

FRESHMEN'S MOTIVATION AND ATTITUDE TOWARD ENGLISH LEARNING IN EFL CONTEXT

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Abstract

Language learning is influenced by various factors determined by learners and teachers. This study focuses on finding out students' motivation and attitude toward learning English. This study also highlights students' demotivation factors. Survey study was used through questionnaires and interviews. 80 freshmen were the sample of the study. Statistical package for social sciences (SPSS) is used to analyze the feedback obtained. The finding has shown most of students are instrumentally motivated in learning English and they are highly motivated in learning English. In other words, students have positive attitude toward learning English. External factors are more dominant than those of internal ones regarding with Students' demotivation factors in learning English. Further study is required in analyzing the relationship of motivation and students achievement.

Keywords: *Motivation, attitude and demotivation*

INTRODUCTION

Language is one of the mean of communication to convey ideas thought and feeling. The Language is also used to re-express various kinds of information received from someone to others in this globalization era humans are not only required to master national languages but also are required to master foreign languages in order to supporting the need to communicate with other people throughout the world, therefore mastery of foreign language is very important for communication with other countries.

Foreign language education is very necessary to be considered by all parties, especially the government especially again for English language education that is used by many countries like a second language after the national language of the country which here the author will the causes of the motivation students in learning English.

The authors group them into two factors namely internal factor and external factor. Internal factors are factors that exist inside the individual such as health spiritual intelligence guidance and instructions from the other people. External factors are factor that exist outside the individual such as the community school, family and others.

Motivation is one of the factors that influence learning. Teacher can affect student motivation in ways that either facilitate or impede learning. If our student feel better themselves, they will achieve greater a learners. Additionally, the philosophy said, the more inclined student are so share their feeling, interests, value, hopes, and dream, the stronger and more confident they will be.

We saw many people majored in english but most of them cannot understand it well and they have low motivation in learning English, they take English as a

subject just randomly so many of them dropout because they did not have skill and motivation in learning English language.

There are many languages in this world. English is considered and applied as the international language English is one of the most important keys that open the road of success in every area of life and it is the only language that truly links the world together cannot be denied by anyone. Therefore, everyone inside of this world is working very hard to study English. English is used for daily conversation, education, research and science.

LITERATURE REVIEW

Motivation

In Webster New World Dictionary, motivation is an affecting a motive; an inciting. A cognitive view of motivation includes factors, such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement (Guralnik, 1984: 393).

Harmer (1991, p.3) explain the meaning of motivation as the internal drive that pushes somebody to do something, if we think that our goal is worth doing and attractive for us, when we try to reach that goal this is called "the action driven by motivation". Motivation is one of the key issues in learning and that skills to motivate learners are crucial for language teachers (Dornyei, 2001:1).

That will be analyzed in this research is motivation to learn, it is a kind of internal and external drive which pushed students who are studying about something to improve their attitude, generally is influenced some supporting factors, they are:

- a. Desire to success
- b. There is pressure of study
- c. There are necessities in study

- d. There is expectation study
- e. Appreciation in the learning process
- f. There are attractive activities in the teaching learning process
- g. Good learning environment (summarized from Hamzah, 2008: 23).

Functions of Motivation

The motivation might engender any given attitude and action. The function of motivation includes:

- a. Encourage the emergence of behavior or act. Without motivation there will not be an act as learning.
- b. Motivation serves as a director. It means that motivation drives to an act of achieving desire.
- c. Motivation as the activator. This is like the engine that drives a car. The size of motivation will determine the speed of a job.
- d. The theory of motivation is closely linked to the concept of learning.

A lot of need is obtained from culture: need for achievement, need for affiliation and need for power. When someone needs is very urgent then they will try hard to motivate him. Motivation is a crucial aspect in teaching learning process. Without motivation, students cannot do the best.

Types of Motivation

Harmer (1991, p.3) used the world goal to categorize the Motivation in second language learning in to two types:

1. Short time goal mean when students wish to succeed in doing something in the near future, for example students who want to pass their examination or to get good grade or high scores.
2. Long term goal refers to wish of students or learners who want to get

better job in the future or to be able to communicate with people who use the language that they study or the target language.

Krashen (1998, p.22) mentioned the following factors which are rather related to motivation that will attempt to related the second language ability to these two function.

