pp. 63–84). Springer.
- 14) Margana (2002). *Teori dan Strategi Pembelajaran Bahasa Inggris*. Direktorat Pendidikan Dasar dan Menengah, Departemen Pendidikan Nasional. Jakarta.
- 15) Marlina, Lenny. (2007). *Motivatio and Language Learning: A Case of EFL Students*. Jurnal KOLITA. Unika Atma Jaya.
- 16) Maryam, M. (2016). *Pengaruh Motivasi dalam Pembelajaran pada Siswa MTs Negeri Tungkop Darussalam Kabupaten Aceh Besar*. Lantanida Journal, Vol. 4 No. 2.
- 17) Millington, N. T. (2011). *Using Songs Effectively to Teach English to Young Learners*. *Language Education in Asia*, 2(1), 134–141. <https://doi.org/10.5746/LEiA/11/V2/I1/A11/Millington>
- 18) Nashar. (2004). *Peranan Motivasi dan Kemampuan Awal dalam Kegiatan Pembelajaran*. Jakarta: Della Press.
- 19) Paul, D. (2003). *Teaching English to children in Asia*. Longman.
- 20) Putri, N.M.D.R.P. (2025). *The Role of English Movies in Modern Enhancing Listening Skills*. ELECTRUM: English Language Education Spectrum. Vol.5 No.2, hal 29-38
- 21) Santosa, R.B. (2017). *Motivasi Dalam Pembelajaran Bahasa Inggris: Studi Kasus pada Mahasiswa Jurusan Pendidikan Bahasa Inggris IAIN Surakarta*: Jurnal Ilmiah DIDAKTIKA Agustus 2017 VOL. 18, NO. 1, 87-102.
- 22) Shams, Meenaz. (2008). *Students' Attitudes, Motivation and Anxiety towards English Language Learning*. Journal of Research and Reflections in Education. Vol. 2, No.2, pp 121 -144.
- 23) Turnbull, M., & Arnett, K. (2002). *Teachers' Uses of the Target and First Languages in Second and Foreign Language Classrooms*. *Annual Review of Applied Linguistics*, 22, 204–218.
- 24) Susari, & Fasikh, M. (2024). *Improving English Proficiency in Indonesia: Using Literary Works and Educational Challenges*. *English Language and Arts Education Journal*, 1(2), 108–117. Retrieved from <https://journal.cmbpublisher.com/index.php/ELAEJ/article/view/14>
- 25) Widodo, U. (2020). *Faktor-Faktor Motivasi dalam Pembelajaran Bahasa Inggris*. Jurnal Pendidikan, Sains, Sosial, dan Agama: 5 (2). Hal. 48-64.
- 26) Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for Language Learning* (3rd ed.). Cambridge University Press.
- 27) Wu, W., & Kabilan, M. K. (2025). *Foreign Language Enjoyment in Language Learning from a Positive Psychology Perspective: A Scoping Review*. *Frontiers in Psychology*, 16, 1545114. <https://doi.org/10.3389/fpsyg.2025.1545114>
- 28) Zhang, Z. (2024). *Enjoyment in Foreign Language Learning: A systematic review*. *Holion*: vol.10, Issue 17, page: 107-116.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0)

(<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.