



## **Investigating Individual Differences, School Locality, and Management on Indonesian Students' Attitudes and Motivation in EFL Learning**

**Agus Husein As Sabiq**

husein@uinsaizu.ac.id, English Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, Indonesia

### **APA Citation:**

Sabiq, A.H.A. (2023). Investigating individual differences, school locality, and management on Indonesian students' attitudes and motivation in EFL learning. *LEARN Journal: Language Education and Acquisition Research Network*, 16(1), 726-752.

| Received<br>10/09/2022                 | <b>ABSTRACT</b>   |
|--|---|
| Received in revised<br>form 14/12/2022 |   |
| Accepted<br>10/01/2023                 | Researchers have studied different aspects of students' attitudes and motivation in depth. Nonetheless, research into the link between students' attitudes, motivation, characteristics and school setting will provide further insights. This study investigated the effects of students' demographics on their attitudes and motivation to English language learning through the survey of 344 students. In addition, interviews were conducted to learn more about the students' perspectives and successful strategies in light of these factors. Multiple correlations and linear regression were used to analyze the quantitative data, and thematic analysis was employed to interpret the qualitative information. The results showed that gender, age, learning experience, school locality, and management influence the way students feel about learning English ( $\text{sig } 0.05$ , $R$ value = 0.335). Although, attitudes and motivation were not significantly related to students' school environment or learning experiences, the results indicated that the students' acquired attributes were affected by their innate attributes and socio-environmental backgrounds. Therefore, |

|  |  |
|--|--|
|  | <p>providing meaningful learning experiences, authentic materials and exposure are key to improving student attitudes and motivation.</p> <p><b>Keywords:</b> attitude, English learning, individual differences, motivation, school locality and management</p> |
|--|--|

## Introduction

The attitudes and motivations of language learners have been studied extensively. These perspectives have been analyzed in light of motivation in the broadest sense. However, to acquire a new language successfully, one must have the right mindset and be intrinsically motivated to do so (Asmali, 2017). It follows that language proficiency is higher for learners with positive attitudes and high motivation than for those with negative attitudes and low motivation (Lai & Aksornjarung, 2017). Psycholinguists define attitude as an evaluation of a particular entity as favoring or disfavoring (Asghar et al., 2018). According to Gardner (2020), attitude is an evaluative reaction to a reference or object, inferred from a person's beliefs or ideas about the referent or object. Attitudes have three components; cognitive, affective, and behavioral (Gardner, 2008). When people think about the attitude object in order to create convictions, a cognitive component is present. The emotive dimension takes into account the individual's emotional reactions and inclinations. Affective effects on products can come from both positive (e.g., happiness) and negative (e.g., displeasure) interactions with the features of the product or service. The observable behaviors that people take in regard to the attitude object provide the basis of the behavioral component. According to the self-perception theory of how attitudes are formed, people infer attitudes that are congruent with their past actions.

On the other hand, motivation is commonly recognized as a critical factor influencing second or foreign language learning performance. Even though it is not an issue for infants learning their native tongue, motivation may significantly affect how willingly and also how effectively people learn other languages later in life (Ushioda, 2010). Furthermore, Ushioda (2012) has pointed out that motivational cognitions are more influenceable than social-psychological attitudes. Motivational cognitions are beliefs, self-perceptions, and thinking patterns that affect students' engagement in—or disengagement from—learning, such as their classroom goals (e.g., develop skills and knowledge, please the teacher, outperform others) or internal explanations for poor performance outcomes (e.g., low ability, insufficient effort, task difficulty). Various factors influence extrinsic motivation, most of

which have to do with a student's attitude toward the language, which can be described as a set of feelings about the use of language and its place in society (Ahmed, 2015). It is asserted that highly motivated students have more optimistic attitudes toward language learning.

Human beings are unique from the perspective of individualization. Individual differences (IDs) are characteristics or traits by which people can be distinguished from one another (Dörnyei, 2003). As a result, many investigations towards individual differences have been conducted based on the geographical and cultural influences of the learners. Some studies have investigated how individual differences affect language learners' performances (Alharbi, 2021), metalinguistic awareness (Brooks & Kempe, 2013), and multilingual acquisition (Costley et al., 2020). However, the links between socio-psychological, individual differences within innate attributes (i.e., gender, age, and learning experiences), acquired attributes (i.e., attitudes and motivation), and socio-environmental backgrounds (i.e., school locality and management) need to be explored further.

As the variables tested in this study school locality and management are considered factors that influence motivation and attitudes toward the learning process. Students living in urban areas tend to have lower levels of attitude and motivation than those living in more remote areas (Dörnyei & Csizér, 2005). The school setting also determines teachers' belief in efficacy as a crucial element of education where urban school teachers show a lower sense of efficacy (Knoblauch & Chase, 2015). On the other hand, regarding school management, evidence suggests that private schools outperform students' learning outcomes and short-term or long-term attainment and criminal activity (DeAngelis, 2019). Public schools have appointed principals who are bound by government policy, while the principals of private schools are more at liberty to devise their own policies, maintain their own position, and guarantee customer satisfaction (DeAngelis, 2019).

The effects of internal and external factors on attitudes and motivation have been studied in depth; however, both have not been studied together. This research examined how students' demographics (i.e., gender, age, learning experience, school locality, and management) influence their attitudes and motivation toward English language learning. The learning processes and the development of human language depend on a firm grasp of the interplay between these factors. This study's overarching goal was to examine how students' attitudes and motivations toward English language learning vary in connection with demographic factors like age, gender, learning experience, school locality, and management. In order to narrow this scope, the focus of the research was limited to the following two research questions:

---

- a. Is there a significant effect on students' attitudes and motivation toward English language learning based on differences in age, gender, learning experience, school locality, and school management?
- b. How are the students' attitudes and motivation toward English language learning related to those variables?

## Literature Review

### Attitude and Motivation towards EFL

Attitude toward a language and motivation to learn it are among the most important aspects that contribute to successful language acquisition (Csizer & Dornyei, 2005; Getie, 2020). A positive attitude stimulates positive behavior toward studying. Several factors can change attitude; for example, an effective language learning method can encourage students to learn a foreign language like English (Asghar et al., 2018). Contrarily, motivation plays a significant role in language acquisition as it gives students something to work toward. Challenges may arise for students who are not sufficiently inspired to try their best in their studies. In contrast, learning is more challenging for students who lack the motivation to study.