1. Integrative motivation , defined as the desire to be a part of recognized or important member of the community or that society that speak the second language. It is based on interest in lesrning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community but sometime it involves emotion or affective factor a great deal (Saville-Troike, 2006, p.86)
2. Instrumental motivation involves the concept of purely practical value in learning the second language in order to increase learners careers or business opportunities, giving their more prestige and power accessing scientific and technical information or just passing a course of their study In school(Savilee-Troike, 2006, p.86)
3. Exterinsic Motivation
Extrinsic motivation is learning activity that occurs from the encouragement and someone's need that absolutes not related to the activities or their own learning. It is caused by any number of outside factors. For example: the need to pass an exam, financial reward, good mark .
4. Intrinsic Motivation

Each of us motivated by need. Our most basic need are inborn, having evolved over tens of thousand of years. According to maslow the underlying of human behavior are basic needs that can be arranged in a hierarchy. The lowest level are physiological need (food, drink, sleep, cloth, shelter), the nex level are safety needs (stability, low, safe from fear), love and belongness needs, self, esteem needs (achievement, competence, recognition), and the most upper level areself-actualization needs (Ghufron & Risnawati, 2010:8

The existence of intrinsix motivation influenced by some factors, they are:

1. Challenge
Challenges are best motivated when they are working toward personally meaningful goals whose attainment requires activity at a continuously optimal (intermediate) level of difficulty.
2. Recognition
Learners feel satisfaction when other recognize and appreciate their accomplishments.
3. Curiosity
Something in the physical environment attracts the learners' attention or there is an optimal level of discrepancy between present knowledge or skill and what these could be if the learner engaged in some activities.
4. Control
People have a basic tendency to want to control what happens to them.
5. Fantasy
Learners use mental image of things and situations that are not actually present to stimulate their behavior.
6. Competition

Learners feel satisfaction by comparing their performance favorably to that of others.

7. Cooperation

Learners feel satisfaction by helping others achieve their goals.

(Summarized from Ghufon & Risnawati, 2011: 92-93).

Learning Language

Language is tool of communication. Every human being in this world needs language to communication with others. Language is primary meant of communicating thoughts from one person to another. People really need language as a means to interact one to another.

Moreover, language has some characteristics. First, characteristic of language is systematic and arbitrary. Second, language is symbolized by vocal and visual. Third, meaning has conventionalized which they refer. Fourth, language is as tool of communication. Fifth, language operates in speech communication or culture. Sixth, essence of human, although it is possibly not limited for human. And the last, language as universal thing, which is acquired by all people in much same way (Brown, 2000: 5).

As foundation of learning, at the first, it needs to talk for definition of learning. Learning is one of basic activity of human. Learning has wide and universal characteristics. Some linguist explained theories about learning such as below: 1) Whittaker (1970, p.15) believes that learning as process by which behavior originate or altered through trainings or experiences, 2) Cronbach (1954) argues that learning is shown by change in behavior as a result of experience.

Attitude

Attitude is considered as a important concept to understand human behavior and defined as a mental state include beliefs and feelings (Latchanna, & Dagneu, 2009).

Attitude is main concept of social psychology. Attitude toward language are the feeling about one language and the language of other (Crystal, 1997). Linguistic behavior can be explained by language attitude. According to Baker (1992), the restoration, preservation or death in the life of the language depends fundamentally on the attitudes of people toward that language.

Many studies have focus set on the three components of attitude include cognitive, emotional, and behavioral. Component cognitive refers to any information, fact or knowledge relevant to an attitudinal subject include the thoughts, beliefs and values of a language. Component emotional or feelings is comments (positive or negative) about the language (Baker, 1992; Rajecki, 1982). Third component is "behavior", a behavioral intention or the action can be done (possible acts) for the language (Rajecki, 1982). These three components have a reciprocal influence (Wenden, 1991).

Likert (cited in Gardner 1980, p. 267), defines the term attitude as an inference which is made on the basic of complex of beliefs about attitude object. Gardner (1980, p267) elaborates on Liker's definition by defining attitude as "the sum total of a man's instincts and feelings, prejudice or bias, preconceived nations, fears, as "a disposition to respond favorably or unfavorably to an object, person, institution, or even.

Gardner (1985) considers attitude as components of motivation in language learning. According to him, motivation refers to combination of effort plus desire to achieve the goal of learning the language

plus favorable attitudes toward leaning the language.

Learning a language is as closely related to the attitude toward the languages (Sturks & Paltridge, 1996). Karahan (2007, p.84) avers that positive language attitudes let learner have positive orientation toward learning English. As such attitudes may play a very crucial roll in language learning as the word appear to influence students success or failure in their learning.

