

**STUDY OF MOTIVATION AND ATTITUDES
TOWARDS ENGLISH OF ENGINEERING STUDENTS: BASED
ON GENDER, UNIVERSITY ENTRANCE EXAMINATION,
AND STUDY PROGRAMS**

UNDERGRADUATE THESIS

**BY
SUSANTI NOVITA SARI
NIM 125110101111043**



**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2016**

**STUDY OF MOTIVATION AND ATTITUDES TOWARDS ENGLISH
OF ENGINEERING STUDENTS: BASED ON GENDER,
UNIVERSITY ENTRANCE EXAMINATION, AND STUDY PROGRAM**

UNDERGRADUATE THESIS

**Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Sastra***

**BY
SUSANTI NOVITA SARI
NIM 125110101111043**

**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

2016

DECLARATION OF AUTHORSHIP

Herewith I,

Name : Susanti Novita Sari

NIM : 125110101111043

Address : Desa Wonokasian Kramat Rt 11 Rw 04, Kecamatan Wonoayu,
Kabupaten Sidoarjo

declare that:

1. this undergraduate thesis is the sole work of mine and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
2. if at a later time it is found that this undergraduate thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed upon me.

Malang, 27 Januari 2016

Susanti Novita Sari
NIM. 125110101111043

This is to certify that the undergraduate thesis of **Susanti Novita Sari** has been approved by the supervisor

Malang, 22 Januari 2016
Supervisor

Syariful Muttaqin, M.A.
NIP. 19751101 200312 1 001



This is to certify that the undergraduate thesis of **Susanti Novita Sari** has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Sastra*

Dra. Endang Sasanti, M.A., Chair
NIP. 19510624 197903 2 002

Syariful Muttaqin, M.A., Member
NIP. 19751101 200312 1 001

Acknowledged by,
Head of Study Program of English

Sighted by,
Head of Department of Languages
and Literature

Yusri Fajar, M.A.
NIP. 19770517 200312 1 001

Ismatul Khasanah, M.Ed., Ph.D.
NIP. 19750518 200501 2 001

ACKNOWLEDGEMENT

The greatest gratitude is dedicated to Allah SWT, the source of all knowledge who gives me a chance to study and finish this thesis through His immeasurable blessings. Many thanks to my supervisor, Syariful Muttaqin, M.A. for his insightful comments and suggestion, helpful advice, and his valuable time and availability in assisting me to conduct this study. Besides, I am much obliged to my examiner, Endang Sasanti, M.A. I would also thank the participants, first semester Engineering students of Universitas Brawijaya for their willingness to be involved in this study.

I present this thesis for my parents, the two brothers and my lovely sisters in law for their love, moral support, caring, and understanding me through the ups and downs during my study in Universitas Brawijaya.

My sincere thanks also addressed to my lovely friends: Nabila, Riczhi, Tsania, Dayang, Erli, Loli, Ina, Tsania, Rifka, Afif, Adit, Anci, Nuro, Farah as my supporter and proof-reader as well. A bunch of love is dedicated for them who always give their attention for me in conducting this thesis.

Finally, hopefully, this thesis will be an insightful and valuable reference for those who are interested in investigating the similar topic with different point of view.

Malang, January 27th 2016

Susanti Novita Sari

ABSTRACT

Sari, Susanti Novita. 2015. **Study of Motivation and Attitudes of First Semester Engineering Students: Based on Gender, University Entrance Examination, and Study Programs.** Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Syariful Muttaqin.

Keywords: Motivation, Attitudes, Gender, University Entrance Examination, Study Programs.

English as an international language is barely spoken by the people outside English-speaking countries. Therefore, in order to master the language, English learners should devote more time to give emphasize on two dominant factors which are said to influence learners' success or failure in learning English; motivation and attitudes. In this study, the writer conducted a research about first semester engineering students' motivation and attitudes based on some factors namely gender, university entrance examination, and study programs as well.

This study used descriptive quantitative approach since the data being analyzed was in the form of statistical data. A simple random sample of 296 participants out of 1.116 first semester students majoring Engineering at Universitas Brawijaya were surveyed using the Attitudes/ Motivation Test Battery (AMTB).

In this study, the writer revealed that first semester Engineering students were both integratively and instrumentally motivated. They also had positive attitudes towards English and its community. Besides, gender mattered to influence the students' motivation and attitudes by showing that female students had higher motivation and better attitudes than the males. While another factor such as university entrance examination also influenced students' degree of motivation and attitudes which showed those who were from *SBMPTN* test had the highest motivation than the others, while those who were from *SNMPTN* and *UM* had higher positive attitudes than *SBMPTN* students.

Finally, through this study, the writer suggests first semester Engineering students to learn English harder to compete in this globalization era, or, at least achieve better in the end of the semester. Besides, the English lecturers' are supposed to be able to design teaching and learning activities attractively to persuade the students. Last but not least, future researchers are expected to investigate degree of motivation and attitudes from different point of view in order to enrich the study in this topic.

ABSTRAK

Sari, Susanti Novita. 2016., **Kajian Motivasi dan Perilaku Mahasiswa Semester Satu Fakultas Teknik: Berdasarkan Jenis Kelamin, Tes Masuk Universitas, dan Program Studi.** Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Syariful Muttaqin

Kata kunci: motivasi, perilaku, tes masuk universitas, program studi.

Bahasa Inggris sebagai Bahasa internasional jarang digunakan oleh negara-negara yang tidak menerapkan Bahasa Inggris sebagai Bahasa utamanya. Karena itu, untuk menguasainya, pelajar Bahasa Inggris harus mendedikasikan lebih banyak waktu untuk menekankan dua faktor dominan yang dapat mempengaruhi berhasil atau tidaknya pembelajaran Bahasa Inggris tersebut: motivasi dan perilaku. Dalam studi ini, penulis melakukan penelitian mengenai motivasi dan perilaku mahasiswa semester satu Fakultas Teknik berdasarkan beberapa faktor, yakni jenis kelamin, tes masuk universitas, dan program studi.

Penelitian ini menggunakan pendekatan kuantitatif deskriptif karena data yang dianalisa berbentuk data statistik. Subjek berjumlah 296 orang, diambil secara acak dari total 1.116 mahasiswa semester satu di Fakultas Teknik Universitas Brawijaya. Survei dilakukan menggunakan *Attitudes/ Motivation Test Battery (AMTB)*.

Dalam penelitian ini, penulis menemukan bahwa mahasiswa semester satu Fakultas Teknik termotivasi baik secara intergratif dan instrumental. Mereka juga memiliki perilaku yang positif terhadap Bahasa Inggris dan komunitasnya. Selain itu, jenis kelamin juga berpengaruh terhadap motivasi dan perilaku para mahasiswa, dengan perempuan mempunyai motivasi lebih tinggi dan perilaku lebih baik dibandingkan laki-laki. Faktor lainnya, seperti tes masuk universitas, juga mempengaruhi tingkat motivasi dan perilaku. Mahasiswa yang melalui jalur SBMPTN mempunyai motivasi tertinggi, sementara mereka yang menempuh jalur SNMPTN dan UM mempunyai perilaku lebih positif dibanding SBMPTN.

Akhirnya, melalui penelitian ini, penulis menyarankan agar mahasiswa semester satu Fakultas Teknik untuk mempelajari Bahasa Inggris dengan lebih giat agar bisa berkompetisi di era globalisasi saat ini, atau setidaknya memperoleh hasil lebih baik di akhir semester. Selain itu, pengajar Bahasa Inggris seharusnya mampu membuat proses belajar mengajar menarik yang mampu meyakinkan para mahasiswa. Terakhir, penelitian-penelitian selanjutnya diharapkan untuk menginvestigasi level motivasi dan perilaku melalui sudut pandang yang berbeda untuk memperkaya studi di bidang ini.

TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION OF AUTHORSHIP	ii
SUPERVISOR'S APPROVAL	iii
EXAMINER'S APPROVAL	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
ABSTRAK	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF APPENDICES	xi
 CHAPTER I INTRODUCTION	
1.1 Background of the Study	1
1.2 Problems of the Study	8
1.3 Objectives of the Study	9
1.4 Hypotheses of the Study	9
1.5 Definition of Key Terms	10
 CHAPTER II INTRODUCTION	
2.1 Second Language Learning	12
2.2 Motivation	13
2.2.1 Types of Motivation	14
2.3 Attitudes	15
2.4 Gender	16
2.5 University Entrance Examination	17
2.6 Study Programs	20
2.7 Previous Studies	23
 CHAPTER III RESEARCH METHOD	
3.1 Research Design	26
3.2 Data Source	28
3.3 Data Collection	29
3.4 Data Analysis	29
 CHAPTER IV FINDING AND DISCUSSION	
4.1 Finding	31
4.1.1 Degree of Motivation	32
4.1.2 Degree of Attitudes	34
4.1.3 Mean of Differences Degree	36
A. Motivation and Attitudes Based on Gender	36
B. Motivation and Attitudes Based on University Entrance Examination	39

C. Motivation and Attitudes Based on Study Programs	43
4.2 Discussion	49
4.2.1 The Highest Degree of Motivation	49
4.2.2 The Highest Degree of Attitudes	52
4.2.3 Mean of Differences	55
A. Motivation and Attitudes Based on Gender	55
B. Motivation and Attitudes Based on University Entrance Examination	57
C. Motivation and Attitudes Based on Study Programs	61
 CHAPTER V CONCLUSION AND SUGGESTION	
5.1 Conclusion	65
5.2 Suggestions	67
REFERENCES	69
APPENDICES	72



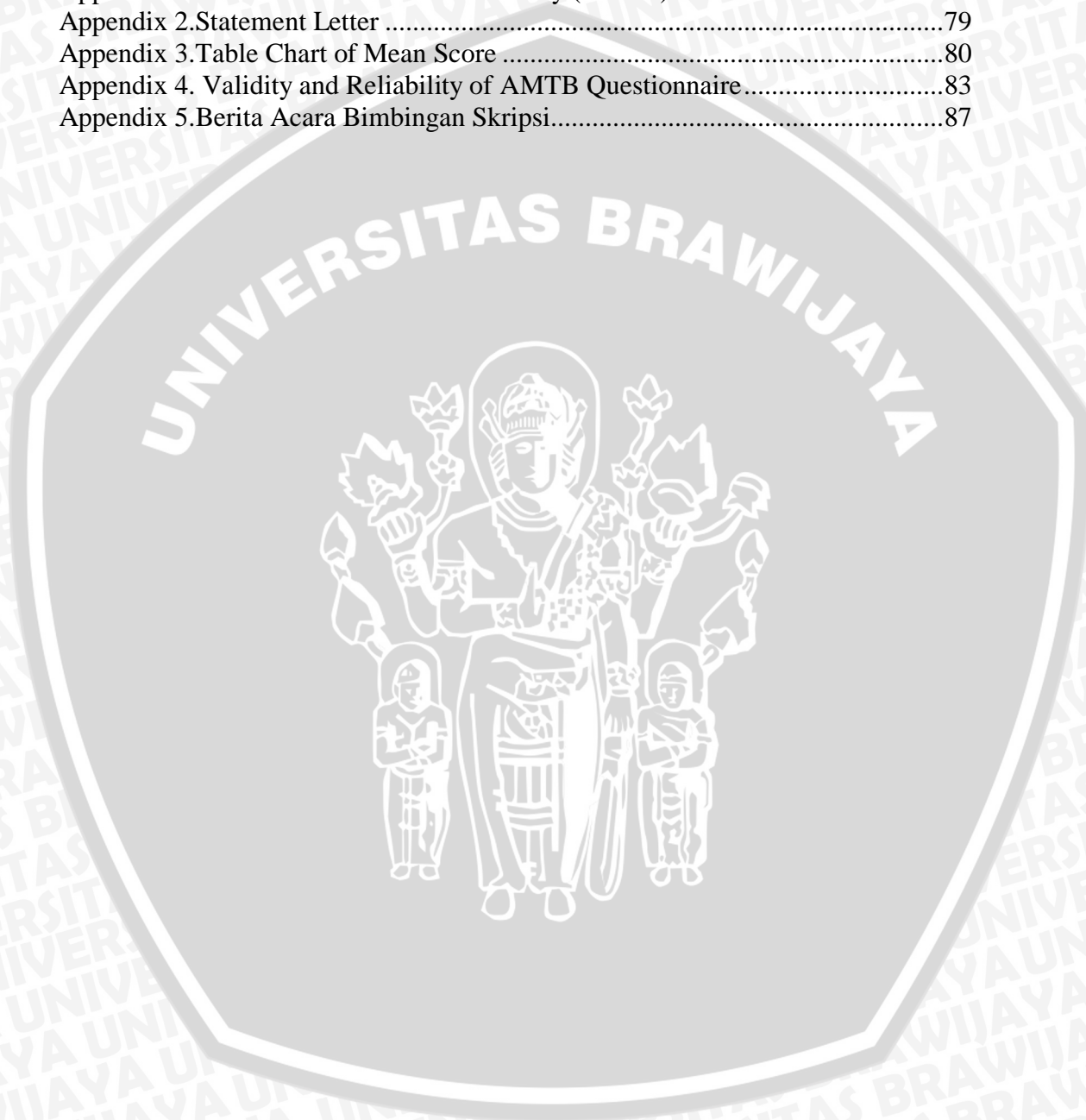
LIST OF TABLES

Table 4.1 Motivation Degree of Engineering Students.....	32
Table 4.2 Attitudes Degree of Engineering Students.....	35
Table 4.3 Motivation of Male and Female Students.....	36
Table 4.4 Attitudes of Male and Female Students.....	37
Table 4.5 Motivation Based on University Entrance Examination.....	39
Table 4.6 Attitudes Based on University Entrance Examination.....	41
Table 4.7 Motivation Based on Study Programs	44
Table 4.8 Attitudes Based on Study Programs.....	46
Table 4.9 Motivation and Attitudes Based on Gender	55
Table 4.10 Motivation and Attitudes Based on University Entrance Examination	57
Table 4.11 Motivation and Attitudes Based on Study Programs	61