Motivation is one of the factors that can influence language proficiency in second or foreign language learning. Motivation consists of three components: effort, desire, and favorable attitude. These three factors highly contribute to true motivation (Dörnyei, 2003; Gardner, 2020). Second language (L2) motivation has been primarily studied in the context of language learning, and researchers have examined whether or not L2 students (a) make any effort to use what they have learned outside the classroom; (b) want to use what they have learned as much as possible outside the classroom; and (c) have positive attitudes toward doing so (James, 2012). Dörnyei (2006) explained that motivation represents the elementary strength to start learning and the energy to continue a possibly boring course of study. As Gardner (2008) proposed, there are two kinds of motivation in learning English as a second language; integrative and instrumental motivation. Integrative motivation is the passion for learning a language to communicate with native speakers. In contrast, instrumental motivation refers to the passion for learning a language to fulfill certain goals, such as getting a job or passing an examination. Dörnyei (2006) also defined two kinds of motivation; intrinsic and extrinsic motivation. Intrinsic motivation refers to the motivation to engage in an enjoyable activity, while extrinsic motivation refers to the activities performed to earn a reward or avoid a punishment. In foreign language learning, the more motivated learners are, the more successful they will be (Sara Jafari, 2013).

Furthermore, the learners' orientation or motivational elements of second language study were divided into two forms; integrative motivation and instrumental motivation (Gardner, 2008). Both sorts of motivations impact the success of L2 acquisition from various angles. Lander and Brown (1995) defined integrative motivation as the desire of learners to integrate into the target language group, culture, and society. The instrumental motivation was articulated by Gardner (2008) as 'learning for perceived use'. Instrumentally, motivated learners may wish to acquire a language out of a practical motive like graduating or attending university. In contrast, integrated learners may wish to learn the language to understand it better and eventually master it. Dörnyei (2003) pointed out that integrative and instrumental motivation are two sides of the same coin. Both are favorably related to language learning and contribute to it.

## Individual Differences

Individual differences in the sense of biological, internal, and psychological attributes are believed to affect language learning outcomes, as attitudes toward L2 learning have become the most researched topic over the decades (Ellis, 2004; Zafar & Meenakshi, 2012). According to Dörnyei (2006), individual differences are divided into two significant variables, typically innate attributes (e.g., gender, age, aptitude, personality, and learning styles) and acquired attributes (e.g., attitudes, motivation, beliefs, and strategy use).

One of the students' differences is gender, which influences attitudes and motivation towards language learning. Gender differences influence students' mood, motivation, and learning process (Akdemir, 2019). Further, sociocultural influences promote a favorable view of second language learning by placing role models on females and encouraging a positive outlook. Research showed that gender disparities in foreign language learning motivation have revealed that female students are more encouraged to study foreign languages than male students (Akdemir, 2019; Csizer & Dörnyei, 2005; Qian, 2015). On the contrary, a study investigating the role of age and gender in language acquisition has found that male students are better than female students in learning English, and the convenient age for learning English as a foreign language is childhood (Muhammed, 2017).

On the other side, age is one of the crucial factors determining the learners' attitudes, motivation, and successful language learning. Children who learn a new language at an early age will do so easier, quicker and better than adults, as overthinking may influence adults during the language learning process (Asmali, 2017). As part of individual differences, the initial intensive exposure age becomes a factor affecting L2 learning orientation and significantly impacts language learning success (Dörnyei, 2003). When

opposed to the ability to make phonetic distinctions and segment words from running speech, children who master these skills at a younger age have better vocabulary knowledge months or even years later (Cristia et al., 2014).

In line with other individual differences, the language learning experience is one factor that forms human language development, which becomes the source of language variation and affects language learners' attitudes (Ahmed, 2015). Language experience is closely related to exposure to the language. The more exposure the learners have the more experienced they become in using it.

## **School Locality and Management**

Locality refers to the residential area of the students, which may either be rural or urban, and the type of school management (Islam & Khan, 2017). Due to convenient public transportation and high-speed Internet, urban schools are more reachable than their rural counterparts. Conversely, schools in rural and distant areas face more hindrances than schools in urban areas. Poverty, a lack of resources for their schools, and isolation are just a few of the many obstacles rural schools must overcome (Chand & Mohan, 2019). English language learning in rural areas seems to pose a greater challenge than in urban areas, as the students are more likely to have limited approaches to the target language (Suliman et al., 2019). Additionally, most teachers employed in rural schools are less experienced or beginner teachers. At the same time, schools in urban areas have sufficient funds to recruit more highly qualified teachers and provide various curricular and educational resources (Suliman et al., 2019). Due to certain resource constraints, rural and remote schools may have lower educational outcomes than urban schools (Chand & Mohan, 2019).

School management refers to the public or state schools directly or indirectly managed by a government agency or public education authority, while private schools are directly or indirectly controlled by a non-government organization. In the new economics of education literature, the urgency of quality schooling on sustainability education investments and labor market outputs is well recognized (Kumar & Choudhury, 2020). It explains that access to higher education and better future job market options can be achieved by attending a good quality school. More than that, parents also take control of this phenomenon and demand good quality schooling for their children, and surprisingly, they have more faith in what private schools have to offer to their children, rather than public schools (Erickson, 2017; Kumar & Choudhury, 2020).

Previous research has been conducted, although not together, on the influence that internal and external factors have on attitudes and levels of

motivation. The purpose of this study was to investigate the ways in which the demographic characteristics of students (i.e., gender, age, learning experience, school area, and management) influence the students' attitudes and levels of motivation in English language learning. A comprehensive understanding of the dynamic relationship between these components is essential to the study of learning fields and the evolution of the human language.

## Research Method

Using a variety of data collection approaches is most effective when studying human behavior and attitudes. The researcher may draw on each instrument type's strength and minimize the limitations of each approach. Therefore, the research can produce findings that can be both statistically true and logically sound when using quantitative and qualitative approaches in the form of surveys and interviews. In this study, the quantitative phase involved a cross-sectional survey to collect information from the population sample, while thematic analysis was used in the qualitative phase to analyze the participants' viewpoints, highlighting similarities and discrepancies, and creating unexpected insights.

The present study gathered the survey data from five schools in Central Java, Indonesia; 344 of the 1,678 students participated in the survey. The schools consisted of one urban state school, one rural state school, one urban private school, one rural private school, and one private senior high school located in a rural area. Six questionnaires were eliminated due to invalid responses. A total of 338 questionnaires were included in the final analysis.