De-motivation

De-motivation is comparatively new item in the field of second language learning. Dornyei (2001, p. 143) has tried to define de-motivation as follows: “de-motivation is the concerning specific external forces that reduce or cancel out the motivational basic of behavioral intention or on-going action”.

The motivation is an area that has not been extensively researched and no specific framework has emerged from the studies done. Demotivation is concerned with the negative forces or demotives that influence students learning experience. Dorney (2001) defines demotivation as an external force that reduces or diminishes the motivational basis of behavioral intention or as an on-going action.

The findings revealed for broad sources of demotivation:

1. The teacher personal relationship with the student.
2. The teachers attitude toward the course of the material.
3. The style conflicts between teacher and students.
4. The nature of the class room activities.

It should be noted that other potential sources might not have been provided by students since the prompts used by oxford

specifically referred to the role of the teacher.

Dornyei (1998), study differed from the previous threes studies. In that the participants selected were all identified as demotivated learners. He hypothesized that only demotivated students or those that experienced demotivation, can indicate the actual reason that result in their lose of interest in language learning. This study was conducted by using long structured interviews 50 secondary students in Budapest who were studying either English or German as a foreign language. He findings were consistent with the result reported in previous studies in that the largest category of demotives directly concerned the theacher. He identified the following 9 factors:

1. The teacher
2. Inadequate school facilities
3. Reduced self confidence
4. Negative attitude toward the L2
5. Compulsory nature of L2 study
6. Interference of another foreign language being studied
7. Negative attitude of group members L2
8. Attitudes of group members
9. Course book

Over the past decade, demotivation has been researched mostly in the area of instructional communication, for example, de-motivator in lectures of communicationat north America Universities(1-2) and de-motivators in University lectures in four different countries,China, Germany, Japan and the USA (3)

Oxford (1998) carried out an investigation on 250 American students about their learning experiences during the investigation, students where expected to comment on a variety of topics such as to” describe a situation in which you experience

conflict with a teacher” and “talk about a class room in which you felt uncomfortable. “Four types of demotivation factors were discovered :(a) the teacher personals relationships with the students, (b) the teachers attitude towards the course or the material, (c) style conflicts between teachers and students ,(d) and the nature of the classroom activities. Many de-motivators such as the teachers lack or caring or favoritism, the teachers lack of enthusiasm and slopy managements towards the course or the material, the conflict about the degree of closure or seriousness of the class and the amount of irrelevance and revetitieness were found.

Kikuchi and Sakai (2009) explored possible of demotivating factors in high school English Classes. 112 participants were asked to complete the questionnaire on the internet. Using a principal axis factor analysis, they extracted five factors: (a) course books, (b) inadequate school facilities , (c) test scores (d) non communicative methods and (e) teachers competence and teaching style . The result showed a statistically significant difference among the five factors. They concluded that the participant considered the factor concerning inadequate school facilities to be less demotivating than the others four factors.

Viet (2017) had conducted a study was entitled Undergraduated Students Attitude Toward Learning English a case study at Nong Lam University. The total number of respondent of this study was 694. This study used quantitative approach , primary data for the research was collected through questionnaire . After computing the data he found the result of the study that most students are aware of the important of English in their studies and in future career development attitude and their action .Therefore further students should be

conducted to develop more understand of students attitude toward learning English and that factors affect their learning achievement.

Al-Tamimi and Suhib (2009) had conducted a study was entitled Motivation And Attitude Toward Learning English : a case study of Petroleum Engineering Undergraduates At Hadhramout University Of Science And Technology. The population in this study was all the student who studied in the academic years 2006-2007 . The total number of the students was 191 males. There were no female students in the department. while the instrument used in this study was an interview and questionnaire. He used triangulation mixed method design. The result of the study that students have positive attitudes and the study showed Petroleum Engineering are Instrumentally motivated.

Meehan (2009) also held a case study of Demotivation. a case study at the first year English majors from a Privat University in Saitama. There were 20 participants with a TOEIC score range of 580 to 740. This instrument study was questionnaire. He used qualitative method. The result of the study that demotivation is real problem confronting students and the need for further study in necessary to better understand this issue.

After comparing the three relevant studies about this study it this clear that they have similarities and differences. Thre researcher about try to find out students motivation and attitude toward learning English and also case study of demotivation. and the similarities this study is instrument used questionnaire and have some population and sample had conducted the in university.

The first researcher found that most students are aware of important of English in their studies and in future careers

development attitude and their action. The second researcher found that the students have positive attitude and students are instrumentally motivated is real problem confronting students.