LIST OF APPENDICES

Appendix 1. Attitude Motivation Test Battery (AMTB)	72
Appendix 2. Statement Letter	79
Appendix 3. Table Chart of Mean Score	80
Appendix 4. Validity and Reliability of AMTB Questionnaire	83
Appendix 5. Berita Acara Bimbingan Skripsi	87



CHAPTER I

INTRODUCTION

This chapter presents five sub chapters namely background of the study, problems of the study, objectives of the study, hypotheses of the study, and definition of key terms.

1.1 Background of the Study

Success in language learning depends on some factors such as motivation, attitudes, aptitude, learning strategies and learning styles which can be considered as factors affecting language learning achievement (Krashen, 1989). One of the important factors in foreign language (FL) or perhaps second language (L2) learning is called as motivation. It has a big impact in L2 learning because everyone who learns it has his own motivation to reach his goal. Gardner (2002) says that students with higher level of motivation will do better than students with lower level. It indicates that those who learn L2 with high motivation will achieve greater than those who do not.

Similarly, Lifrieri (2005, cited in Tamimi & Shuib, 2009) states that when asked about the factors which influence individual's level of success in any activity— such as language learning –, most people would certainly mention motivation among them. It implicitly explains that motivation has been widely accepted in society to measure someone's desire in achieving his goal. Besides, everybody agrees that motivation is very important not only just in language

learning, but also influences every learning process (Orio, 2013). The term motivation in L2 learning has been defined in various ways by the experts. Gardner (2010) defines motivation as the choices people make as to what experiences or goals they will approach or avoid and the level of degree of his effort to learn a particular language because of the desire of learning and the satisfaction he will get in the learning process. Another definition is given by Brown (2000, p.152), who says that motivation is “an inner drive, impulse, emotion or desire that moves one to a particular action”. Keller (1983, cited in Al-Tamimi Shuib, 2009, p.31) explains that motivation is always related to someone’s decision. In addition, Ortega (2009) also defines motivation in L2 learning as the willingness to learn followed by the effort to reach what someone has dreamed about.

Concerning those definitions, motivation is considered as an essential role towards learning. It comes naturally to everyone based on his expectation in gaining something. Furthermore, Gardner and Lambert in 1972 proposed two basic types of motivation namely instrumental and integrative motivation. It is explained that integrative motivation is the type of motivation the learners have in order to know better about the culture where the language is spoken. In contrary, instrumental motivation is the type of motivation the learners have in order to get benefit by learning the language such as applying for a job, requesting higher pay in an enterprise, mastering technical material, fulfilling academic requirement, or achieving higher social status (Brown, 2000).

Meanwhile, attitudes also plays a very crucial role in language learning as it is said to influence students' success or failure in their learning. According to Latchanna & Dagnev (2009), attitude is related to mental states that include beliefs and feelings owned by person at individual. In learning SLA, attitudes towards a language can be either positive or negative (Youssef, 2012). Positive attitude towards the learning situation will be likely is to produce greater enjoyment in studying a language and desire to learn it because someone will strengthen the existing of motivation in the language learning. On the other hand, negative attitude can lead to obstacles in learning a language because the learner does not have desire or effort in learning the language and only learn for the sake of inducing over people in a society.

However, there are four specific social factors namely age, gender, social class and ethnic identity which are generally acknowledged to influence students in learning L2 (Ellis, 1994). Some experts reveal that gender differences matter on students' motivation and attitudes to learn L2, in this case is English. Unfortunately, many people assume wrongly in defining 'sex' and 'gender'. According to Ellis (1994), a distinction is often made between the term 'sex' and 'gender'. The former constitutes biological distinction, while the latter is a social one. It is said that people always think that the term male and female just as different as they appear differently in the physical appearance.

In SLA, gender has been regarded as an important affective factor that plays a specific role and influences SLA. Both females and males learn the appropriate behaviors and attitudes from the family and overall culture they grow

up with, and non- physical gender differences are a product of socialization (Karau, 2002). In addition, there is evidence that females have advantage over males; they seem to be more successful according to many previous studies (Ghabra, 2015). Furthermore, Xiong (2010) finds in her study that gender takes important role in learning activity. Both males and females share different motivation and attitudes while learning English.

Somehow, students' motivation and attitudes are influenced by other factors apart from the factors affecting learning such as environmental support or personal attributes (Oxford and Shearin 1994, cited in Tahaineh and Daana, 2013). One of them is influenced by their way to enter university examination. According to M. Nasir as the Minister of Research Technology and Higher Education, there are three mechanisms for students enrollment in 2015 to enter university examination; *Seleksi Nasional Masuk Perguruan Tinggi Negeri (SNMPTN)*- National Entrance Selection for State Universities, *Seleksi Bersama Masuk Perguruan Tinggi Negeri (SBMPTN)*-Joint Entrance Selection for State Universities, as well as *Ujian Mandiri (UM)*- Independent Test. *SNMPTN* is conducted by the government that provides up to 50% of quota for each study program. In this selection, students do not need to follow a test because the criteria are school ranking, school's report card, student's achievement, non-academic result, and so on. So, there is no limitation since all students have the right to apply as long as they are recommended by the school. *SBMPTN*, on the other hand, is conducted by Council of Rectors of State Universities (MRPTN) with a quota of 30 %. There will be a written and skill tests for this selection type.

Last but not least, there is also *UM* held by respective universities with a quota up to 20 %. This selection is done through a written test independently by a particular university for students who do not pass the *SNMPTN* or *SBMPTN* tests who have the ability to give them a chance to join with their favorite ones (dikti.go.id, 2015).

Looking at the different types to enter the university, the writer believes that student's motivation and attitudes in learning L2 will be different. They, perhaps, have various experiences with English during the tests. This condition is supposed to influence students' motivation and attitudes in learning activity. So, the writer is interested to investigate whether the different types of the university entrance examination matter while learning English in university level.

Since English language is widely used and emphasized in various education levels as a requirement to excel in this competitive world. Therefore, analyzing someone's motivation and attitude to learn L2 is interesting as it is said will affect his achievement. Recently, a number of researches have conducted some similar topics with the current study. Most of them investigate the students who are majoring English, from school level to university, to measure their motivation and attitudes degree towards L2. The previous researches commonly investigate the degree of motivation and attitudes without relating them with another factor. Therefore, the writer will study the motivation and attitudes degree of Engineering students at Universitas Brawijaya and relate with the other factors. Engineering students are chosen because they only learn English in University as the compulsory subject for about one semester as it is only an introduction to basics

English. Besides, Ira Soviawati, S.E., BBA. as the Promotion Directorate Deputy of Foreign Cooperation and Promotion, National Agency for Placement and Protection of Indonesian Workers shares at a conference held in Universitas Muhammadiyah Malang, that Engineering students should be able to master English as an international language in order to compete in an international business. She also stresses that Indonesian workers often get difficulty and language barriers when they should face foreign workers (Universitas Muhammadiyah Malang, 2011). Therefore, mastering English is very useful and helpful for Engineering students, especially after they graduate from university.

Generally, it is revealed that students who are majoring English mostly have high motivation and positive attitudes in learning English (Praminati, 2015). They have an exposure in learning English so they get enjoyment and produce positive attitudes during the learning. However, the question is whether those who are not majoring English will have high motivation and good attitudes in learning activity or not. Since mastering foreign language is very important to adapt with this globalization era, the use of English and the existence of it has become an essential part for everyone, especially university students. The students are expected to be able to understand the language well, both spoken and written. In Universitas Brawijaya, one of the reasons why they should master English is because there is a requirement to take TOEFL (Test of English as Foreign Language) test twice during the study; the beginning and the end of the year of the study, or at least to pass the English class subject (Pedoman Akademik UB, 2015). So, although Engineering students only learn English for one semester, it is

expected that their ability will increase gradually once they have learned it in university level. Moreover, first semester students are chosen since Diset *et al.* (2010, cited in Praminatih, A.G., 2015) insists that first year undergraduate students are supposed to be highly motivated. Therefore, the writer believes that first semester students are appropriate to be chosen as the object since they may have various motivation and attitudes towards English. In the end, the writer will investigate the different degree of motivation and attitudes among different study programs – Civil Engineering, Mechanical Engineering, Electrical Engineering, Water Resources Engineering, Industrial Engineering, Chemical Engineering, Architecture, Urban & Regional Planning – at Faculty of Engineering Universitas Brawijaya. The writer believes that there will be some factors that influence students' motivation and attitudes since they experience different things in English class.

In addition, in order to conduct this study, the writer will use an instrument proposed by Gardner namely AMTB (Attitudes/Motivation Test Battery) introduced in 1985 which is considered as one of the most influential method for measuring both motivation and attitudes (Gardner, 2010). This AMTB is measured by scales of positive and negative items. However, it is important to notice that the AMTB is not a fixed form, instead modified depending on the research purpose (Gardner, 2010).

Moreover, the study gives significant information related to motivation and attitudes of first semester students of Faculty of Engineering Universitas Brawijaya based on their gender, university entrance examination, as well as

study programs. By conducting this research, hopefully there will be an improvement from the students in English learning activities. Thus, the students will be aware of what their goals are in learning English based on their motivation and attitudes degree they own. Hence, this study also show some factors will influence those two variables. In parallel, students will achieve better in the end of the semester as the evaluation in learning. Findings of the study clarify the effect of those factors and provide some suggestions and recommendations for the lecturer in order to improve the learning activity.

Considering all the reasons explained previously, the writer conducted a research entitled **“Study of Motivation and Attitudes towards English of Engineering Students: Based on Gender, University Entrance Examination, and Study Programs”**.

1.2 Problems of the Study

Through this research, the writer is interested in finding out the answers to these questions:

1. What is the degree of motivation towards English of first semester Engineering students of Universitas Brawijaya?
2. What is the degree of attitude towards English of first semester Engineering students of Universitas Brawijaya ?
3. Is there any significance difference of motivation and attitudes degree based on gender, university entrance examination, and study programs of first semester Engineering students of Universitas Brawijaya ?

1.3 Objectives of the Study

Based on the problems of the study stated above, the objectives of the study are specified into five objectives below:

4. To discover the degree of motivation towards of first semester Engineering students of Universitas Brawijaya.
5. To discover the degree of attitudes in learning English (positive and negative) of first semester Engineering students of Universitas Brawijaya.
6. To discover the significant differences of motivation and attitudes degree based on gender, university entrance examination, and study programs of first semester Engineering students of Universitas Brawijaya.

1.4 Hypotheses of the Study

The writer proposes five hypotheses of the study as follow:

1. H_1 : First semester Engineering students of Universitas Brawijaya have high motivation towards English.
 H_0 : First semester Engineering students of Universitas Brawijaya have low motivation towards English.
2. H_1 : First semester Engineering students of Universitas Brawijaya have positive attitudes in learning English.
 H_0 : First semester Engineering students of Universitas Brawijaya have negative attitudes in learning English.

3. H_1 : There is significance difference of motivation and attitudes degree of Engineering students of Universitas Brawijaya based on gender, university entrance examination, and study programs.

H_0 : There is no significance difference of motivation and attitudes degree of Engineering students of Universitas Brawijaya based on gender, university entrance examination, and study programs.

