**THE INFLUENCE OF STUDENTS’ ATTITUDES TOWARD THEIR ENGLISH TEACHER**

**ON STUDENTS’ MOTIVATION IN LEARNING ENGLISH**

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Abstract

There are many factors that can determine the success of foreign language learning. Some of them are attitudes and motivation. The objectives of this study are 1) to describe students’ attitude towards their English teacher, 2) to describe students’ motivation in learning English 3) to find out whether or not there is any positive and significant influence between students’ attitude towards their English teacher and students’ motivation in learning English .This study is quantitative. Simple random sampling is used to choose 60 students as the sample of this study. Meanwhile, questionnaire is chosen as instrument for collecting data. Students’ attitudes toward their English teacher and students’ motivation in learning English are described by descriptive analysis and the influence is analyzed by simple regression analysis. From the descriptive analysis, it is found that students’ attitudes toward their English teacher is fair with the greatest precentage 45% and students’ motivation in learning English is fair with the greatest precentage 55%. Futhermore, from the simple regression analysis, it is found that the coefficient of students’ attitudes toward their English teacher (independent variable) is positive and the significant value of independent variable is less than 0.05 which means that there is significant influence of students’ attitudes toward their English teacher on students’ motivation in learning English. Therefore, based on the result of analysis, it is concluded that students’ attitudes toward their English teacher has positive and significant influence on students’ motivation in learning English.

**Key words: attitudes toward English teacher, motivation in learning English**

**INTRODUCTION**

Students’ intrinsic factor is fundamental in learning. Moreover, there are some students’ pychological aspects like motivation and attitude. According to Larson (2009:260), motivation refers to a wide range of aspects capable of sustaining, driving and initiating behavior. It is an important variable in learning because motivation gives students’ power to learn more rapidly and effectively. While an attitude is a disposition to respond favorably or unfavorably to an object person, institution, or event (Ajzen,2005:3). Attitudes develop as a result of experience both direct ad vicarious. They are greatly influenced by people in the immediate environment; parents, teachers, and peers. Attitude toward self, the target language, and people who speak it (peers in particular), the teacher and the classroom environment all seem to have an influence on acquisition (Amato in Anggraita,2012:13).

Attitude and motivation are closely related. Students’ motivation is rooted in students’ subjective experiences especially those connected to their willingness to engage in lesson and learning activities and their reaction for doing so (Brophy,2004:4) and favorable attitudes tend to cause the experiences to be perceived positively. If, on the other hand, attitudes are negative, the experiences will be tend to be perceived unfavorably. Obviously, however, the teachers and the methodology is interesting and informative can enter into this chain (Gardner,1985:8). Simply, attitudes tend to cause the experiences which is the root of students’ motivation.

In 27th State Junior High School of Purworejo, the researcher finds that many students still hide their enthusiasm during English class. It means that their motivation to learn English needs to be encouraged. This condition occurs because the students think that English is difficult. They also find different atmosphere when taught by different English teacher. Then, it tends to influence students’ attitudes toward their English teacher. When students have negative attitudes toward their English teacher, they tend to be unwilling to learn English.

Based on the problems found, this research has three objectives i.e 1) to describe students’ attitude towards their English teacher, 2) to describe students’ motivation in learning English and 3) to find out whether or not there is any influence of students’ attitude towards their English teacher on students’ motivation in learning English.

**RESEARCH METHOD**

This is quantitative research with two variables, students’ attitudes toward their English teacher and students’ motivation in learning English. It was conducted on 8th and 9th April, 2013 at 27th State Junior High School of Purworejo. This research took the eighth grade students as the population and 60 of them as the sample. The sample was chosen by simple random sampling. The researcher collected data through questionnaire. The questionnaire consists of 30 items, 15 items for students’ attitudes and the rest for students’ motivation. It uses Likert scale in scoring each statement. For data analysis, the researcher uses descriptive analysis and inferential analysis. Descriptive analysis is used to describe students’ attitude and motivation by refering to the central tendency and frequency distribution. Then, inferential analysis is used to make generalization. There are two pre-requisites before doing inferential analysis i.e data must be homogenous and normally distributed. Futhermore, to find whether or not there is any influence of students’ attitude toward their English teacher on students’ motivation in learning English simple regression analysis is used.

**RESEARCH FINDING AND DISCUSSION**

To describe students’ attitudes and motivation descriptive analysis was done. Before doing descriptive analysis, the researcher gave score on each statement of the questionnaire. Then, calculated the scores to find total score of each student. After getting the total scores, central tendency such as mean, median, mode, variance and standard deviation, was determined by descriptive analysis. The result of descriptive analysis is presented on table 1.

Table 1.

Descriptive Analysis of Students’ Attitudes Toward Their English Teacher

and Students’ Motivation In Learning English.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Source** | **H** | **L** | **R** | **M** | **Me** | **Mo** | **T** | **s** | **SD** |
| Attitude | 64 | 35 | 29 | 47.85 | 47 | 45 | 2871 | 33.15 | 5.75 |
| Motivation | 67 | 40 | 27 | 53.23 | 53.5 | 55 | 3194 | 25.81 | 5.08 |

Table 1 shows the result of descriptive analysis. It provides the mean (M), median(Me), mode (Mo), variance (s) and standard deviation (SD)of students’ attitude and motivation. From the table, it is shown that the difference of students’ attitudes and motivation score is not significant. Therefore, it can be assumed that students’ attitude and motivation belong to same category or level. Then, to decide the students’ attitude and motivation belong to what category, categorzation and calculating of frequency distribution are done. The following table provides the frequency distribution of students’ attitudes score and the next table presents the frequency disrtibution of students’ motivation score.