**Table 1**

*Participant description*

| Survey |          | (n) 338 |     |
|--------|----------|---------|-----|
| Gender | Male     | 146     | 43% |
|        | Female   | 192     | 57% |
| Age    |          |         |     |
|        | Below 12 | 11      | 3%  |
|        | 12–13    | 145     | 43% |
|        | 14–15    | 113     | 34% |
|        | 16–17    | 25      | 7%  |
|        | 17–18    | 35      | 10% |

|                       |     |     |
|-----------------------|-----|-----|
| 18 and above          | 9   | 3%  |
| Learning Experiences  |     |     |
| Less than two years   | 92  | 27% |
| 2–3 years             | 80  | 24% |
| 4–5 years             | 45  | 13% |
| 6–7 years             | 50  | 15% |
| 7–8 years             | 37  | 11% |
| More than eight years | 34  | 10% |
| School Locality       |     |     |
| Urban                 | 155 | 46% |
| Rural                 | 183 | 54% |
| School Management     |     |     |
| State                 | 141 | 42% |
| Private               | 197 | 58% |

## Instrumentation

The quantitative data was collected using a questionnaire written in Indonesian. The five descriptive questions covering the variables Gender, Age, Learning Experiences, School Locality, and School Management were followed by 41 statements covering the five constructs adapted from the Attitude/Motivation Test Battery (AMTB) developed by Gardner (2005). This integration construct is an integral aspect of the socio-educational paradigm which posits that attitudes toward outgroups and languages tend to influence language learning performance. The constructs included Interest in English, Attitudes toward Learning English, Motivational Intensity, Desire to Learn English, and Orientation Index. The construct Interest in English comprised ten favorably phrased items (maximum score = 40) designed to assess students' interest in English; Attitudes toward Learning English consisted of five favorably phrased items and five adversely phrased items (maximum score = 40); Motivational Intensity and Desire to Learn English consisted of one option that best describes the student (maximum score = 60). The questionnaire was created to assess the participants' motivation to learn English regarding their work completed for classroom assignments and their future plans to utilize and study the language. A high score reflected a student's self-report of putting in much effort and having a strong desire to learn English. Six possible reasons were presented to study English in the orientation index section, either emphasizing instrumental motivation or integrative motivation.

The data were analyzed using SPSS 25, and Cronbach's Alpha was used to determine the initial reliability of each scale whose calculated value was 0.945 above the threshold of acceptability of 0.70. This high level of consistency reliability meant that all of the data points could be used confidently in subsequent analyses. The data from all five schools passed the

Kolmogorov-Smirnov test, thus indicating that they were following a normal distribution with a significance level above 0.05. Additionally, the data were not overly skeptical (as shown by the Levene tests for variance equals), so it was likely that parametric tests could be used to compare the means.

Although the main data in the present study were the data collected through the survey questionnaire, semi-structured interviews were also conducted to gain deeper data regarding the topic researched. The interviews were conducted in Indonesian and designed to support the survey results. The items of the interviews were piloted to explore the students' interests in learning English, motivational intensity, and their orientation to learn English. The interviewees were selected based on the results of the questionnaire to serve as a sample of the interrelated variables. Twenty-four students in total were interviewed, twelve male and twelve female students. The interviews looked further into statistics and information on the students' attitudes and motivations for studying English based on demographics, school locality, and management.

## **Data Analysis**

Both quantitative and qualitative analyses were performed on the collected data. Participation levels were used to evaluate responses to survey items, with Strongly Agree (3.01–4.00), Agree (2.00–3.00), Disagree (1.00–2.00), and Strongly Disagree (0.01–1.00) for positive statements on a 4-point Likert scale. For the opposite, the ranges were as follows: strongly agree 0–1.00, agree 1.01–2.00, disagree 2.01–3.00, and strongly disagree 3.00–4.00. Descriptive statistics and multiple correlations were used to determine a statistically significant relationship between the variables and the students' attitudes and motivation at the .05 level of significance. Furthermore, simple linear regression was employed to determine whether the participants' scores predicted their individual differences.

The quantitative findings of the survey were also intended to be supported by qualitative analysis. Thematic dimension analysis was used to analyze the qualitative data gathered in the semi-structured interview phase. To prevent misunderstandings, interviews were conducted in the students' native language. The data sets with strong correlations were highlighted to classify respondents' attitudes toward L2 learning.

---

## Findings

### Quantitative Stage

Table 2 provides descriptive statistics for independent variables (i.e., Attitudes, Motivation) and dependent variables (i.e., School Management, School Locality, Age, Gender, and Learning Experience). Students from public schools outperformed private schools in terms of mean scores in School Management. Although there were more rural school students ( $N=270$ ) than urban school students ( $N=68$ ), the mean score of urban school students was higher than that of rural school students ( $115.19 >< 112.01$ ). Regarding gender differences, the findings revealed that the male students over a wide range of comparisons. The Age variable assessed students' attitudes and motivation aged between twelve and eighteen years. There were no differences in the mean scores between the ages of twelve and seventeen. However, the mean score for the two other age groups (17–18 and 18+) was lower (106.34 and 108.89). Similarly, Learning Experiences revealed a similar mean score. As a result, the data indicated that more extended experience resulted in a higher mean score.

**Table 2**

*Descriptive statistics of survey results*

| Independent Variable     | Dependent Variables | Aspects             | N   | Mean   | Std. Dev. |
|--------------------------|---------------------|---------------------|-----|--------|-----------|
| Attitudes and Motivation | School Management   | Private             | 197 | 111.12 | 13.60     |
|                          |                     | State               | 141 | 114.79 | 13.08     |
|                          | School Locality     | Rural               | 270 | 112.01 | 13.52     |
|                          |                     | Urban               | 68  | 115.19 | 13.14     |
|                          | Gender              | Male                | 146 | 108.80 | 12.34     |
|                          |                     | Female              | 192 | 115.58 | 13.61     |
|                          | Age                 | Below 12            | 11  | 114.45 | 13.34     |
|                          |                     | 12–13               | 145 | 113.86 | 12.77     |
|                          |                     | 14–15               | 113 | 112.44 | 13.18     |
|                          |                     | 16–17               | 25  | 115.92 | 14.42     |
|                          |                     | 17–18               | 35  | 106.34 | 14.42     |
|                          |                     | 18 and above        | 9   | 108.89 | 16.49     |
|                          |                     | Less than two years | 92  | 112.46 | 12.39     |
| Learning Experiences     | 2–3 years           |                     | 80  | 112.18 | 13.68     |
|                          |                     |                     | 45  | 109.78 | 16.19     |
|                          | 4–5 years           |                     | 50  | 113.04 | 12.57     |

|                       |    |        |       |
|-----------------------|----|--------|-------|
| 7–8 years             | 37 | 116.76 | 13.08 |
| More than eight years | 34 | 113.06 | 13.62 |

The multiple correlation test was used to answer the first research question whether gender, age, learning experience, school locality, and school management has any significant effect on students' attitudes and motivation toward English language learning. The summary model of the test (Table 3) revealed that all predictors had a significant 0.05 influence on students' attitudes and motivation (0.00). At the same time, the magnitude component of dependent variables contributed 11.2% to students' attitudes and motivation. The multivariate analysis found a significant difference in the students' L2 attitudes and motivation,  $F = (8.372)$ ,  $\text{Sig.} = .000$ .