1.5 Definition of Key Terms

Here are the key terms that furthermore will be mentioned frequently:

1. **Motivation** : The responsible and reason of why people decide to do something (Gardner, 2002).
2. **Attitudes** : Individual reaction or belief towards a language (Gardner, 2002).
3. **Gender** : Something which is not acquired once at an early stage of life, but an ongoing accomplishment produced by repeated actions (Cameron, 2004).
4. **University Entrance Examination** : There are 3 mechanisms for students enrollment in 2015 namely *SNMPTN*, *SBMPTN*, and *UM* examination. (dikti.go.id, 2015).

5. Study Programs

: There are 8 study programs; Civil Engineering, Mechanical Engineering, Electrical Engineering, Water Resources Engineering, Industrial Engineering, Chemical Engineering, Architecture, Urban & Regional Planning in UB. (ft.ub.ac.id)



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents seven sub chapters namely Second Language Learning, Motivation, Attitudes, Gender, University Entrance Examination, Study Programs at Faculty of Engineering UB and Previous Studies.

2.1 Second Language Learning

Second Language Learning (henceforth SLL) refers to the process of learning another language after the native language has been learned. The important aspect is that SLL refers to the learning of a non-native language after the learning of the native language. This study provides theories on how learning secondary language is somewhat different with learning native language (Gass & Selinker, 2008).

SLL also refers to the scientific discipline devoted to studying that process. Saville- Troike (2006) states it refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and the process of learning the particular language. Then, the term L2 refers to any language which is learned by people after their acquisition in their first language. Although the concept is named *second* language acquisition, it can also be the third, fourth, or subsequent of learning languages. It is used for all additional languages that someone might learn. Hence, it does not matter if it is the fifth or the sixth languagehe learns.

2.2 Motivation

Motivation comes naturally to everyone based on his expectation in gaining something. Thus, every person has his own reason to have certain of motivation, whether it is high or low. However, motivation is such a complex phenomenon that cannot be defined by a single theory. As Gardner (2006, p.242) states “motivation is a very complex phenomenon with many facets...Thus, it is not possible to give a simple definition”. It is because the term of motivation has been defined differently by many points of view. In that sense, some experts have their own way to highlight the motivation term resulting on some definitions. He also defines motivation as the force that makes a person can survive the struggle in learning the language because of the desire of learning and the satisfaction he/she will get during the learning process (Gardner, 2006). Further, according to Doughty and Long (2003, p.614), “in general, most of motivation research is conducted due to the basic question of why human think and behave as they do, like the choice of a particular action, the persistence with it, and the effort expended on it.” Motivation studies the reason behind someone's effort in achieving his goals. They also define motivation as “the responsible of why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it”(2003, p.614) . It means that motivation deals with someone's purposes, reasons, and efforts in doing any activity. Motivation also plays a crucial role to determine effective language learning since motivation in various aspects will make learners desire to learn second language.

Gardner describes the gist of second language learning motivation as a construct composed of three characteristics: the attitudes towards learning a language (affection), the desire to learn the language (want) and motivational intensity (effort). Gardner (1985) proposes that motivation is described in the following equation: **Motivation = effort + desire to achieve a goal + attitudes**

This equation means that the term motivation is the composition of the effort and the desire in gaining something and followed by good attitudes as well.

2.2.1 Types of Motivation

In studying motivation, Gardner (1985) also refers to two types of motivation: integrative and instrumental. Integrative motivation refers to a learner's desire to learn more about the cultural community of the target language or to assimilate to some degree in the target community. Therefore, a learner can be said to be integratively motivated if he wishes to identify another ethno-linguistic group. For example, someone may learn Bahasa Indonesia with specific purpose because he wants to know Indonesian culture better.

Instrumental motivation, on the other hand, refers to the desire to learn the L2 for a specific goal or reason, such as a reason to get a degree or a job or to improve social status. Therefore, a learner can be said to be instrumentally motivated when the learner studies the language because of any of those reasons. In relation to instrumental motivation, Wilkins (1972, cited in Al-Tamimi and Shuib, 2009, p.32) also states "a learner is instrumentally motivated when he/she wants to learn a language in order to pass an examination, to use it in one's job, to

use it in holiday in the country, as a change from watching television, or because the educational system requires it.”

In conclusion, both integrative and instrumental types of motivation are important. A learner might learn second language well with an integrative motivation or with an instrumental one, or indeed with both. Both integrative and instrumental motivation may lead to success, but lack of either causes problems.

2.3 Attitudes

Although Gardner and Lambert do not distinguish between motivation and attitudes in their work, Gardner and Lambert (1972) claim a linear relationship such that attitudes is said to affect motivation which in turn affected SLA.

According to Gardner (1985) attitudes refers on how individual gives response regarding a particular language which is learned and it depends on personal belief. According to Youssef (2012) attitudes is an important role in learning a language for someone to be successful. Further, Brown (2000) adds that the term attitudes refer to the set of beliefs that someone holds towards members of the target language group or its culture. Therefore, it can be said that attitudes concerns to someone's belief in facing an issue which will influence what the learners likely to do.

Attitudes towards a language can be either positive or negative (Youssef, 2012). The positive attitude is typically connected to the speakers of the language in the culture represented by the speakers. Such positive attitude is expected to encourage learning, since learner can be expected to be able to communicate with

the native speakers of the language they are learning well. Therefore, when students are interested in the countries and culture where the language is spoken, it can be a motivation for him to show positive attitudes during the learning activity (Noels et al, 2003). On the other hand, negative attitude can impede someone activity in learning language because of some factors such as the learning atmosphere, teacher, friends, course, etc. It is evident that someone may have negative attitude towards language because of a reason mentioned above. All in all, both positive and negative attitudes are more closely related to achievement in L2 learning (Gardner, 2010). Thus, someone's success or failure can be measured by looking at the attitudes the learner has.

2.4 Gender

Gender is an issue with important pedagogical in L2 learning which has a significant effect on how students learn a particular language. In general sense, people perceive the notions "sex" and "gender" to be synonymous. However, some scholars believe that those two notions are different at fundamental which is the former constitutes with the biological aspect, while the latter constitutes with the social one (Mayerhoff, 2006). Gender is therefore not something someone acquires once at an early stage of life, but an ongoing accomplishment produced by repeated actions (Cameron, 2004). Thus, someone's gender is not equivalent to his sex which he builds on the biological based, instead he constructs it through his everyday life with the experiences, derived from family as the root, then continued in society. In this case, society shapes someone's gender identity.

Some studies have revealed that both males and females share different motivation and attitudes when learning L2. It is said that somehow both males and females can be more highly motivated and show positive attitudes than the other group for the reasons that affect their instrumental motivations (Ellis, 1994). On the other hand, Block investigates that female students of L2 French in Canada are more motivated than males and also have more positive attitudes towards the speakers of the target language (Block, 2002). Further, Ellis adds that females' greater success in L2 learning in classroom activity is that they generally have more positive attitudes. To strengthen the previous works, the theorists of SLA believe that female learners show possible superiority in their L2 learning process (Ehrlich, 2011). So, mostly believe that female students are somewhat better in learning a language rather than males.

In recent years research, gender and language learning is a growing area of study among writers (Block, 2002). However, although it is a general assumption and conclusion from some works, the findings of this research could be different at some points, perhaps, show that both males and females show high motivation and good attitudes that later on will influence their performance in the learning process.

2.5 University Entrance Examination

Based on the Law No. 12 on Higher Education, Republic of Indonesia Government Decree No. 66 Year 2010, the admission to state universities will be conducted through a national selection and the likes. The national selection

becomes the government's responsibility while the rest become the authority of each rector or rector council (dikti.go.id, 2015).

There are 3 mechanisms for students enrollment in 2015 namely National Entrance Selection for State Universities (SNMPTN), Joint Entrance Selection for State Universities (SBMPTN), and Independent Test (UM). It agrees with M. Nasir's statement as the Minister of Research Technology and Higher Education, he says "Related to selection into the state university (PTN) 2015, there are 3 ways: National Entrance Selection for State Universities (SNMPTN), Joint Entrance Selection for State Universities (SBMPTN), and the Independent Examination (UM)" (2015, para. 2). For each, there will be terms and conditions that students must follow in accordance with the law stated previously.

SNMPTN is one of the mechanisms of national selection based on the result of academic achievement by looking at student's grade from semester one to five for Senior High School (SMA) and coordinate. This selection is participated by all state universities in an integrated system with a quota up to 50 %. It is open and free because the registration fee of SNMPTN is covered by the government (dikti.go.id, 2015). So, the students are not obliged to pay for this selection. However, as requirements, there are some criteria that must be followed by both the school and students. Prof. Dr. Budi Prasetyo, DA., DESS from Universitas Gajahmada argues, "Whether private or state schools can recommend their students; whether accredited or not, schools only have to have National School Index Number (NSPN) while for *SNMPTN* participants, they have to have National Student Index Number (NISN)" (Prasetyo, 2013, para. 4). Furthermore,

the students are only required to submit their report cards and achievements – academic or non-academic– if it is available. The *SNMPTN* objectives are: providing the opportunity for high school students and coordinate to obtain higher education, and providing an opportunity for state university to get new students with high academic achievement (snmptn.ac.id, 2015).

In contrast to *SNMPTN*, *SBMPTN* is a selection mechanism into the *PTN* assigned through the combination of written test and skill test conducted simultaneously throughout Indonesia. *SBMPTN* is designed to measure basic skills that hopefully can predict the students' success in all courses. The expected ability is high level of reasoning (higher order thinking) which covers academic potential, mastery of basic studies, science and technology, and social sphere and humanities. The quota for the students is 30% for each program study and they can register online based. In contrast to *SNMPTN*, the students have to pay 150.000 IDR for *SBMPTN* registration fee. The objectives of this mechanism are: Seeking and attracting prospective students who are predicted to finish studies at the college well, or, and providing opportunities for students to select more than one state university across the region (sbmptn.or.id, 2015).

Last but not least, another mechanism to entrance university examination is *UM*. This test is commonly for those who do not pass the *SNMPTN* or *SBMPTN*. It is the authority for each state university to design how to select students with 20 % of quota (dikti.go.id, 2015). However, terms and conditions for the *UM* is left up to each university so that selection procedure differs from one university to others. In Universitas Brawijaya, the term *UM* is well known

as *Seleksi Program Minat dan Kemampuan*- Program Selection of Interest and Capability (SPMK). It is written that *SPMK* is the selection done through written test independently by Universitas Brawijaya for students who have interest and capability economically. The students have chance to choose two study programs as maximum. They also should take test material based on the study program they choose. In this case, the students are obliged to pay 500.000 IDR for registration fee (Selma.ub.ac.id, 2015).

To sum up, Oxford and Shearin (1994, as cited in Tahaineh and Daana, 2013) identify six factors that impact the motivation and attitudes such as personal attributes, in this case is previous language experience. Hence, the writer tries to relate those three students' enrollment with the motivation and attitudes after influenced by the personal attributes owned by first semester Engineering students.

2.6 Study Programs at Faculty of Engineering UB

Faculty of Engineering Universitas Brawijaya is established since October 23rd 2003 based on the Ministry of Higher Education and Science No. 167 Year 1963. There are eight study programs at Faculty of Engineering: Civil Engineering, Mechanical Engineering, Electrical Engineering, Water Resources Engineering, Industrial Engineering, Chemical Engineering, Architecture, Urban & Regional Planning (ft.ub.ac.id, 2015). Each will be discussed briefly.

To start with, Civil Engineering is related to the design, construction and maintenance of physical structures and the environment. It applies the engineering

principles to meet the basic needs of the community in terms of housing, transport, and other needs in this modern era (sipil.ub.ac.id, 2015).

Then, Mechanical engineering is a multiform subject that derives its scope from the need to design and manufacture everything from small individual parts and devices to large systems (mesin.ub.ac.id, 20015). To put it simply, mechanical engineering deals with anything that moves, including the human body, a very complex machine.

Next, Electrical Engineering deals with the study and application of electricity, electronics, and electromagnetism which supposed to be able to analyzpe engineering problems and propose solution logically (elektro.ub.ac.id, 20015). It focuses on how to manage the electrical system to run well to meet the society needs.

Another one is Water Resources Engineering which focuses on management of land and water resources in rural and urban watersheds (pengairan.ub.ac.id, 20015). This field usually combines elements of other engineering disciplines to meet society's concerns and needs for surrounding water.

Industrial Engineering concerns with the design, analysis, as well as an implementation of any production or service with the goal of improving its quality and productivity (industri.ub.ac.id, 20015). This field is supposed to answer the needs of the national industry which is looking for industrial engineers who has the ability to design, improve, operate, as well as maintain a system of manufacturing.