Table 2.

The Frequency Disribution and Precentage of the Students’ Attitudes Score

|  |  |  |  |
| --- | --- | --- | --- |
| **Score Interval** | **Frequency** | **Precentage** | **Category** |
| X > 56.47 | 1 | 2 % | Very High |
| 50.72 < X < 56.47 | 17 | 28 % | High |
| 44.98 < X < 50.72 | 27 | 45 % | Fair |
| 39.23 < X < 44.98 | 11 | 18 % | Low |
| X < 39.23 | 4 | 7 % | Very low |
| **Total** | **60** | **100 %** |  |

From the table above, it can be seen that 27 or 45% of the research subjects have fair level score of attitude which means that the attitude of those 27 students is fair. Besides, there are 17 students or 28% of research subjects who have high level score of attitude which means that their attitude is positive or favorable. There are 11 students or 18% of research subjects in low level which means that those 11 students have negative attitude.There are 4 students or 7% of research subjects who have very low level score of attitude and there is only one students or 2% of research subjects who has very high level score of attitude. Students who have very low level score of attitude means that their attitudes toward their English teacher are very negative, and conversely. In general, it can be said that the students have fair attitudes toward their English teacher. It means that their attitudes toward their English teacher is not positive or negative. Their attitudes reflect the teacher’s attitudes towards them as attitudes displayed by the behaviour of the teacher and peer group affect the attitudes of the individual (Dorothy in Hamalik,2010:29).

Table 3.

The Frequency Disribution and Precentage of the Students’ Motivation Score

|  |  |  |  |
| --- | --- | --- | --- |
| **Score Interval** | **Frequency** | **Precentage** | **Category** |
| X > 60.85 | 6 | 10 % | Very High |
| 55.77< X 60.85 | 6 | 10 % | High |
| 50.69 < X < 55.77 | 33 | 55 % | Fair |
| 45.61< X < 50.69 | 12 | 20 % | Low |
| X < 45.61 | 3 | 5 % | Very low |
| **Total** | **60** | **100 %** |  |

From the table above, it can be seen that the highest frequency falls in the fair category with 33 or 55 % of research subjects . It means that motivation of those 33 students in learning English is fair. There are 12 or 20 % of research subjects have low level score which implies that they have low motivation in learning English. There are 3 or 5 % research subjects have very low level score which means that they have very low motivation in learning English. Then, the rest of research subjects that is 12 sudents, 6 of them have high level score of and the others have very high level score of motivation. Students who have high level score of motivation means they have high motivation while students who have very high level score of motivation means they have very high motivation in learning English.Then, based on the result, the researcher decided that the students’ motivation in learning English is fair. It means that their motivation in learning English is not high or low**.**

Continuing the analysis, the researcher doing inferential analysis. Simple regression analysis is used to find whether or not there is any positive and significant influence of students’ attitudes toward theit English teacher on students’ motivation in learning English. Below is the result of simple regression analysis.

Table 4.

The Result of Simple Regression Analysis

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Coefficients | Standard Error | t Stat | P-value | Lower 95% | Upper 95% |
| Intercept | 32.678 | 4.877 | 6.700 | 0.000 | 22.915 | 42.441 |
| ATTITUDE | 0.430 | 0.101 | 4.244 | 0.000 | 0.227 | 0.632 |

According to Hartono (2008:109), If coefficient of X variable is positive, the change influenced by X variable is positive and vice versa. Then, If the significant value of X variable is less than 0.05 (sig < 0.05), the influence of X variable on Y variable is significant and vice versa. In this research, the X variable is students’ attitudes toward their English teacher while the Y variable is the students’ motivation in learning English. Table 4 shows that the coefficient of attitude is positive which means that the influence is positive. Then, it also presents that the sig.(P-value) of attitude is 0.000 (sig.<0.05) which means that the influence is significant. Therefore, it can be concluded that there is positive and significant influence of students’ attitudes toward their English teacher on students’ motivation in learning English. This conclusion is also supported by the statement of the students that their motivation in learning English changed in the second semester. It was because they meet different English teacher in the second semester. They felt different learning atmosphere when taught by their teacher in second semester.

**CONCLUSION AND RECOMMENDATION**

Based on the result of this study, there are some conclusions that can be drawn. According to the mean score, standard deviation score and frequency distribution score, the students’ attitudes toward their English teacher and students’ motivation in learning English are in fair level. The other conclusion is that there is a positive and significant influence of students’ attitudes toward their English teacher on students’ motivation in learning English.

Considering the conclusions above, the researcher puts foward recommendation. It will be adressed to the students, teacher and other researcher. To the students, they should change their attitudes to be more positive in order to improve their motivation in learning English. Futhermore, as students’ attitudes reflect the teacher attitudes, the teacher should hold positive attitudes toward the students. Therefore, the students will have positive attitudes toward the teacher. By doing so, it is expected that the teacher will be easier to enhance students’ motivation. For the other researcher, it is recommended to carry out other research related to attitudes and motivation in different level of school, so the teaching-learning process will be more successful

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