RESEARCH METHOD

The study uses survey method. Survey is widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics. Surveys of community attitudes, opinions, and practices on many subjects, from current voting intentions to eating habits, appear in the popular press with monotonous regularity. The difference between survey and experimental study is mainly on the role of researcher (Nunan, 1992). He also asserts that in experimental study manipulation is done by researcher for examining variables interaction. Meanwhile, in survey study there is no manipulation.

There are 80 students of English Department taken as the samples of the study. They are freshmen of English Language Education Program, Faculty Of Teacher Training And Education, Nahdlatul Wathan Mataram University. Data were collected through questionnaires and interviews. Data collected were analyzed using SPSS statistic 21.

FINDING AND DISCUSSION

Table 1. Descriptive Statistics of motivation

TYPES OF MOTIVATION	Reason for learning English	N	Min	Max	Sum	M	SD
INSTRUMENTAL MOTIVATION	1. Because it will enable me to carry my tasks	80	1	5	323	4,04	,934
	2. Because it will enable to get a job easily	80	2	5	344	4,30	,863
	3. Because I hope to further my education	80	2	5	362	4,53	,811
	4. Because it is a university requirement	80	1	5	274	3,43	1,357
PERSONAL MOTIVATION	5. For a personal development	80	1	5	329	4,11	1,079
	6. Because it will enhance my status among my friends.	80	1	5	211	2,64	1,486
INTEGRATIVE MOTIVATION	7. To integrate with the western culture.	80	1	5	248	3,10	1,498
Valid N (listwise)		80					

As in table 1, Instrumental motivation involves the concept of purely practical value in learning the second language in orders to increase learners careers or business opportunities (Savile-Troiike, 2006). In this case based on the SPSS calculation we found that their motivation to learn English is more dominant by using instrumental types than integrative, the statement number 3 (because I hope to further my education) and the statement number 2(because it will enable to get job easily) show the highest level of

instrumental motivation with the mean scores 4,53 and 4,30 respectively however the statement number 6 (because it will enhance my statues among my friends) have the lowest mean score which is 2,64 and is considered as a moderate level motivation. In generally based on the data we can see that they have high level motivation in learning, because they have mean range 3, 68-5,00, based from five point likert scale was used to measure the level and type of subject learning motivation

Students Attitude

Table 2. Descriptive statistics of Students attitude

Items	N	Min	Max	Sum	M	SD
1. Learning English is important to you, because English is a very useful tool in modern society	80	1	5	339	4.24	.971
2. When someone speaks English you think they are good and qualified	80	1	5	275	3.44	1.017
3. When someone speaks English, you think they make a good impression.	80	2	5	293	3.66	.795
4. Being able to speak is an advantage in the present time	80	1	5	312	4.05	.922
5. English is an important tool in scientific research	80	1	5	324	4.05	.913
6. You need English to be more successful in your studies	80	1	5	354	4.42	.808
7. Learning English will help to develop your mind	80	1	5	326	4.08	.978
8. You like to learn English	80	1	5	340	4.25	.864
9. You like to speak English	80	1	5	345	4.31	.880
10. You like someone else to speaking with you in English	80	1	5	349	4.36	.846
11. You like watching TV shows in English	80	1	5	315	3.94	1.011
12. You like to read books, documents and journals in English	80	1	5	296	3.70	1.036
13. All students should learn English	80	1	5	309	3.86	1.122
14. Student should regularly use English in communication	80	1	5	301	3.76	.903
15. You will enroll an extra English course even if it is not a compulsory subject in the school	80	1	5	298	3.72	.927
16. You learn English to make academic progress	80	1	5	337	4.21	.774

Items	N	Min	Max	Sum	M	SD
17. The important goal for learning English is to get a college degree	80	1	5	306	3.82	1.065
18. The important purpose of learning English is to have a good job	80	1	5	329	4.11	.981
19. The important purpose of learning English is to get high score in English tests	80	1	5	338	4.22	.886
20. Being able to communicate with foreigners in English is a fundamental purpose of learning English	80	1	5	321	4.01	.934
21. You spend a lot of time learning English	80	1	5	298	3.72	1.006
22. In general, you realize that learning English is important and you love learning English	80	1	5	359	4.49	.746

Based on the questionnaire the analysis of spss calculation it can be conclude that student has positive attitude to learning English. Table 3.32 shows the overall high degree. The statement number 22 (In general you realize that learning English is important and you love learning English) and the statement number 10 (you like someone speaking with you in English) show the highest level of attitude with the mean scores 4,49 and 4,36. However the statement number 2 (When someone speak English you think they are good and qualified) and the statement number 3 (when someone speak English you think they make good impression) both have the lowest mean scores which is 3,44 and 3,66

and is considered moderate level of attitude but in generally overall shows the have high degree or positive attitude toward learning English, also in generally based on the data it can be conclude that relationship between attitude and motivation was if they have positive attitude of course they will have high motivation toward learning English so student on the second grade of English Language Department University of Nahdlatul Wathan Mataram have high motivation in learning English because they have positive attitude and of course their motivation to learn is also high. This is the relationship between attitude and motivation.