Chemical Engineering addresses a wide range of technologies to develop chemical transformations and processes, create useful products and materials that improve society (teknikkimia.ub.ac.id, 20015). It is a discipline that studies how to apply the laws of chemistry or physics into the planning, development, and implementation of the operation of the factories processing raw materials into products economically.

Besides, there is an Architecture that is supposed to be the art of designing buildings (arsitektur.ub.ac.id, 20015). It is the application of science and technology to the real world by designing the buildings in order to improve the quality of life, perhaps, also fit with the standard of living.

Last but not least, Urban and Regional Planning focuses on preparing plans and policies at a range of levels including national, state, regional, and local issues (pwk.ub.ac.id, 20015). It also concerns with the environmental design and strategic to sustain the management of how towns and cities constructed physically, socially, and environmentally.

Finally, the writer relates the motivation and attitudes owned by the first semester Engineering students of UB with the environmental support, in this case is different study programs, as Oxford and Shearin proposed (1994, cited in Tahaine and Daana, 2013).

2.7 Previous Studies

There are two studies which have been conducted regarding the same topic and hopefully can be used as guidance in conducting this current study. The first study is conducted by Tahaineh & Daana (2013) entitled Jordanian Undergraduates' Motivation and Attitudes towards Learning English in EFL Context. The second study is conducted by Atef Al- Tamimi and Munir Shuib (2009) entitled Motivation and Attitudes towards Learning English: A Study of Petroleum Engineering Undergraduates at Hadhramout University of Sciences and Technology.

The first study is conducted by Tahaineh & Daana (2013), who examine 184 female students majored in English Language and Literature at AL Balqa' Applied University-Princess Alia University College- Amman (AAU-PAUC). The writers use AMTB proposed by Gardner (1985) as the main instrument to gain the data by using 8 out of 12 scales. As the results, the study shows that the students are instrumentally motivated. Besides, the students also have good attitudes towards the target language community. In this study, the writers do not correlate the two variables with another affecting factor.

The second study is conducted by Atef Al- Tamimi and Munir Shuib (2009) who selects 81 petroleum Engineering students at Hadhramout University of Sciences and Technology (HUST). The writers also use AMTB proposed by Gardner (1985). They adopt these questions from Benson (1991), Sarjit Kaur (1993) and Qashoa (2006) based on two scales of Gardner's (1985) AMTB and Cooper and Fishman's (1977) personal motivational construct. As the result, the

study shows that petroleum Engineering students are instrumentally motivated. Besides, they also have good attitude in learning English. However, the writers do not correlate the two variables but study them as the single variable. Similarly, they do not correlate it with another factor that may be influence their English learning.

There are some similarities and differences between the present study and those two previous studies. The similarities between current study and previous studies are firstly, the topic which is motivation and attitudes among college students, and secondly, all of the studies, present study or the two previous studies, use AMTB as the main instrument to gain the data. Then the differences are based on the participants, sampling method and the way the writer to find out other factors affecting language which are gender, university entrance examination, and study programs.

Tahaineh & Daana (2013) conduct their research on English Language and Literature from four class levels which are freshmen, sophomores, juniors and seniors by using equal-sized stratified random sampling. In current study, the writer conducts a study on first semester Engineering students at Universitas Brawijaya, who can be categorized as freshmen. Moreover, the participants used by Tahaineh & Daana (2013) are female students, while in the current study the writer selects both male and female students as the participants.

On the other hand, Al- Tamimi and Munir Shuib (2009) conduct their study on Petroleum Engineering Students at Hadhramout University of Sciences and Technology. They choose 81 petroleum Engineering students. Meanwhile, the

current study by the writer will select 298 students, both male and female, from 1.167 students from the total number of the Engineering students.

Using these two previous studies, the writer wants to fill the gap between the previous studies and current study which is to find out the other factors which possibly influence motivation and attitudes. So, the writer will investigate if the gender, university entrance examination, and study programs matter or not in terms of learning English. Furthermore, the writer investigates whether or not the participants have high motivation and good attitudes in learning English since they are not majoring English.



CHAPTER III

RESEARCH METHOD

This chapter consists of four sub chapters namely research design, data source, data collection, and data analysis.

3.1 Research Design

Educational research was broadly divided into two categories namely quantitative and qualitative research (Ary et al., 2002). In this study, the writer used descriptive quantitative approach to examine the degree of motivation and attitudes of the first semester Engineering students at Universitas Brawijaya and how the other factors influence those two variables.

Quantitative research method was characterized by the collection of information which could be analyzed numerically, the results of which were typically presented using statistics, tables and graphs (Ary et al., 2002). In quantitative research, the data, which were collected, are analyzed in numerical. In addition, the writer used descriptive quantitative as it was commonly used on social research (Usman & Akbar, 2009). According to them, descriptive quantitative is usually described through percentage, diagram, or graph. Therefore, descriptive quantitative was considered as the most appropriate method to examine the data resulted in this research.

Finally, to find out the data, the writer used Attitudes Motivational Test Battery (AMTB) because one of the types of quantitative approach use a

standardized instrument. This AMTB had 64 items with 5 points Likert scales by giving 1 to 'strongly disagree' and 5 to 'strongly agree'. AMTB was used to answer the problem of the study proposed by the writer. In the end, the writer adopted AMTB questionnaire developed by Tahaineh & Daana (2013). There are 8 domains in this questionnaire to measure degree of motivation and attitudes. They are: (1) Interest in foreign languages, (2) parental encouragement, (3) Motivation intensity, (4) degree of integrativeness, (5) degree of instrumentality, (6) attitudes towards learning English, (7) attitudes towards English-speaking people, and (8) desire to learn English. It is important to mention that there is not fixed AMTB, instead, every item of the AMTB could be modified depending on the purpose of the research (Orio, 2013). Therefore, there are several versions for this instrument that should be adapted with the purpose of the research, the participants, and variables apart from motivation and attitudes that are taken into account. In the beginning of the questionnaire, the participants had to cross the gender column – male or female –, the university entrance examination – *SNMPTN*, *SBMPTN*, *UM*, the study programs – Civil Engineering, Mechanical Engineering, Electrical Engineering, Water Resources Engineering, Industrial Engineering, Chemical Engineering, Architecture, Urban & Regional Planning – in order to be able to examine if there was possible relationship with motivation

and attitudes they had. Finally, they had to answer every item in the test battery in order to analyze their motivation and attitudes.

3.2 Data Source

In order to get the data for the research, the writer took the participants from the first semester Engineering students at Universitas Brawijaya. In this quantitative study, the writer took the sample (n) randomly using Slovin formula by deciding significance value which was 5% ($p = 0.05$). Slovin formula was used to figure out how many sample was needed. Therefore, the writer chose 5% because it was considered as an appropriately significant level in the study (Levon, 2010 as cited in Litosseliti 2010, p. 71). In order to reject the null hypothesis, the value had to be less or equal to 5%. The formula is presented as follow:

$$N$$

$$1 + N\alpha^2$$

Here is the result:

$$\frac{1.167}{1 + 1.167 (0.05)^2}$$

$$n = 297.894$$

$$n = 298$$

Concerning to the result, the sample would be 298 students from the total number of 1.167 students.

3.3 Data Collection

The main portion of analyzing quantitative data was by using statistic to display the summarized data. The writer followed some steps in collecting the data as follows:

1. Deciding the participants by randomly selecting one English class for each study program.
2. Distributing the questionnaire (AMTB) developed by Tahaineh & Daana (2013) with necessary adaptation.
3. Giving an explanation about what kind of research it was.
4. Asking the students to fill the questionnaire in the class within 20 minutes time limitation.

3.4 Data Analysis

After collecting the data from the participants, the writer followed several steps in order to analyze the data as follows:

1. Importing the raw data into the computer run by the Statistical Package for Social Sciences (SPSS) software program.
2. Investigating the first and second problems by simply using basic statistic.
3. Investigating the third problem by using Mann- Whitney U test and Kruskal Wallis test. Mann- Whitney U test is used to compare differences between two independent groups when the dependent variable is either ordinal or continuous, but not normally distributed. While Kruskal Wallis test is used to find out significant differences on a continuous dependent variable by a grouping independent variable (with three or more groups).
4. Calculating the frequency and percentage of the questionnaire results by using 1 to 5 Likert scales. Therefore, the mean score can be interpreted as follow:
 $0.0 - 1.0 = \text{low}$
 $2.0 - 3.0 = \text{moderate}$
 $4.0 - 5.0 = \text{high}$
5. Drawing conclusion from the result of the analysis.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents two subchapters namely finding and discussion related to the problems of the study proposed by the writer in the previous chapter.

4.1 Finding

This subchapter provides findings regarding degree of motivation and attitudes towards English based on gender, university entrance examination, and study programs belong to the first semester Engineering students of Universitas Brawijaya. In collecting the data, the writer distributed AMTB questionnaire to 298 students out of 1.126 in accordance with Slovin formula result in the previous chapter. After collecting the questionnaire from the participants, it is found that there are two students who fulfilled the items incompletely. Thus, there are 296 participants out of 298 students.

4.1.1 Degree of Motivation

The recent study aims to identify degree of motivation by examining the frequency of each item of motivation in AMTB questionnaire. There are six out of eight domains investigated in this study belongs to motivation. The six domains are: domain 1: interest in foreign languages, domain 2: parental encouragement, domain 3: motivational intensity, domain 4: degree of integrativeness, domain 5: degree of

instrumentality, and domain 8: desire to learn English. In this case, the writer presents the degree of frequency item in each domain in the form of tables, as follow:

Table 4.1 Motivation Degree

DOMAIN		ITEM		MEAN
Interest in Foreign Languages				
1	14	I wish I could speak English perfectly		4.4
	12	I would really like to learn English		4.2
	11	I would try to learn English if I planned to stay in England		4.3
	20	Enjoying to meet people who speak English		3.7
	56	I wish I could read English newspaper		3.9
	49	Studying English is not enjoyable		1.9
	22	I have no interest in learning English		1.7
	64	English sounds crude and harsh		2.4
	15	It is not important to learn English		1.6
	60	I prefer to see TV program in Indonesia than English with subtitles		2.7
Total				3.1
Parental Encouragement				
2	43	My parents feel that English is very important		4
	27	My parents help me to learn English		3.4
	33	My parents force me to study English all through my life		3.3
	36	My parents stress me the importance of English		3.8
	38	My parents urge me to seek help from English lecturer		3
	47	My parents are interested with my English activity		3.2
	46	My parents are interested with my English activity		3.7
	63	My parents ask me to devote more time to study English		2.8
Total				3.4
Motivational Intensity				
3	42	I really work hard learning English		3.6
	42	I have my lecturer for help when I have a problem with English		3.1
	34	I ignore distraction during studying English		2.7
	45	I try to understand all the English I see and hear		4
	39	I keep up to date with English		3.2
	57	I do not give much care with my English feedback		2.6
	55	I do not bother checking my feedback assignment		2.7
	62	I tend to give up when I do not understand English		2.6
	6	I put off my English homework		2.6

Table Continuation...

	50	I do not want to learn English further	2.1
Total			2.9
Degree of Integrativeness			
4	5	Studying English is important to be more at ease with English speaker	4.2
	9	Studying English will allow me to converse with varied people	4.3
	4	Studying English is important to appreciate the lifestyle of English	4
	26	Studying English is important to interact with native speakers easily	4.1
Total			4.2
Degree of Instrumentality			
5	3	English enables me to get a job easily	4.5
	8	English enables me to carry the task efficiently	3.5
	10	English is a university requirement	3.6
	16	I hope to further my education	4.4
Total			4
Desire to Learn English			
8	35	I wish I were fluent in English	4.5
	17	I would spend all my life studying English	2.7
	30	I want to learn English so that becomes natural to me	4.2
	2	I have strong desire to know English	3.8
	29	I'd like to learn English better	4
	18	Knowing English is not really important goal	2.2
	19	I do not want to learn English than the basics one	2.1
	21	I really have no desire to learn English	1.8
	23	I am losing any desire I ever had to know English	2
	24	I daydream about dropping English subject	2
Total			2.9

To conclude, the table represents the degree of motivation owned by the students towards English shows that total mean score of domain 1 related to students' interest in foreign languages is 3.1, indicates that the students are moderately motivated. Meanwhile, domain 2, in terms of motivation related to parental encouragement, shows that the mean score of 10 items is 3.4. This number indicates

that first semester Engineering students are moderately motivated. Besides, in terms of motivational intensity, domain 3 shows that the great majority of the students respond positively by receiving 2.9 mean score which indicates that the students are moderately motivated. Meanwhile, in terms of degree of integrativeness, domain 4 shows that the total mean of 4 items is 4.2. This number indicates that the students are highly motivated. Similarly, in terms of degree of instrumentality, reveals that the total mean of domain 5 is 4.0, indicates that the students are highly motivated. Last but not least, in terms of desire to learn English, domain 8 shows that the students have high motivation in desire to learn English, by receiving 2.9.