**Table 3**

*Result of R-value on students' attitudes and motivation*

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics |          |     |     |               |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
|       |                   |          |                   |                            | R Square Change   | F Change | df1 | df2 | Sig. F Change |
| 1     | .335 <sup>a</sup> | .112     | .099              | 12.808                     | .112              | 8.372    | 5   | 332 | .000          |

The correlations between the variables are shown in Table 4. At the level of significance (0.05), the three variables School Management (0.013), Gender (0.000), and Age (0.015) had a significant effect on Attitudes and Motivation. Simultaneously, School Locality (0.082) and Learning Experiences (0.291) had little effect on Attitudes and Motivation. No substantial difference in students' attitudes and motivation to learn English was observed between students in rural and urban schools. Furthermore, the students' attitudes and motivation did not differ based on the length of their learning experiences in English.

EFL students' attitudes and motivation were utilized to examine simple linear regression analysis to predict individual differences. Attention was taken to fulfill the preconditions before performing the regression analysis because simple regression analysis has various assumptions, including multicollinearity and outliers. The hypotheses were tested in front of a simple regression analysis facilitated by the sufficiently large sample size. In addition, Mahalanobis distances were examined, and outliers eliminated to inspect the outliers. VIF, tolerance factor, and CI conditions index were monitored to check for multicollinearity before the regression analysis was carried out.

**Table 4***Correlations analysis*

|                          |                     | School Management | School Locality | Gender | Age    | Learning Experience | Attitudes and Motivation |
|--------------------------|---------------------|-------------------|-----------------|--------|--------|---------------------|--------------------------|
| Attitudes and Motivation | Pearson Correlation | .135*             | .095            | .249** | -.132* | .058                | 1                        |
|                          | Sig. (2-tailed)     | .013              | .082            | .000   | .015   | .291                |                          |
|                          | N                   | 338               | 338             | 338    | 338    | 338                 | 338                      |

\*\*. Correlation is significant at the 0.01 level (2-tailed).  
 \*. Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows the results from simple regression analyses to determine whether the participants' scores predicted their individual differences.

**Table 5***Results of simple linear regression analysis*

| Model                | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. | Collinearity Statistics |       |
|----------------------|-----------------------------|------------|---------------------------|--------|------|-------------------------|-------|
|                      | B                           | Std. Error | Beta                      |        |      | Tolerance               | VIF   |
| (Constant)           | 100.926                     | 4.490      |                           | 22.476 | .000 |                         |       |
| School Management    | 2.934                       | 1.857      | .107                      | 1.580  | .115 | .579                    | 1.727 |
| School Locality      | -.462                       | 2.182      | -.014                     | -.212  | .832 | .634                    | 1.577 |
| Gender               | 7.143                       | 1.420      | .263                      | 5.032  | .000 | .982                    | 1.019 |
| Age                  | -2.261                      | .792       | -.189                     | -2.855 | .005 | .610                    | 1.641 |
| Learning Experiences | 1.179                       | .481       | .147                      | 2.450  | .015 | .748                    | 1.337 |

The last question in the survey explored the students' orientation in learning English. The questions covered the students' instrumental or integrative motivation. As shown in Table 6, the significant level of integrative motivation was achieved in the variable Learning Experiences, specifically in the sub-variable "more than eight years learning experience"

(47%). The students with six to eight years of learning experience indicated the most significant percentage of Instrumental Motivation (72%). It meant that their orientation in learning English was for academic purposes, future careers, or job qualification.

**Table 6**

*Students' motivational index concerning the variables related*

| Variables            | Aspects               | N   | Instrumental motivation (f & %) | Integrative motivation (f & %) |
|----------------------|-----------------------|-----|---------------------------------|--------------------------------|
| School Management    | Private               | 197 | 129 (65%)                       | 68 (35%)                       |
| School Locality      | State                 | 141 | 94 (67%)                        | 47 (33%)                       |
| Gender               | Rural                 | 183 | 122 (67%)                       | 61 (33%)                       |
|                      | Urban                 | 155 | 101 (65%)                       | 54 (35%)                       |
| Age                  | Male                  | 146 | 100 (68%)                       | 46 (32%)                       |
|                      | Female                | 192 | 123 (64%)                       | 69 (36%)                       |
| Learning Experiences | Below 12              | 11  | 6 (55%)                         | 5 (45%)                        |
|                      | 12 – 13               | 145 | 98 (68%)                        | 47 (32%)                       |
|                      | 14 – 15               | 113 | 78 (69%)                        | 35 (31%)                       |
|                      | 16 – 17               | 25  | 17 (68%)                        | 8 (32%)                        |
|                      | 17 – 18               | 35  | 19 (54%)                        | 16 (46%)                       |
|                      | 18 and over           | 9   | 5 (55%)                         | 4 (45%)                        |
|                      | Less than two years   | 92  | 58 (63%)                        | 34 (37%)                       |
|                      | 2 – 3 years           | 80  | 55 (69%)                        | 25 (31%)                       |
|                      | 4 – 5 years           | 45  | 32 (71%)                        | 12 (29%)                       |
|                      | 6 – 7 years           | 50  | 39 (72%)                        | 11 (28%)                       |
|                      | 7 – 8 years           | 37  | 21 (57%)                        | 16 (43%)                       |
|                      | More than eight years | 34  | 18 (53%)                        | 16 (47%)                       |

## Qualitative Stage

At the outset of the interview, both the male and female interviewees agreed that English is a universal language and, therefore, worth knowing. Their positive attitude toward the English language was very encouraging. A male student from a rural state school, who seemed to be far less motivated, agreed with his peers that English is an important subject; however, he did not enjoy leaning it. Three female students from rural private schools offered that learning English can be either exciting or boring, depending on the teacher's delivery of the classroom materials and activities. Sometimes, they felt less inclined to engage in the learning activities which lacked variety.

The most challenging skill to master, according to both male and female students, was vocabulary, grammar, and pronunciation. Student 6, a female student from an urban private school, said, "The difficulty is when pronouncing the words, writing, and memorizing vocabulary." Another female student said, "It is quite difficult to memorize tenses, especially distinguishing present and past tense." However, most of the students were thrilled at the prospect of interacting with English native speakers and learning from them. A rural student from a state school said he would learn English quickly if he moved to an English-speaking country. However, a male student from an urban private school and two female students from a rural private school preferred to study it in the familiar environment of Indonesia rather than going abroad.