Factors Affecting Demotivation

Table 3. Descriptive statistics of demotivation factors

Items	N	Min	Max	Sum	M	SD
1. How much is your motivation affected by the teaching method/style ?	80	1	5	312	3.90	1.208
2. How much is your motivation affected by the group size ?	80	1	5	294	3.68	1.088
3. How much is your motivation affected by the classroom activities ?	80	1	5	323	4.04	1.084
4. How much is your motivation affected by the teachers energy level ?	80	1	5	332	4.15	1.159
5. How much is your motivation affected by the class period ?	80	2	5	293	3.66	.980
6. How much your motivation affected by the textbook ?	80	1	5	288	3.60	1.208
7. How much your motivation affected by the number of assigned classed ?	80	1	5	281	3.51	1.253
8. How much your motivation affected by the course evaluation ?	80	1	5	288	3.60	1.228
9. How much your motivation affected by the teacher personality ?	80	1	5	312	3.90	1.308
10. How much your motivation affected by the classroom ?	80	1	5	307	3.84	1.061
11. How much your motivation affected by students behavior ?	80	1	5	283	3.54	1.136
12. How much your motivation affected by teacher preparedness?	80	1	5	334	4.18	1.220

Based on the questionnaire and of course from the analysis of SPSS calculation, According Dornyei (2001) Demotivation deals with specific external forces that reduce or cancel out the motivation basic of behavioral intention or on-going action. He identified the following 9 factors:

1. The teacher
2. Inadequate school facilities
3. Reduces self confidence
4. Negative attitude toward the L2
5. Compulsary nature of L2 study
6. Interference of another foreign language being studied
7. Negative attitude of group member L2
8. Attitude of group member
9. Course book.

In this case based on the data we saw that the statement number 12 (How much your motivation affected by the teacher preparedness) and the statement number 4 (How much your motivation affected by the teacher energy level) and the statement number 3 (how much your motivation affected by the classroom activities) shows the highest level of demotivating factors with mean score 4,15 , 4,18 and 4,04. However the statement number 7 (how much your motivation affected by the number of assigned classed) have the lowest mean score which is 3,54 and is considered of moderate level of motivation. Overall we can saw that factor make student demotivated in learning English can be quite complex from external factors, specially teacher quality such as teacher preparedness, teacher energy level, and classroom activities.

Motivation is one of the key issues in learning and that skills to motivate learners are crucial for language teachers(Dornyei, 2001:1). Accrding Harmer (1991,p.3) motivation as the” internal drive “that pushes

somebody to do something.If we think that our goal is worth doing and attractive for us , then we try to reach that goal, this is called “ the action driven by motivation. Based on the result of data in generally the student has high level motivation in learning English.

Attitude is considered as a important concept to understand human behavior and defined as a mental state include beliefs and feelings (Latchana & Dagneu, 2009). According Crystal (1997) Attitude is main concept of social psychology. Attitude toward language are the feeling one language and the language of other. Based on the data student second semester of English department of UNW Mataram. Has positive attitude toward English learning.

Demotivation is comparatively new item in the field of second language learning. Dornyei has tried ti define as follows, Demotivation is the concerning specific external forces that reduce or cancel out the motivational basic of behavioral intention or on going action. In overall based on the data factor make student demotivated in learning English is from external factors.

CONCLUSION AND IMPLICATION

Based on the result the study, it can be conclude that student motivation and attitude toward learning English in the second grade of English language departmentUniversity of NahlatulWathanMataram. the overall result revealthe student are highly motivated to learn English, this finding answer the research question of what the level of student motivation and attitude toward learning English. It is discovered that the student arelightly more strongly instrumentally motivated to learn English.

The students inclination toward instrumental motivation could be of great value for the institute for the enhancement

through new focuses on the institute English language enhancement program. And then they have positive attitude toward learning English it can be conclude that if they have positive attitude in learning English so they will have highly motivated also toward learning English and this finding answer research question what relationship between attitude and motivation. And the last is factors make students demotivated in learning English is from external factors such as teacher quality and classroom activity.

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