4.1.2 Degree of Attitudes

There are two domains of attitudes in AMTB. They are domain 6: attitudes towards learning English and domain 7: attitudes towards English-speaking people. These two domains are presented in the form of tables, as follow:

Table 4.2 Attitudes Degree of Engineering Students

Table 1: Attitudes Degree of Engineering Students			
DOMAIN		ITEM	MEAN
Attitudes towards Learning English			
6	51	Some subjects should be taught in English	3.3
	31	The development of a country is mainly by educated people	3.6
	44	When I hear someone speaks English, I wish I could speak like him	4.4
	59	English is important part of the university program	3.9
	61	I enjoy learning English	3.7
	7	Learning English is a waste of time	1.6
	28	I hate English	1.6
	48	English should not be a compulsory subject	2.2
	53	English should not be started as early as in the Elementary School	2.6
	58	English should not be the medium of instruction	2.6
Total			3.0
Attitudes towards English-Speaking People			
7	4	It would be a great loss if Indonesia had no contact with English-speaking countries	3.4
	13	The more I know English speakers, the more I like them	3.5
	32	English speakers are friendly	3.4
	25	I always trust English native speakers	3.1
	1	I'd like to know about English speakers well	4
	37	I wish I have many English speaker friends	3.8
	54	English speakers are very sociable	3.3
	52	Native English speakers give much value to the world	3.3
Total			3.5

Overall, table 4.2, related to attitudes toward learning English in domain 6 indicates that the total mean is 3.0. This number indicates that the students have positive attitude in learning English. Similarly, domain 7, related to attitudes towards learning English indicates that the total mean is 3.5. This number shows that Engineering students have positive attitudes towards English-speaking people.

4.1.3 Mean of Differences Degree

There are 296 students as participants are involved in this study. Specifically, there are 177 male students and 119 female students.

A. Motivation and Attitudes Based on Gender

a.1 Motivation Based on Gender

Table 4.3 Motivation of Male and Female Students

Table 4.5 Motivation of Male and Female Students				
DOMAIN		ITEM	MALE	FEMALE
			MEAN	
Degree of Integrativeness				
4	5	Studying English is important to be more at ease with English speaker	4.2	4.3
	9	Studying English will allow me to converse with varied people	4.2	4.4
	4	Studying English is important to appreciate the lifestyle of English	4	4
	26	Studying English is important to interact with native speakers easily	4.1	4.2
Total			4.1	4.2
Mann-Whitney			9550.500	
Asymp. Sig. (2-tailed)			.170	
Degree of Instrumentality				
5	3	English enables me to get a job easily	4.4	4.5
	8	English enables me to carry the task efficiently	3.5	3.5
	10	English is a university requirement	3.5	3.7
	16	I hope to further my education	4.3	4.4
Total			4	4
Mann-Whitney			10030.500	
Asymp. Sig. (2-tailed)			.482	

*Significanceat $p < 0.05$

Through table 4.3, regarding degree of integrativeness in domain 4, this study reveals that total mean of motivation degree of female students are higher than male students. Female students receive 4.2, indicating that the students are highly

motivated. Similarly, male students receive 4. mean score, indicates that they are highly motivated as well. However, in terms of degree of instrumentality in domain 5, both Engineering male students and female students have 4.0 mean score. 4.0 means the students are highly motivated towards English. Although the difference degree does exist, the significance is not found from the total mean because it shows bigger than α (5%).

a.2 Attitudes Based on Gender

Table 4.4 Attitudes of Male and Female Students

Table 4.1 Attitudes of Male and Female Students			MALE	FEMALE
DOMAIN		ITEM	MEAN	
Attitudes towards Learning English				
6	51	Some subjects should be taught in English	3.2	3.3
	7	Learning English is a waste of time	1.6	1.5
	31	The development of a country is mainly by educated people	3.6	3.7
	44	When I hear someone speaks English, I wish I could speak like him	4.3	4.6
	53	English should not be started as early as in the Elementary School	2.7	2.4
	28	I hate English	1.6	1.5
	59	English is important part of the university program	3.9	3.9
	61	I enjoy learning English	3.7	3.8
	58	English should not be the medium of instruction	2.6	2.5
	48	English should not be a compulsory subject	2.2	2.2
Total		2.9	2.9	
Mann-Whitney		10435.500		
Asymp. Sig. (2-tailed)		.893		
Attitudes towards English-Speaking People				
7	4	It would be a great loss if Indonesia had no contact with English-speaking countries	3.4	3.4
	13	The more I know English speakers, the more I like them	3.4	3.6
	32	English speakers are friendly	3.4	3.5
	25	I always trust English native speakers	3.1	3
	1	I'd like to know about English speakers well	4	4.2

Table Continuation...

	37	I wish I have many English speaker friends	3.8	3.9
	54	English speakers are very sociable	3.3	3.4
	52	Native English speakers give much value to the world	3.2	3.4
Total			3.5	3.6
Mann-Whitney			9161.000	
Asymp. Sig. (2-tailed)			.057	

*Significant at $p < 0.05$

Interestingly, in terms of attitudes toward English, domain 6 reveals that the total mean score owned by both male and female students is 2.9. This number indicates that they have positive attitudes towards learning English. In other word, the great majority of Engineering students like English and wish that they could speak English well. Meanwhile, the difference degree does not occursignificantly because the number is bigger than α (5%)

Meanwhile, domain 7 shows that the total mean score of male engineering students is 3.5 respectively, indicating that the students have positive attitudes towards English-speaking people, speech community and their culture. However, female students show higher positive attitudes towards English-speaking people, almost all of the female students strongly agree to have positive attitudes, receiving 3.6 mean score respectively. In addition, the difference degree does not represent the significance because the number is bigger than α (5%).

B. Motivation and Attitudes Based on University Entrance Examination

b.1 Students' Motivation Based on University Entrance Examination

There are 296 students as participants are involved in this study. Specifically, there are 150 students who are from *SNMPTN* examination, 91 students from *SBMPTN* examination, as well as 55 students from *UM* examination.

Table 4.5 Motivation of Engineering Student

Table 4.3 Motivation of Engineering Student					
DOMAIN		ITEM	SNMPTN	SBMPTN	UM
			MEAN		
Degree of Integrativeness					
4	5	Studying English is important to be more at ease with English speaker	4.2	4.3	4.2
	9	Studying English will allow me to converse with varied people	4.3	4.3	4.4
	4	Studying English is important to appreciate the lifestyle of English	4	4.1	3.9
	26	Studying English is important to interact with native speakers easily	4.2	4.1	4.1
Total			4.2	4.2	4.2
Chi (X ²)			.026		
Asymp. Sig. (2-tailed)			.987		
Degree of Instrumentality					
5	3	English enables me to get a job easily	4.5	4.5	4.2
	8	English enables me to carry the task efficiently	3.5	3.5	3.6
	10	English is a university requirement	3.5	3.6	3.7
	16	I hope to further my education	4.3	4.4	3.8
Total			4.0	4.0	3.8
Chi (X ²)			1.814		
Asymp. Sig. (2-tailed)			.404		

*Significant at $p < 0.05$

Overall, through tables presented above, in terms of degree of integrativeness in domain 4, the recent study shows that students' degree of motivation who enter Universitas Brawijaya through some examination; *SNMPTN*, *SBMPTN*, and

UM reveals interestingly. The students who enter university through all university entrance examination receive 4.2 mean score, indicates that they are highly motivated. Meanwhile, it also shows that there is no significant difference occurred since the number of total significance is greater than α (5%). In other words, all of them are highly motivation since they want to be assimilated with English culture and to be part of the society as shown by the items in domain 4. (See AMTB appendix)

Meanwhile, domain 5, regarding degree of instrumentality, 150 students who enter UB through *SNMPTN* receives 4.0 mean score, indicates that they are highly motivated. Whereas 91 students who enter UB through *SBMPTN* receives 4.0, indicates that they are highly motivated and 55 of *UM* students receive 3.8, indicates that they are highly motivated as well. Besides, it shows that there is no significant difference occurred since the number of total significance is greater than α (5%). Implicitly, most of the students strongly agree that they learn English for specific purposes such as to get job easily, further their education, or carry their tasks efficiently. (See AMTB appendix)

b.2 Students' Attitudes Based on University Entrance Examination

Table 4.6 Attitudes Degree of Engineering Students

Table No. Attitudes Degree of Engineering Students					
DOM.		ITEM	SNMPTN	SBMPTN	UM
			MEAN		
Attitudes towards Learning English					
6	51	Some subjects should be taught in English	3.3	3.2	3.3
	7	Learning English is a waste of time	1.6	1.5	1.6
	31	The development of a country is mainly by educated people	3.6	3.8	3.5
	44	When I hear someone speaks English, I wish I could speak like him	4.5	4.4	4.3
	53	English should not be started as early as in the Elementary School	2.7	2.6	2.3
	28	I hate English	1.6	1.5	1.4
	59	English is important part of the university program	3.9	4	3.8
	61	I enjoy learning English	3.7	3.7	3.8
	58	English should not be the medium of instruction	2.6	2.5	2.7
	48	English should not be a compulsory subject	2.7	2.1	2.2
Total			3.0	2.9	2.9
Chi (X ²)			2.218		
Asymp.Sig.			.330		
Attitudes towards English-Speaking People					
7	4	It would be a great loss if Indonesia had no contact with English-speaking countries	3.4	3.4	3.5
	13	The more I know English speakers, the more I like them	3.5	3.5	3.5
	32	English speakers are friendly	3.5	3.5	3.4
	25	I always trust English native speakers	3.1	3.1	3.2
	1	I'd like to know about English speakers well	4	4	4
	37	I wish I have many English speaker friends	3.8	3.8	3.8
	54	English speakers are very sociable	3.3	3.3	3.2
	52	Native English speakers give much value to the world	3.4	3.4	3.1
Total			3.5	3.5	3.5
Chi (X ²)			.147		
Asymp.Sig.			.929		

*Significant at $p < 0.05$

Overall, in terms of attitudes towards Learning English, domain 6 reveals that the students who enter UB through *SNMPTN* examination shows a total mean score

3.0 and indicates that the students have positive attitudes towards learning English. Meanwhile, those who enter UB through *SNMPTN* also shows a total mean score 2.9, indicates that they have positive attitudes in learning English. Similarly, those who are from *UM* examination receive 2.9 mean score and shows that most of the students have positive attitudes as well. Surprisingly, there is no significant difference shown in this case as the significance number is bigger than α (5%).

In other words, the great majority of the students do really like English and wish to speak it fluently like English native speakers. They also believe that English is very important because the development of a country is possible mainly by educated people who know English well. Therefore, they hope that English should be started as early as in the first grade in Elementary School, so they will understand it well when it is used as the medium of instruction in university level. They also do enjoy English as the compulsory subject in university level in Indonesia as stated in each item in domain 6. (See AMTB appendix)

Interestingly, in terms of attitudes towards English-speaking people in domain 7, this study reveals that the students who enter UB through *SNMPTN*, *SBMPTN*, and *UM* receive the same total mean score which is 3.5. Meanwhile, it also shows that there is no significance difference occurred since the number of total mean score is greater than α (5%).