How students felt when interacting with native speakers of the target language was a key indicator of how they felt about the community as a whole. They were aware of their limitations and worked diligently to increase their proficiency in conversing with native speakers. Student 1, who was from a rural state school, agreed that he could learn more about the language by conversing with native speakers.

The English students reported that they liked to take part in classroom activities, such as responding to teachers' queries in English. However, ten students wished their teacher to use Indonesian for instruction, while the others favored a bilingual approach, with a heavier emphasis on English. Student 5, a girl from an urban private school, said, "I prefer that the teacher speaks as much English as possible and interprets with Indonesian when needed." Her peer added she preferred her teacher to use a mixed language approach in class: "Alternately [English and Indonesian], because when the teacher explains things in English, it's more exciting. If the teacher always uses English, the students who lack speaking English can't follow and get bored."

Although most preferred English as the medium of instruction, they were anxious about having to speak English in the class. Student 6 from a state rural school admitted that he hardly spoke English and said, "Rarely. I'm scared to make a mistake." Only three students (students 1, 4, and 12) stated that they were comfortable speaking English in front of the class.

The final question asked in the interview was designed to elicit information about the students' reasons for studying English and elicited a wide range of responses. Only four students had the integrative goal to study English so that they could join the global community and travel abroad. Student 18, a female student from a rural private school, said: "If there is a chance, I want to study in the UK. So, if I'm good at speaking English, it's

easier to communicate with the people there. I'm grateful that I can become an ambassador someday..."

The other interviewed students demonstrated instrumental motivation for learning English. They believed that English, besides being an international language, was essential for their future careers and for obtaining scholarship. Student 16 from a rural private school said, "The main reason is that I want to be a doctor, *in sha Allah* [God willing]. For that, I must know how to speak English. Besides that, I want to get a scholarship to study abroad and uphold the name of Islam and Indonesia."

## Discussion

This study aimed to investigate and explore students' attitudes and motivation towards English language learning based on individual differences such as age, gender, learning experience, school locality, and school management. According to the survey, there was a statistically significant impact on student attitudes and motivational factors. However, there was no statistically significant difference between the two groups due to geographical difference or learning experience. This research also showed that students are motivated to learn English for ostensibly pragmatic reasons, such as the hope of having a successful career.

Regarding gender disparities, the male students are no more enthusiastic about learning English than the female students. Since English is not or only rarely used in daily communication, the students are not motivated to learn English and engage in the classroom activities. In contrast, Gajalakshmi (2013) found that male students in senior high school present a higher level of motivation to learn English than their female peers. Therefore, teachers should encourage a conducive learning environment and provide a meaningful learning experience by providing more opportunities to practice the language and selecting authentic learning materials. Even though the private school students are more likely to afford studying abroad, they prefer living in their Indonesian community and are not eager to experience other cultures, either out of patriotic pride or parental discouragement. The perceived level of nationalism or 'pride to be Indonesian' colored the students' attitudes and motivation towards foreign language learning (Drbseh, 2015). Unlike in other countries in Southeast Asia, English has never been considered as a second official language that coexists with the national language in Indonesia, due to an emphasis on nationalism. Indonesian is firmly established as the only national language which is used as an expression of national identity and a symbol of pride (Lauder, 2008).

In such a culturally 'hostile' environment, English teachers act as the critical external factor for motivating their students to learn English. The students agreed that they were motivated to learn English and thought it is a challenging and exciting activity. However, Getie (2020) found that teachers' lack of pedagogical and professional competence had a negative effect on students' attitudes and motivation. Similarly, Sheikh and Mahmood (2014) concluded that students preferred English teachers with suitable teaching styles and a high level of proficiency. Although this factor was not a determinant factor influencing students' attitudes and motivation, the teachers played an essential role in the students' motivational levels.

Concerning students' attitudes toward English learning and willingness to participate in learning activities, male and female students from private schools, rural and urban, think that habituation and teaching style has an impact on their language skills. Therefore, using various teaching styles and strategies would increase the students' motivation to learn and their language proficiency (Sheikh & Mahmood, 2014). In this study, one participant explained that the teacher's use of English was more exciting for the students who welcomed this kind of exposure to the foreign language; however, most students preferred mixed language instruction.

Students from both areas reported feeling uncomfortable in speaking English in front of their class as they lacked the vocabulary and pronunciation skills and were too self-conscious about their mistakes. However, the students from rural areas faced more challenges than those in urban areas and preferred a mixed medium of instruction or Indonesian. This is possibly due to their lack of proficiency, ineffective teaching styles, limited access to language development courses, and lack of practice. It is more likely for students in urban areas to find opportunities to practice and enhance their language skills; besides, their teachers tend to have higher professional competence. Lack of qualified and trained teachers who are familiar with effective methods and approaches to teaching as well as lack of materials for teaching contribute to the poor English proficiency of most students in rural schools (Hossain, 2016; Ler, 2012).

Many EFL educators struggle to develop engaging, exposure-rich classroom exercises that will inspire their students. Even if the students wished to focus on improving their English skills, they were met with resistance from their teachers. Although providing sufficient exposure significantly improves second or foreign language skills acquisition, the instructors' mixed language approach often prevails and forced the students into passive inactivity (Al-Zoubi, 2018). Due to the lack of practice and exposure, students will have little intelligible input for learning a language. Also, the way students want to learn English shows that they have different learning styles, attention, memory, and thinking abilities (Qian, 2015). As a

result, these features are the primary concern in language learning when constructing learning activities, particularly when providing comprehensible input for language acquisition.

On the other hand, the effects of school locality and learning experiences on students' attitudes and motivation were not significant. This finding suggested that all students from different school localities and with different learning experiences perceive English as a vital factor in determining their future prospects. However, speaking anxiety continues to be a barrier to students actively participating in classroom activities, in rural schools and urban schools alike. This phenomenon could be influenced by cultural elements in the community environment where people rarely use English in daily communication and are not accustomed to speaking the language. Intercultural communication and language barriers were reported as the factors provoking speaking anxiety for language learners (Boonsuk et al., 2021), besides environmental factors and learning experiences. Since English is used in different styles and variations from different English-speaking communities around the world, the awareness of the existence of Global English (Kachru, 2008; Kirkpatrick, 2011) could reduce speaking anxiety in the face of linguistics barriers in intercultural communication (As Sabiq, 2020; Boonsuk et al., 2021). Contact with the language necessarily leads to language modification which is the inevitable result of the spread of English via the emergence of new English variations (Kirkpatrick & Liddicoat, 2017). Therefore, in nations where English is not used for daily communication, the pluricentric model in which local English varieties are incorporated is eligible for the language instruction and teaching model (Adityarini, 2014; As Sabiq, 2020; Boonsuk et al., 2021).