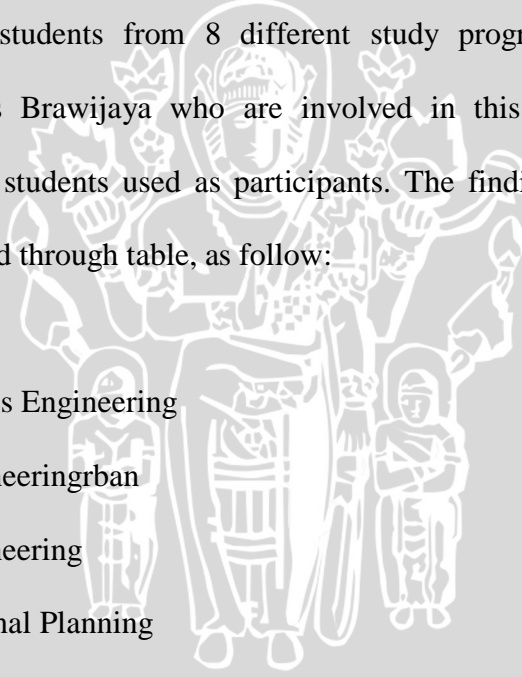
Generally, domain 7 concludes that high majority of Engineering students believe that English influences this world, so Indonesian must have a contact with

English-speaking countries to adjust with this globalization era. Besides, the more they know English speakers, the more they wish to speak like them and want to have them as friends because they trust that English speakers are very sociable and kinds. (See AMTB appendix)

C. Motivation and Attitudes Based on Study Programs

c.1 Students' Motivation Based on Study Programs

There are 296 students from 8 different study programs in Faculty of Engineering Universitas Brawijaya who are involved in this study. Each study program consists of 37 students used as participants. The findings from all of the study programs presented through table, as follow:



Arc	: Architecture
Wre	: Water Resources Engineering
Ce ₁	: Chemical Engineeringurban
EE	: Electrical Engineering
U&RP	: Urban & Regional Planning
IE	: Industrial Engineering
CE ₂	: Civic Engineering
ME	: Mechanical Engineering

Table 4.7 Motivation of Engineering

Table 1: Evaluation of Engineering										
DOM.		ITEM	ARC	WRE	CE ₁	EE	U&RP	IE	CE ₂	ME
			MEAN							
Degree of Integrativeness										
4	5	Studying English is important to be more at ease with English speaker	4.4	4.3	4.4	4.3	4.3	4.2	4.2	3.8
	9	Studying English will allow me to converse with varied people	4.5	4.5	4.3	4.4	4.2	4.2	4.1	4.2
	4	Studying English is important to appreciate the lifestyle of English	4.2	4.3	3.9	3.9	3.8	4	4.1	3.7
	26	Studying English is important to interact with native speakers easily	4.4	4.2	4.1	4	4.2	4.1	4.1	3.9
Total			4.4	4.3	4.2	4.2	4.1	4.1	4.1	3.9
Chi (X ²)			16.876							
Asymp.Sig.			.018							
Degree of Instrumentality										
5	3	English enables me to get a job easily	4.6	4.5	4.5	4.4	4.5	4.6	4.2	4.5
	8	English enables me to carry the task efficiently	3.4	3.4	3.8	3.7	3.3	3.6	3.3	3.6
	10	English is a university requirement	3.6	3.7	3.6	3.5	3.5	3.6	3.6	3.5
	16	I hope to further my education	4.6	4.4	4.4	4.3	4.3	4.4	4.4	4.3
Total			4.1	4	4.1	4.0	3.9	4.1	3.9	4.0
Chi (X ²)			6.401							
Asymp.Sig.			.494							

*Significant at $p < 0.05$

Through this tables, the recent study reveals that Architecture students receive the higher score related to their motivation towards English with total mean score up to 4.4. Meanwhile the second position goes to Water Resources Engineering students who receive 4.3mean score, followed by Chemical Engineering and Electrical Engineering students 4.2mean score. Then, Civic Engineering students, Urban & Regional Planning and Industrial Engineering have 4.1mean score, Mechanical Engineering students 3.9. To conclude, all of the students from each study program

show that they are highly motivated. Finally, the writer concludes that Architecture students receive the highest mean score than the others. Interestingly, it is found that there is a significance difference in domain 4 related to degree of integrativeness since the number of significance is smaller than α (5%). However, to get deeper analysis from its differences, the writer needs to conduct a further statistical analysis.

Specifically, the students strongly agree about the statement in each item in AMTB questionnaire. They respond positively towards English because they believe that it is very important to adapt with this globalization era such as to enable them to speak, communicate, or interact with people who speak English easily, even to meet and converse with varied people. Significantly, they also believe that Indonesia is fortunate to have cooperation with English-speaking countries. (See AMTB appendix)

On the other hand, in terms of degree of instrumentality owned by Engineering students from different study programs, the writer interprets that Industrial Engineering and Chemical Engineering students receive the highest mean score which is 4.1. Meanwhile, the second position goes to Electrical Engineering, Mechanical Engineering, and Architecture students 4.0 mean score. Besides, Industrial and Civic Engineering students receive 3.9. Then, all of them are considered to be highly motivated. Meanwhile, it also shows that there is no significance difference occurred since the number of total significance is greater than α (5%). In brief, Engineering students learn English for specific purpose; to carry out

their tasks efficiently, to fulfill the university requirement, even to further their education. (See AMTB appendix)

b.2 Students' Attitudes Based on Study Programs

Table 4.8 Attitudes Degree of Engineering Students

Table 10 Attitudes Degree of Engineering Students										
DOM.		ITEM	ARC	WRS	CE	EE	U&RP	IE	CE	ME
			MEAN							
Attitudes towards Learning English										
6	51	Some subjects should be taught in English	3.3	3.3	3.2	3.4	3.1	3.4	3.4	3.2
	7	Learning English is a waste of time	1.6	1.5	1.6	1.5	1.6	1.5	1.6	1.6
	31	The development of a country is mainly by educated people	1.6	1.5	1.7	1.4	1.4	1.6	1.7	1.6
	44	When I hear someone speaks English, I wish I could speak like him	3.6	3.6	3.5	3.8	3.7	3.5	3.7	3.6
	53	English should not be started as early as in the Elementary School	2.5	2.4	2.7	2.5	2.8	2.5	2.4	2.7
	28	I hate English	3.8	4.1	3.9	3.7	3.9	4	3.9	3.9
	59	English is important part of the university program	4.6	4.7	4.3	4.3	4.5	4.4	4.2	4.3
	61	I enjoy learning English	2.1	2.6	2.6	3.1	2.6	2.5	2.5	2.5
	58	English should not be the medium of instruction	2.4	2	2.1	2.3	2.1	2.4	2.1	2.1
	48	English should not be a compulsory subject	3.6	3.8	3.6	3.6	3.8	3.8	3.7	3.6
Total			2.9	3.0	2.9	3.0	3.0	3.0	2.9	2.9
Chi (X ²)			3.200							
Asymp.Sig.			.866							
Attitudes towards English-Speaking People										
7	4	It would be a great loss if Indonesia had no contact with English-speaking countries	3.5	3.4	3.5	3.5	3.1	3.4	3.5	3.2
	13	The more I know English speakers, the more I like them	3.6	3.8	3.5	3.6	3.4	3.5	3.4	3.2
	32	English speakers are friendly	3.4	3.5	3.4	3.4	3.6	3.5	3.5	3.4
	25	I always trust English native speakers	3.1	3.1	3.1	3	3	3.2	2.9	3.1

Table Continuation...

	1	I'd like to know about English speakers well	4	4.2	4	4.3	4.1	4.1	4.1	3.6
	37	I wish I have many English speaker friends	4	4	3.9	3.7	3.7	3.8	3.8	3.6
	54	English speakers are very sociable	3.2	3.6	3.4	3.3	3.4	3.4	3.3	3.2
	52	Native English speakers give much value to the world	3.1	3.4	3.2	3.4	3.5	3.3	3.1	3.2
Total			3.5	3.6	3.5	3.5	3.5	3.5	3.5	3.3
Chi (X²)			7.954							
Asymp.Sig.			.337							

*Significant at p <0.05

Overall, in terms of attitudes towards learning English in domain 6, this table shows that the highest total mean score belongs to Water and Resources Engineering students, Electrical Engineering, and industrial Engineering students by receiving 3.0 mean score with varied of standard deviation. After that, Urban & Regional Planning students, Civic Engineering, Architecture, Chemical Engineering and Mechanical Engineering students who receive the mean score, 2.9. All of the study programs show positive attitudes towards learning English. Besides, it reveals that there is no statistical difference occurred since the significance number is greater than α (5%).

To be mentioned, it is clearly shown that the great majority students like English very much and wish to be able to speak and understand it as well as possible. Besides, they always believe that the development of a country is mainly influenced by educated people who know English well. Therefore, they also agree to have English as a compulsory subject in university level in Indonesia. Even, they do really agree if at some points, English is used as the medium of instruction in university.

(See AMTB appendix)

Meanwhile, domain 7 shows that Water and Resources Engineering Students receive the highest mean score in responding attitudes towards English-speaking people, 3.6 mean respectively. Likewise Urban & Regional Planning students who receive 3.5 mean score, Civic Engineering, Electrical Engineering, Industrial Engineering, Chemical Engineering, and Architecture students reveal the similar 3.5. Last but not least, Mechanical Engineering receives the lowest mean score 3.3. However, all of the Engineering students are said to have positive attitudes towards English-speaking people. In addition, it reveals that there is no statistical difference occurred since the number of difference is greater than α (5%).

In brief, this study concludes that Engineering students from each different study program respond positively towards English-speaking people. They believe that native English speakers have given much value to the world, so they must to be proud about themselves. Besides, since they do really like English, they wish to have native English friends to learn and experience how to communicate with them. (See AMTB appendix)

4.2 Discussion

This subchapter is divided into three parts; regarding the degree of motivation, degree of attitudes, and degree of motivation and attitudes based on gender, university entrance examination, and study programs belongs to the first semester Engineering students of Universitas Brawijaya. Each part is compared with previous studies. This section also provides the information which hypotheses should be accepted.

4.2.1 The Highest Degree of Motivation

Through the finding revealed, the study concludes that the dominant motivation belongs to the first semester Engineering students of UB is high. Most of the students strongly agree related to the statement in motivation keyed items. Specifically, the highest degree is domain 4, related to degree of integrativeness which receives 4.2 mean score, means that the students are highly motivated.

In this study, the writer focuses on analyzing degree of motivation orientations namely integrative and instrumental motivation. The writer used AMTB as the main questionnaire consists of 8 domains with 64 questions. There are 6 domains represent the motivational issues to measure the degree of motivation owned by the first semester Engineering students of Universitas Brawijaya. The results of current study reveal that the students are both integratively and instrumentally motivated. They are reported to have high degree of integrative motivation, followed by instrumental motivation. Although the different percentage is not significant, it

can be briefly mentioned that they are integratively motivated since they want to know English culture better so they try to learn it as far as they concern (Gardner, 2006). This type of motivation deals with to what extent the students are interested in the country or the culture represented by the target language group. This apparently seems that they are amazed with, or associate with, the people who speak English and they would like to interact more easily with speakers of English. In fact, Indonesian students lack of confident when meeting foreigner, especially English-speaking people. Thus, the students' response on the instrument of AMTB resulted that they are integratively motivated since they, probably, want to be more integrated or to be a part of the culture where the language is spoken.

Gardner (1985) refers to integrative motivation when someone tries to learn a specific language i.e. English to identify and know English culture better, and or to assimilate with the ethno-linguistic group. Therefore, the writer believes that Engineering students are interested to learn English as they wish to integrate themselves within the culture and become a part of the society. Some items in AMTB also receive high scale rate when it is said that they learn English because English native speakers are friendly and sociable. Hence, they want to have many native English speakers as their friends. Therefore, they hope to speak English fluently, like native English speaker and want to be identified as a member of the targeted language, then they are considered to be integratively motivated.

Besides, the students learn English because they believe that as an international language, English helps them a lot to be more at ease with varied people

around the world. These phenomena often influence students' motivation in learning second language or foreign language.

On the other hand, they also demonstrate greater emphasis on instrumental reasons for learning the English language including utilitarian and academic reasons. This type of motivation is connected to the desire to learn English to increase occupational or business opportunities, or to get prestige or power. They feel that learning English is important for their future such as enabling them to carry their tasks more efficiently, fulfilling a requirement in order to graduate, getting a job easily, or climbing up social hierarchy. This apparently reinforces the idea that the students see English plays a vital role in their lives, either currently or in the future. When emphasizing English as a lingua franca, nowadays English is used as the international language for books, papers, journals, etc. which force the students to understand the language at first before understanding its content. Furthermore, they strongly agree that English will help them after they graduate from the university to apply jobs as Gardner (1985) emphasized on the importance of English in terms of instrumental motivation.

To be mentioned, the differences of the result of current study with the two previous studies can be seen from several aspects. In the first previous study, Tahaine and Daana (2013) use 8 domains of AMTB and took 64 questions out of 104. The results of their study reveal that the students are more instrumentally motivated. Meanwhile, the second study which is conducted by Tamimi and Shuib (2009) develop a questionnaire consists of 8 items and the participants are asked to

respond with 1 (not important), 2 (of little importance), 3 (of some importance), 4 (important). The questionnaire is constructed by three motivational types that are instrumental motivation, personal motivation, and integrative motivation as well. The results of their study reveal that the dominant motivation of the students is instrumental, followed by personal motivation, and last but not least is integrative motivation.

The results of the current study are similar to the first previous study conducted by Tahaineh and Daana (2013) because the students are both integratively and instrumentally motivated. On the other hand, the results of the current study are different with the second one which was conducted by Tamimi and Shuib (2009) who reveal that the students are instrumentally motivated. To conclude, the different types of motivation owned by the Engineering students should be seen as complementary to each other, rather than a distinct, since learners may have both integrative and instrumental motivation at one time and the same time. Finally, the finding accepts the writer's hypothesis of the study that first semester Engineering students have high degree of motivation.

4.2.2 The Highest Degree of Attitude

To start with, domain 6 related to attitudes towards learning English on the table 4.2 shows that total main of 10 items of domain 6 is 3.0, indicates that the participants have positive attitudes toward English-speaking people. Besides, the

students' response in domain 7 related to attitudes towards English-speaking people shows that total main of 8 items of domain 7 is 3.5, indicates that the participants also have positive attitudes towards English-speaking people.

To conclude, in current study, from the results of the questionnaire which is taken from the domain 6 and 7 related to attitudes belong to the first semester Engineering students of Universitas Brawijaya, interesting findings are obtained. The students have both positive attitudes towards learning English and English-speaking people. The positive attitudes are typically connected to the speakers of the target language represented by its speakers. The finding reveals that most of the students respond positively to the idea that "the development of our country is possible mainly by educated people who know English well". In this case, the students agree that English is very important to the development of the country, especially in this globalization era. This is, possibly, they are aware that internationally, English plays the main role as a language of technology, science, business, mass communication, etc. It is in accordance with the fact that Indonesia should face the global business and be ready to become ASEAN Economic Community or *Masyarakat Ekonomi Asean* (MEA) in 2016. English plays a crucial role in advertising goods and transacting business in the international market while importing or exporting. Therefore, although English is rarely used in local area by Indonesian because Bahasa Indonesia is the dominant language, it is still greatly needed in a larger scale such as in government and business offices. Hence, to face the future, the students believe in

the importance of English and they try to give emphasize by showing positive attitudes towards English language, its community and its culture as well.

In addition, most students also respond positively towards English-speaking people. This may be caused by the students' desires to know and understand the English culture better and to be fully integrated in that culture by giving positive attitude to the English-people speaking atfirst. Such positive attitudes can be expected to enhance learning activity, since students expect want to be able to communicate with English native speakers. They also believe that learning English is important and that everyone needs to learn it. Students, who appear to possess a more positive attitude in English activity, outperform other students with a less positive attitude towards the language learning situation. It is, probably, in learning English, students can be motivated by the people who speak that language. In fact, positive attitudes showed by the students can cause the development of an integrative motivation and this can consequently facilitate second language progress.

The first previous study conducted by Tahaineh and Daana (2013) reveal that the students have positive attitudes towards English and its community. Similarly, the second previous study conducted by Tamimi and Shuib (2009) find that the students have positive attitudes towards learning English and the culture of English-speaking people. Therefore, it is mentioned that the results of the study accepts the hypothesis of the study: first semester Engineering students have positive attitudes towards English.

4.2.3 Mean of Differences

A. Motivation and Attitudes Based on gender

Table 4.9 Based on gender (mean total of scoring)

Gender	Motivation			Attitudes		
	Domain 4	Domain 5	Total	Domain 6	Domain 7	Total
Male	4.1	4.0	8.1	2.9	3.5	6.4
Female	4.2	4.0	8.2	2.9	3.6	6.5

Table 4.9 shows the different degree of motivation and attitudes based on gender. From that table, the results reveal that female students have higher motivation in domain 4. Meanwhile, male students have the same motivation compared with the females in domain 5. Similarly, domain 6 which represents the attitudes towards English shows that female students have the same as males by scoring 2.9. Meanwhile, domain 7 shows that female students have more positive attitudes compared to males by scoring 3.5 and 3.6 respectively.

Referring to Ellis (1994), who states that female students are more motivated than males and also have more positive attitudes toward the speakers of the target language. It approves that Engineering female students have higher motivation and more positive attitude than males. The phenomenon related to the result of analysis is caused by some factors. Those factors may occur from individual experience. In some cases, it is said that the female students are more diligent and have high exposure in learning. Thus, it is not surprising when females are more superior in many occasions. It is also supported by some findings in previous studies which reveal that females have stronger motivation than males when learning second language.

Gardner & Lambert (1972) find out that female learners of L2 are more motivated than male learners and have positive attitudes towards the speaker of target language. Besides, females tend to demonstrate significantly more positive attitudes than the males do and they are more successful during the learning activity. They also reveal that male female students have higher educational expectations than male students.

The finding also goes in line with the previous study which is female students are highly motivated than the males. The female students who are motivated; both integrative and instrumental will probably do their best during learning activity because mastering English is part of their goals. Those who are motivated to learn in the class tend to achieve better than those who do not. When they achieve better, they become more self-confident which in turn improves their performance which in case isto understand English well. Female students seem to have more tendencies in motivation towards learning English more than males do.

However, studying a language cannot be separated from the learners' attitudes towards the community as Gardner stated in 1985. In this current study, female students have more positive attitudes than male students. The writer believes that positive attitude leads them to be highly motivated. They believe that since English is a very important part of the university program as it commonly used as the medium of instruction, they try to put positive attitudes towards English itself and its community in order to respect them. The more they do respect its language and community, the more they like English which in turn arises to produce high

motivation in learning the language. In other words, female students usually have a more positive attitude towards learning a particular language, which has a huge impact on their way of learning.

Furthermore, when talking about differences between male and female students there are some stereotypes arise. Honestly mentioned, female students or learners do better than males because they are more open to new linguistic forms and often surpass males in the use of prestige forms (Ellis,1994).

All in all, gender differences do exist between males and females in this motivational or attitudinal aspect but does not occur significantly when it comes to the overall keyed items. Both male and female Engineering students are supposed to have their own excellence in learning English since there are no follow-up questions to the domain 4, 5, 6, and 7 for each statement to get deeper analysis, this is something that can be speculated about. To conclude, it is rejected the writer's hypothesis in the problem of the study which states that there is significant difference occurred in the degree of motivation and attitudes based on gender.

B. Degree of Motivation and Attitudes Based on University Entrance Examination

Table 4.10 Based on University Entrance Examination (mean total of scoring)

Entrance	Motivation			Attitudes		
	Domain 4	Domain 5	Total	Domain 6	Domain 7	Total
SNMPTN	4.2	4.0	8.2	3.0	3.5	6.5
SBMPTN	4.2	4.0	8.2	2.9	3.5	6.4
UM	4.2	3.8	8.0	2.9	3.5	6.4

Table 4.10 shows degree of motivation and attitudes owned by first semester Engineering students of UB towards English. It reveals that the highest motivation belongs to the students who enter Universitas Brawijaya through *SBMPTN* and *SNMPTN* test followed by *UM*. On the other hand, the attitudes table shows surprisingly; that the students who enter Universitas Brawijaya through *SNMPTN* test have the highest degree of attitudes followed by *SBMPTN* and *UM*.

This result is quite interesting when it is related to the test procedure for each university entrance examination. To start with, the highest motivation belongs to the students who join the university through *SBMPTN*. According to M.Nasir (2015) as the Prime Minister of Research Technology and Higher Education states that the students who join *SBMPTN* should follow the combination of written and skill test conducted simultaneously throughout Indonesia. *SBMPTN* is designed to measure basic skills that hopefully can predict the students' success in all courses. The expected ability is high level of reasoning (higher order thinking) which covers academic potential, mastery of basic studies, science and technology, and social sphere and humanities (sbmptn.or.id, 2015). Thus, the writer believes that the students try harder than the others to study the basics field of competence, including English. Besides, those who are from *SBMPTN* examination compete with students all over Indonesia to get one sit in the university. Thus, they are supposed to be smarter than the others which influence them during the English learning activity in university level.

Similarly, those who enter UB through *SNMPTN* may feel that they although do not need to learn harder about the basics field since they have been accepted automatically by the university by only submitting their report cards. As a matter of fact, they have received automatically by the university since they are supposed to smart students chosen from each school throughout Indonesia. That is because the grades reported for university entrance examination is accumulated since the first until the fifth semester. In addition, the existing grades in the report shows how their score reach gradually so that they can join *SNMPTN* test and compete with other smart students from each different school. Besides, as they are already feeling good at having been automatically entered the prominent university, they assume that the motivation to learn a language is so important although they are not majoring English to keep their existence in class. Similarly, that condition is believed to influence students' motivation in learning English.

Furthermore, the students who join UB through *UM* have the lowest degree of motivation since they are believed not to have good competence. It is in accordance with the term and condition proposed by UB that the students who want to join UB should have interest and capability economically. Hence, the students do not have exposure in studying English because they have bad experience during the test as they mostly fail in the two tests, either *SNMPTN* or *SBMPTN*.

In contrast, the students who enter the university through *SNMPTN* have the highest positive attitudes. The writer believes that they feel that English is very important in some aspects. It is proved by their good scores in their report cards so

they can be accepted to join with UB. The students should follow the mechanisms of national selection based on the result of academic achievement by looking at student's grade. Therefore, since they are aware with the importance of English, they try to have more positive attitudes, either to English or English-speaking people, in order to be more integrated with the English culture. While others may have lack positive attitudes as they feel English is not their major in university but Engineering is.

Generally, someone motivation is led by his/her positive attitudes though positive attitudes does not define someone's success or failure in learning a particular language. However, this current study reveals surprisingly and, therefore, a further research need to be done to get a deeper analysis from each point.

Finally, the result of the study refutes the writer's hypothesis of the study which states there is significance difference occurred in the degree of motivation and attitudes based on University Entrance Examination.

C. Degree of Motivation and Attitudes Based on Study Programs

Table 4.11Based on Study Programs (mean total of scoring)

Study Program	Motivation			Attitudes		
	Domain 4	Domain 5	Total	Domain 6	Domain 7	Total
Architecture	4.4	4.1	8.5	2.9	3.5	6.4
Water Resources Engineering	4.3	4	8.3	3	3.6	6.6
Chemical Engineering	4.2	4.1	8.3	2.9	3.5	6.4
Industrial Engineering	4.2	4	8.2	3	3.5	6.5
Electrical Engineering	4.1	3.9	8	3	3.5	6.5
Urban & Regional Planning	4.1	4.1	8.2	3	3.5	6.5
Civic Engineering	4.1	3.9	8	2.9	3.5	6.4
Mechanical Engineering	3.9	4	7.9	2.9	3.3	6.2

Table 4.11 shows that the highest motivation based on domain 4 and 5 that represent the degree of motivation indicate that the students who are from Architecture study program scoring 4.4 and 4.1. The next grade for degree of motivation belongs to Water Resources Engineering students, Chemical Engineering students scoring 8.3 mean score, Industrial Engineering, Electrical and Urban & Regional Planning, 8.2 mean scoring, Civil Engineering scoring 8.0 and finally Mechanical Engineering is scoring 7.9.

Besides, this table shows that Water Resources Engineering students receive the highest score related to attitudes towards English. They achieve 6.6 total mean score in domain 6 and 7. Meanwhile Electrical Engineering and Industrial Engineering students get the second position by receiving 6.5 mean score, followed by Architecture, Urban & Regional Planning, Civil Engineering and Chemical Engineering by revealing 6.4 mean total score, and last but not least are Mechanical Engineering students scoring 6.2.

To be mentioned, although the mean score for motivation and attitudes degree of each study program does not occur significantly, still, it appears that some factors may influence the differences. One of them is personal attributes which cover previous language learning experience (Gardner, 1985). Since English is taught at early stage in the elementary school, some students feel that English is scary, at some point. English is seen as the hardest subject to learn and understand. Such experience will lead some students have negative attitudes than others, proven by one study program gets higher degree of motivation than the others. Besides, the fact that the Architecture students have highest degree of motivation can be influenced by the environmental support such as an existence of lecturer and peer support (Oxford and Shearin, 1994). Somehow some students give more positive attitudes in learning activity when they feel fit with a certain lecturer and the way he/she delivers the material, the media he uses, even the appearance he shows of. For example, if the lecturers are interesting and attractive in teaching activity, students will go to the next class meeting, but if they feel that the lecturers are horrible, then they do not care to be there.

Similarly, students' attitudes in learning English are influenced by those two factors as well. Although it is said that attitudes are merely one of many types of factors that give rise to motivation, it is surprising when the finding reveals that the highest degree of motivation belongs to Water Resources Engineering students and goes in line with the highest score of attitudes. Furthermore, since positive attitude

leads to the enjoyment during the learning process, so students usually get negative attitudes when they have difficulties with the lecturer.