The research results also revealed that the length of time spent learning English did not affect the students' attitudes and motivation to learn this language. This finding is in contrast with some research findings that L2 language experience is a significant predictor of motivation to learn (You & Dörnyei, 2016). This finding might be due to the limited number of respondents participating in this research, as suggested by You and Dörnyei (2016). However, the students who have studied English for more than seven years had the highest mean score. Furthermore, a female senior high school student, indicated an integrative motivation in which she hoped to study in an English-speaking country. It is assumed that the more time the students have to devote to language learning, the greater their ability to develop a stronger sense of intercultural identity (Asmali, 2017).

Regarding the motivational index, the survey found that most students (66 %) are motivated by instrumental factors. This finding indicated that the students learn English in order to find lucrative employment, advance their professional career prospects, or pass an exam, as Gardner (2008) stated

as practical motives. Compared to integrative and instrumental motivation, the altitude of instrumental motivation for EFL students is often observed to be more vital (Ametova, 2020) to the foreign language learning processes.

From a pedagogical point of view, the students' individual differences can influence their attitudes, motivation, language competence, and performance. Briñol and Petty (2005) emphasized that socio-psychological individual differences constructed students' motives and attitude changes. Thus, teachers should pay greater attention to age, gender, and school management disparities, as these three characteristics influence the students' attitudes and willingness to learn. However, motivation to learn is found at the core of all learning activities. Students' intense efforts are influenced by their motivation to study, which drives a meaningful learning experience. It follows that planning classroom activities, creating meaningful learning, and giving students more opportunities to learn a language must be in due consideration of the students' attitudes and motivation.

## Conclusion

This study emphasized the students' socio-psychological individual differences within innate attributes (i.e., gender, age, and learning experiences), acquired attributes (i.e., attitudes and motivation), and socio-environmental backgrounds (i.e., school locality and management). The result indicated that the students' acquired attributes are affected by their innate attributes and socio-environmental backgrounds. However, learning experiences and school locality have no meaningful effect on their acquired attributes. Concerning the students' orientation, instrumental motivation is identified as the leading motive to learn L2, which is in line with previous studies. Nevertheless, integrative motivation is crucial to improve to develop the students' language proficiency. Thus, providing authentic materials and the opportunity to interact with native speakers would help students to build their integrative motivation.

Referring to the above findings, teachers should consider their students' socio-psychological backgrounds when developing learning materials, instructional strategies, and learning media based on their attitudes, motivation, learning preferences, and styles.

It is acknowledged that this research is not without its limitations. It involved only a limited number of respondents of various ages, backgrounds, and learning experiences. Therefore, future research can investigate the students' attitudes and motivation concerning the various variables of individual differences and the large scale of the respondents.

---

## About the Author

**Agus Husein As-Sabiq:** A senior lecturer at English Education Department in UIN Prof. KH. Saifuddin Zuhri and completed the Master of Education in Universitas Negeri Yogyakarta, focusing on applied linguistics. He is interested in psycholinguistics, individual differences, and religious values in ELT.

## References

Adityarini, H. (2014). *An examination of the suitability of a pluricentric model of English language teaching for primary education in Indonesia* [Unpublished Ph.D.Thesis]. Curtin University, Perth, Australia.  
<https://espace.curtin.edu.au/handle/20.500.11937/1337>

Ahmed Muhammed, A. (2017). The role of age and gender differences in language learning: A case study on Kurdish EFL learners. *English Language, Literature & Culture*, 2(5), 74.  
<https://doi.org/10.11648/j.ellc.20170205.14>

Ahmed, S. (2015). Attitudes towards English language learning among EFL learners at UMSKAL. *Journal of Education and Practice*, 6(18), 6–16.

Akdemir, A. S. (2019). Age, gender, attitudes and motivation as predictors of willingness to listen in L2. *Advances in Language and Literary Studies*, 10(4), 72. <https://doi.org/10.7575/aiac.all.v.10n.4p.72>

Alharbi, S. H. (2021). The dynamics of individual differences in teaching/learning of English as a second/foreign language. *International Journal of Linguistics*, 13(6). <https://doi.org/10.5296/ijl.v13i6.19316>

Al-Zoubi, S. M. (2018). The impact of exposure to English language on language acquisition. *Journal of Applied Linguistics and Language Research*, 5(4), 151–162.

Ametova, O. R. (2020). The influence of integrative motivation and instrumental motivation on learning English as a Foreign Language. *Journal of Critical Reviews*, 7(12), 942–945.  
<https://doi.org/10.31838/jcr.07.12.164>

As Sabiq, A. H. (2020). Localized English for Ngapak Javanese Speakers as Language Instruction. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 4(2).  
<https://doi.org/10.29240/ef.v4i2.1818>

Asghar, A., Jamil, I., Iqbal, A., & Yasmin, M. (2018). Learner attitude towards EFL learning: A response from art and design. *Open Journal of Social Sciences*, 06(05), 81–88. <https://doi.org/10.4236/jss.2018.65007>

Asmali, M. (2017). Young learners' attitudes and motivation to learn English. *Novitas-ROYAL (Research on Youth and Language)*, 11(1), 53–68.

Boonsuk, Y., Ambele, E. A., & McKinley, J. (2021). Developing awareness of Global Englishes: Moving away from 'native standards' for Thai university ELT. *System*, 99, 102511. <https://doi.org/10.1016/j.system.2021.102511>

Briñol, P., & Petty, R. (2005). Individual Differences in Attitude Change. In D. Albarracín, B. T. Johnson, & M. P. Zanna (Eds.), *The handbook of attitudes and attitude change* (pp. 575–616). Erlbaum.

Brooks, P. J., & Kempe, V. (2013). Individual differences in adult foreign language learning: The mediating effect of metalinguistic awareness. *Memory and Cognition*, 41(2), 281–296. <https://doi.org/10.3758/s13421-012-0262-9>

Chand, D., & Mohan, P. (2019). Impact of school locality on teaching and learning: A qualitative inquiry. *Waikato Journal of Education*, 24(2). <https://doi.org/10.15663/wje.v24i2.672>

Costley, T., Gkonou, C., Myles, F., Roehr-Brackin, K., & Tellier, A. (2020). Multilingual and monolingual children in the primary-level language classroom: individual differences and perceptions of foreign language learning. *Language Learning Journal*, 48(5). <https://doi.org/10.1080/09571736.2018.1471616>

Cristia, A., Seidl, A., Junge, C., Soderstrom, M., & Hagoort, P. (2014). Predicting individual variation in language from infant speech perception measures. *Child Development*, 85(4), 1330–1345. <https://doi.org/10.1111/cdev.12193>

Csizer, K., & Dörnyei, Z. (2005). The internal structure of language learning motivation and its relationship with language choice and learning effort. *The Modern Language Journal*, 89(1), 19–36. <https://doi.org/10.1111/j.0026-7902.2005.00263.x>

DeAngelis, C. A. (2019). Does private schooling affect international test scores? Evidence from a natural experiment. *School Effectiveness and School Improvement*, 30(4), 380–397. <https://doi.org/10.1080/09243453.2019.1614072>

Dörnyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. *Language Learning*, 53(S1), 3–32. <https://doi.org/10.1111/1467-9922.53222>

Dörnyei, Z. (2006). *The psychology of the language learner: Individual differences in second language acquisition*. Routledge.

Dörnyei, Z., & Csizér, K. (2005). The effects of intercultural contact and tourism on language attitudes and language learning motivation. *Journal of Language and Social Psychology*, 24(4), 327–357. <https://doi.org/10.1177/0261927X05281424>

Drbseh, M. M. H. (2015). Motivation and attitudes towards learning English as a foreign language: A study of the Middle East Arab University

students at Leeds University in UK. *International Journal of Scientific and Research Publications*, 5(12), 236.

Ellis, R. (2004). Individual differences in second language learning. In A. Davies & C. Elder (Eds.), *The handbook of applied linguistics* (pp. 525–551). <https://doi.org/https://doi.org/10.1002/9780470757000.ch21>

Erickson, H. H. (2017). How do parents choose schools, and what schools do they choose? A literature review of private school choice programs in the United States. *Journal of School Choice*, 11(4), 491–506.

Gajalakshmi. (2013). High school students' attitude towards learning English language. *International Journal of Scientific and Research Publications*, 3(9), 1–7.

Gardner, R. (2005). *Attitude/motivation test battery: International AMTB research project*. The University of Western Ontario.

Gardner, R. C. (2008). Individual differences in second and foreign language learning. In *Encyclopedia of language and education*. [https://doi.org/10.1007/978-0-387-30424-3\\_87](https://doi.org/10.1007/978-0-387-30424-3_87)

Gardner, R. C. (2020). The socio-educational model of second language acquisition. In *The Palgrave handbook of motivation for language learning*. [https://doi.org/10.1007/978-3-030-28380-3\\_2](https://doi.org/10.1007/978-3-030-28380-3_2)

Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186X.2020.1738184>

Hossain, M. M. (2016). English language teaching in rural areas: A scenario and problems and prospects in context of Bangladesh. *Advances in Language and Literary Studies*, 7(3), 1–12. <https://doi.org/10.7575/aiac.all.v.7n.3p.1>

Islam, R., & Khan, Z. N. (2017). Impact of locality and type of school management on academic achievement of school students at national level: An analysis. *Asian Journal of Research in Social Sciences and Humanities*, 7(11), 99–107. <https://doi.org/10.5958/2249-7315.2017.00536.6>

James, M. A. (2012). An investigation of motivation to transfer second language learning. *Modern Language Journal*, 96(1). <https://doi.org/10.1111/j.1540-4781.2012.01281.x>

Kachru, Y. (2008). *Cultures, Contexts, and World Englishes*. Routledge. <https://doi.org/10.4324/9780203891346>

Kirkpatrick, A. (2011). English as an Asian lingua franca and the multilingual model of ELT. *Language Teaching*, 44(2), 212–224. <https://doi.org/10.1017/S0261444810000145>

Kirkpatrick, A., & Liddicoat, A. J. (2017). Language education policy and practice in East and Southeast Asia. *Language Teaching*, 50(2), 155–188. <https://doi.org/10.1017/S0261444817000027>

Knoblauch, D., & Chase, M. A. (2015). Rural, suburban, and urban schools: The impact of school setting on the efficacy beliefs and attributions of student teachers. *Teaching and Teacher Education*, 45, 104–114. <https://doi.org/https://doi.org/10.1016/j.tate.2014.10.001>

Kumar, D., & Choudhury, P. K. (2020). Determinants of private school choice in India: All about the family backgrounds? *Journal of School Choice*, 1–27.

Lai, Y., & Aksornjarung, P. (2017). Thai EFL learners' attitudes and motivation towards learning English in content-based instruction. *Malaysian Online Journal of Educational Sciences*, 6(1), 43–65.

Lander, J. A., & Brown, H. D. (1995). *Teaching by principles: An interactive approach to language pedagogy*. Pearson. <https://doi.org/10.2307/415773>

Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors. *Makara Human Behavior Studies in Asia*, 12(1), 9–20. <https://doi.org/10.7454/mssh.v12i1.128>

Ler, E. C. (2012). Cultural factors affecting English proficiency in rural areas. *Advances in Language and Literary Studies*, 3(1), 1–23. <https://doi.org/10.7575/aiac.all.v.3n.1p.1>

Qian, W. (2015). A study of the influence of gender differences on English learning of senior high school students. *Higher Education of Social Science*, 8(6), 66–69. <https://doi.org/10.3968/7173>

Sara Jafari, S. (2013). Motivated learners and their success in learning a second language. *Theory and Practice in Language Studies*, 3(10). <https://doi.org/10.4304/tpls.3.10.1913-1918>

Sheikh, A., & Mahmood, N. (2014). Effect of different teaching styles on students' motivation towards English language learning at secondary level. *Sci.Int*, 26(2), 825–830.

Suliman, A., Md Yunus, M., & Yusoff Mohd Nor, M. (2019). The influence of locality, training and teaching experience on the approaches to teaching literature. *Arab World English Journal*, 10(1), 31–46. <https://doi.org/10.24093/awej/vol10no1.3>

Ushioda, E. (2010). Motivation and SLA. *EUROSLA Yearbook*, 10, 5–20. <https://doi.org/10.1075/eurosla.10.03ush>

Ushioda, E. (2012). Motivation: L2 learning as a special case? In *Psychology for Language Learning: Insights from Research, Theory and Practice*. [https://doi.org/10.1057/9781137032829\\_5](https://doi.org/10.1057/9781137032829_5)

You, C. (Julia), & Dörnyei, Z. (2016). Language learning motivation in China: Results of a large-scale stratified survey. *Applied Linguistics*, 37(4), 495–519. <https://doi.org/10.1093/applin/amu046>

Zafar, S., & Meenakshi, K. (2012). Individual learner differences and second language acquisition: A review. *Journal of Language Teaching and Research*, 3(4), 639–646. <https://doi.org/10.4304/jltr.3.4.639-646>

## Appendix

### Interview questions

#### Questions for students' interview

1. What are the students' opinions of about English lessons?
2. Do they like English?
3. What are their reasons like/dislike English?
4. Are there any difficulties encountered when learning English?
5. How do they respond if they have the opportunity to study or live abroad?
6. What will they do when they meet or talk to people who speak English?
7. Do they study English after school?
8. What do they do when they encounter difficulties when learning English?
9. Do they always do the assignments or homework given by the teacher
10. What do they do in the classroom when asked by the teacher in English?
11. When studying English, what language do they prefer the teacher to use in explaining the material?
12. Do they like to speak English in the classroom?
13. Are they confident when speaking English in the classroom?
14. If they had the opportunity to socialize and make friends with students from English-speaking countries, what would they do?
15. What are their reasons for learning English?
16. Do they like the way the teacher teaches?
17. Do they enjoy the material provided by the teacher?
18. What media is used by the teacher?
19. Do they like the media used by the teacher?

#### Questionnaire Items

This questionnaire covered five constructs adapted from the Attitude/Motivation Test Battery (AMTB) developed by Gardner (2005). The constructs included interest in English, attitudes toward learning English, motivational intensity, desire to learn English, and orientation index. In the construct of interest in English and attitudes toward learning English, the participation levels were used to evaluate responses to survey items, with Strongly Agree (3.01–4.00), Agree (2.00–3.00), Disagree (1.00–2.00), and

Strongly Disagree (0.01–1.00) for positive statements on a 4-point Likert scale. For the opposite, the ranges were as follows: strongly agree 0–1.00, agree 1.01–2.00, disagree 2.01–3.00, and strongly disagree 3.00–4.00. In the motivational intensity and desire to learn sections, the students should choose one option that best describes them

#### **A. Interest in English**

1. I like to speak English to foreign tourists
2. Even though Indonesia is a large country and consists of various ethnic groups, it is very important for Indonesians to learn English
3. I wish I could speak English fluently
4. I want to read original English books rather than translations
5. I often wish I could read newspapers and magazines in English
6. I would be very happy if I could learn many foreign languages
7. I will use this opportunity to learn English more deeply so I can study abroad
8. I will follow the additional English class provided by the teacher
9. I enjoy meeting and listening to people who speak English
10. Learning English is a pleasant experience

#### **B. Attitudes toward learning English**

1. Learning English is very important
2. I really enjoy learning English
3. English is an important part of my education
4. I plan to learn English as much as possible
5. I like learning English
6. I hate English
7. I would rather spend my time learning something else than learning English
8. Learning English is a waste of time
9. Learning English is boring
10. I am not interested in learning English

#### **C. Motivational intensity**

1. I review what I learned at school when I get home
  - a. Very often
  - b. Often
  - c. Seldom
  - d. Never
2. To increase my English knowledge, I will ...
  - a. take every opportunity, for example, take courses or read books in English such as magazines or newspapers, or speak English
  - b. not do anything at all

- c. sometimes learn English by studying alone
- 3. When I encounter problems in learning English, I ...
  - a. ask the teacher for help
  - b. ask for help only when it's time for an exam
  - c. forget it
  - d. others (specify).....
- 4. When I get English homework, I ...
  - a. try my best
  - b. do the homework carefully until I'm sure I understand everything
  - c. do everything as long as it's finished
- 5. Regarding the way I learn English, I can honestly say that I ...
  - a. work just enough so that I don't fall behind the other students
  - b. can get a score above the standard minimum score
  - c. really try to learn English
- 6. If my teacher gives English assignments to students who are willing, then I ...
  - a. will not be involved in additional work
  - b. will definitely do it
  - c. want to do it if the teacher directs me
- 7. After my assignments were returned by the teacher and I got notes, then I ..
  - a. always rewrite the assignment by correcting the mistakes
  - b. just received it and put it in the bag
  - c. carefully read one by one but I did not correct the mistake
- 8. When I am in English class, I ...
  - a. try to answer as many questions as possible
  - b. answer simple questions
  - c. didn't answer at all
- 9. When there is a TV broadcast in English, I ...
  - a. do not watch the TV station
  - b. watch it once
  - c. try to watch it as much as possible
- 10. When I listen to English songs on the radio, I ...
  - a. listen to it and listen to words that are easy to understand
  - b. listen intently to understand the message being conveyed
  - c. change other waves

#### **D. Desire to learn English**

1. During English lessons, I prefer the language used is ...
  - a. English and Indonesian
  - b. English as much as possible
  - c. Indonesian only
2. If I get a chance to speak English outside of school then I ...
  - a. will not speak English at all
  - b. speak English as much as possible and interspersed with Indonesian when necessary
  - c. only speak English as needed, if possible use more Indonesian whenever possible
3. Compared to other lessons, English for me is...
  - a. most enjoyable
  - b. the same as any other lessons
  - c. not fun at all
4. If there is an English club in this school, then I ...
  - a. join sometime
  - b. am very interested to join
  - c. won't join
5. If English is not a compulsory subject for all students, then I ...
  - a. will definitely take English subjects
  - b. won't take it
  - c. don't know if i will take it or not
6. In my opinion, English is ...
  - a. not interesting at all
  - b. not as interesting as other lessons
  - c. very interesting
7. If there is a TV show where I can learn English while learning English, then I will ..... watch that program
  - a. very often
  - b. often
  - c. seldom
  - d. never
8. If I get an invitation to watch an English drama, I will ..
  - a. leave when I have nothing else to do
  - b. definitely go
  - c. not leave

9. If my neighbor is from a native English-speaking country, I will ...
  - a. never speak English with him/her
  - b. speak in English sometimes
  - c. talk to him/her as much as possible
10. If there are magazines or newspapers in English at school, then I will .....read them
  - a. very often
  - b. often
  - c. seldom
  - d. never

#### **E. Orientation index**

I study English because:

1. I'm sure it will come in handy someday when I'm looking for a job.
2. Mastering more languages will increase the quality of educated people
3. Other people will respect me if I can speak English
4. I am sure that by learning English I will easily understand foreigners and their way of life
5. By mastering English, I can meet and converse with more people around the world
6. I can participate in international activities with various people from other nations