As a matter of fact, although the students are not majoring English, each study program has their own strength in every domain in AMTB measurement. Tamimi and Shuib (2009) as stated in the previous study doubted about English ability of Engineering students as they revealed in their study. Meanwhile, Praminatih (2015) also found in her study that English Literature students of UB were both integratively and instrumentally motivated because they learn it gradually in every single day from the simple aspect to the complex one. However, it can be briefly stated that although Engineering students learn English once a week, even only the basic aspect of English, they are highly motivated, both integrative and instrumental. The findings might not be surprising since most of the students probably take a conscious decision to pursue a career in their field of the study which is Engineering, and then are informed about the needs to learn English. However, the writer believes that motivation and attitudes towards English in every study program is different from one to another since individual factors should be taken into account that may influence them.

Although the finding is only in the form of number, the writer interprets some factors that probably influence the students' motivation and attitudes as stated previously. Finally, to be mentioned, the result of the study supports the hypothesis proposed by the writer which states that there is significance different degree of

motivation among different study programs at Faculty of Engineering Universitas Brawijaya, especially based on study programs.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion based on findings and discussion and some suggestions for some parties: first semester Engineering students of Universitas Brawijaya, English lecturers of Faculty of Engineering Universitas Brawijaya, and future writers.

5.1 Conclusion

The findings from this study shed light on the existence that first semester Engineering students of Universitas Brawijaya are highly motivated especially integratively and instrumentally motivated. The students may feel that they learn English due to the fact they like the people who speak English and the culture. On the other hand, they are also aware with the importance of English for their academic aspect and future job orientations. Thus, one may have high degree of integrative motivation, others instrumentally motivated, while the rest have both of them. The result refutes the writer's hypothesis; first semester Engineering students of Faculty of Engineering Universitas Brawijaya have instrumental motivation in learning English.

The next finding reveals that first semester Engineering students of Universitas Brawijaya have positive attitudes toward English and its community. Hence, the results are in accordance with the writer's hypothesis; first semester

students of Faculty of Engineering Universitas Brawijaya have positive attitudes in learning English.

Furthermore, the study also finds that there is no significant difference degree occurred in motivation and attitudes based on female Engineering students receive high mean score than males both in motivation and attitudes. The degree of attitudes is also in line with the motivation which receives the highest score comparing to the males. However, the statistical difference does not occur significantly.

The next finding occurs surprisingly since it reveals that the students who enter UB through *SBMPTN* test receive the highest mean score in motivation. Meanwhile, the highest score of attitudes goes to those who enter UB through *SNMPTN* examination. However, the statistical difference does not occur significantly.

Last but not least, students from Architecture students receive the highest score in motivation while Water Resources Engineering students receive the highest mean score in attitudes. Furthermore, it appears that there is a significant difference occurred in domain 4, related to degree of integrativeness. Hence this fact accepts the writer's hypothesis which states there is significant difference of motivation and attitudes among different study programs at Faculty of Engineering Universitas Brawijaya.

High degree of motivation is related strongly to favorable attitudes in learning language because attitudes will influence the rise of motivation. Often, motivation is the driving force that leads people to behave according to their goals and it is led by

positive attitudes. Besides, the degree of motivation and attitudes are also influenced by some other factors such as gender, university entrance examination, and study programs. The different degree for each aspect is influenced by some factors occurred in the learning activity.

5.2 Suggestions

Based on the findings and discussion, there are some suggestions for first semester students of Engineering Universitas Brawijaya, English lecturers of Faculty of Engineering Universitas Brawijaya, as well as future writers.

First of all, the writer suggests to the Engineering students to learn English harder since learning English is important and it enables them to understand some of the textbooks which use English as the medium of instruction. By learning and understanding English well, they will be able to understand the content of their textbooks and result greater achievement. In addition, the writer also suggests the students to take some courses which emphasize on the use of English for specific purposes, such as English for business.

As a matter of fact, the students' motivation and attitude determine their future achievement. Therefore, after knowing the degree of motivation and attitude owned by first semester Engineering students of Universitas Brawijaya, it is expected that the English lecturers to design teaching and learning activities based on their needs. The lecturers are also expected to understand some factors which are said to influence students' motivation and attitude in learning English. Besides, same level of

learning and teaching design should be considered well so that there are no differences, in the case of understanding and achieving high score in English subject.

Furthermore, for the next writers, when they are interested in conducting the similar study, they can compare different participants both from social and non-social fields. Meanwhile, to complete this study, the next writer can conduct a simple interview to get deeper analysis and explanation from the result answer of the questionnaire. Furthermore, they can also correlate students' motivation and attitude with their achievements such as TOEFL or TOEIC test to enrich the study in this topic.



REFERENCES

- Al- Tamimi, A., & Shuib, M. (2009). Motivation and attitudes towards learning English: A study of petroleum engineering undergraduates at Hadhramout University of Science and Technology. *Gema online journal of language studies*, 9 (2), 29 – 55
- Anonymous (2011). Mahasiswa Teknik Pun Waib Bisa Bahasa Inggris. Retrieved November 12, 2015, from http://pascasarjana.umm.ac.id/arsip-berita/berita_umm_1897.pdf
- Anonymous.(2015). *Penerimaan mahasiswa baru*. Retrieved November 15, 2015 from <http://dikti.go.id/info-akademik/penerimaan-mahasiswa-baru/>
- Anonymous.(2015) *SBMPTN 2015*. Retrieved November 12, 2015, from <http://www.sbmptn.or.id/?mid=13>
- Anonymous.(2015). *SelmaUB 2015*. Retrieved November 12, 2015, from <http://selma.ub.ac.id/pendaftaran/spmk/>
- Anonymous.(2015). *SNMPTN 2015*. Retrieved November 12, 2015, from <http://www.snmptn.ac.id/informasi.html?1426322267>.
- Anonymous. (2015). *SNMPTN 2015 gratis biaya pendaftaran!*. (2015). Retrieved November 12, 2015, from <http://dikti.go.id/blog/2015/01/13/snmptn-2015-gratis-biaya-pendaftaran/>
- Ary, D., Jacobs, L.C., Razavieh, A., Sorensen, C.K. (2002). *Introduction to research in education*. Wadsworth Group: Thomson Learning, Inc.
- Block, D. (2002). Language & gender and SLA. *Quaderns de Filologia. Estudis Linguistics*, 8, 49 – 73.
- Brown, H.D. (2000). *Principles of language learning and teaching*. (4th Edition). New York: Addison Wesley Longman, Inc.
- Cameron, D. (2004). Language, gender, and sexuality: Current issues and new directions. *Applied Linguistics*, 26 (4), 482 – 502.

Chalak, A., & Kassain, Z. (2010). Motivation and attitudes of Iranian undergraduate EFL students towards learning English. *Gema online journal of language studies*. 10 (2), 37 – 56.

Doughty, C.J., & Long, M.H. (2003). *The handbook of second language acquisition*. Oxford: Blackwell Publishing Ltd.

Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.

Ehrlich, S. (2001). *Representing rape: Language and sexual consent*. London: Routledge.

Fakultas Teknik Universitas Brawijaya. Retrieved September 10, 2015, from <http://teknik.ub.ac.id/>

Gardner, R.C., & Lambert, W. (2002). *Attitudes and motivation in second language learning*. Rowley, Massachussets: Newbury House Publishers.

Gardner, R.C. (2006). The socio-educational model of second language acquisition: a research paradigm. *EUROSLA Yearbook*, 6, 237–260.

——— (2010). *Motivation and second language acquisition: The socio-educational model*. New York: Peter Lang Publishing.

Gass, S.M., & Selinker, L. (2008). *Second language acquisition: An introductory course*. (3rd Edition). Oxon: Taylor & Francis.

Krashen, S. (1989). *Language acquisition and language education: Extensions and application*. New York: Prentice- Hall International.

Kruskal-WallisH Test using SPSS Statistics. Retrieved January 10, 2016, from <https://statistics.laerd.com/spss-tutorials/kruskal-wallis-h-test-using-spss-statistics.php>

Latchanna, G. & Dagnew, A. (June 2009). *Attitudes of teachers towards the use of active learning methods*. <http://www.ejournal.aiaer.net/vol21109/12.%20Latchana%20&%20Dagnew.pdf>

Litosseliti, L. (2010). *Research methods in linguistics*. London: Continuum.

Mann-Whitney U Test using SPSS Statistics. Retrieved January 10, 2016, from

<https://statistics.laerd.com/spss-tutorials/mann-whitney-u-test-using-spss-statistics.php>

Marwati. (2013). *UGM provides 1997 seats to new students through entrance test.*

Retrieved November 12, 2015, from <http://www.ugm.ac.id/en/newsPdf/7799>

[Meyerhoff, M. \(2006\).Introducing Sociolinguistics. London and New York: Routledge Taylor & Francis Group.](#)

Noels, K.A., Pelletier, L.C., Vallerand, R.J.(2003). Why are you learning a second language? motivational orientations and self-determination theory. *Language learning*.(53), 33-64.

Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education.

Paryono, P. (1994). *Mengolah data statistik dengan SPSS/PC+*. Yogyakarta: Andi Offset.

Praminati, G.A. (2015). Correlation between motivation and attitudes towards English: a study of undergraduate students at Study Program of English Universitas Brawijaya. Unpublished S1-thesis. Malang: Universitas Brawijaya.

Saville-Troike, Muriel. (2006). *Introducing second language acquisition*. Cambridge: Cambridge University Press.

Tahaine, Y., & Daana, H. (2013). Jordanian undergraduate's motivations and attitudes towards learning English in EFL context. *International review of social sciences and humanities*.4 (2), 159- 180.

Usman, H., & Akbar, P.S. (2009).*Metodologi penelitian sosial*. Jakarta: Bumi Aksara.

Xiong, X. (2010).A comparative study of boys' and girls' English study differences.*Journal of language teaching and research*.1 (3).

Youssef, A.M.S. (2012). Role of motivation and attitudes in introduction and learning of English as a foreign language in Libyan High Schools.*International journal of linguistics*.4 (2), 366-375.

Appendix 1: Gardner's AMTB Questionnaire**APPENDIX A.1****Attitude/Motivation Test Battery (AMTB)**

Name :
Gender : Male [] Female []
University Entrance Examination : SNMPTN [] SBMPTN [] UM []
Study Program :

Dear Students: The following questions ask about your motivation and attitude in learning the English language. Remember there is no right or wrong answer; just answer them as accurately as possible based on your feelings and experiences. Use the scale below to answer the questions.

Kepada para mahasiswa: Berikut ini merupakan pertanyaan-pertanyaan mengenai motivasi dan perilaku Anda dalam belajar Bahasa Inggris. Tidak ada jawaban salah maupun benar; jadi jawablah seakurat mungkin berdasarkan perasaan dan pengalaman Anda. Gunakanlah skala dibawah ini untuk menjawab tiap pertanyaan.

1. Strongly Disagree: *Sangat Tidak Setuju*
2. Disagree : *Tidak Setuju*
3. Moderately Agree: *Cukup Setuju*
4. Agree : *Setuju*
5. Strongly Agree : *Sangat Setuju*

1	I would like to know more about native English speakers. <i>Saya ingin lebih memahami tentang penutur asli Bahasa Inggris.</i>	1	2	3	4	5
2	I have a strong desire to know all aspects of English. <i>Saya memiliki keinginan yang kuat untuk mengetahui semua aspek tentang Bahasa Inggris.</i>	1	2	3	4	5
3	It will enable me to get a job easily. <i>Bahasa Inggris memungkinkan saya untuk mendapatkan pekerjaan dengan mudah.</i>	1	2	3	4	5
4	If Indonesian had no contact with English-speaking countries, it would be a great loss. <i>Jika Indonesia tidak memiliki kontak dengan negara- negara berbahasa Inggris, hal tersebut akan menjadi kerugian besar.</i>	1	2	3	4	5
5	Studying English is important because it will allow me to be more at ease with people who speak English. <i>Belajar Bahasa Inggris penting karena akan memungkinkan saya menjadi lebih nyaman dengan orang- orang yang berbahasa Inggris.</i>	1	2	3	4	5
6	I put off my English homework as much as possible. <i>Saya menunda PR Bahasa Inggris saya sebisa mungkin.</i>	1	2	3	4	5
7	Learning English is a waste of time. <i>Mempelajari Bahasa Inggris sia-sia.</i>	1	2	3	4	5
8	It will enable me to carry my tasks more efficiently. <i>Bahasa Inggris mungkin saya untuk mengerjakan tugas dengan lebih efisien.</i>	1	2	3	4	5
9	Studying English is important because it will allow me to meet and converse with more and varied people. <i>Belajar Bahasa Inggris penting karena memungkinkan saya untuk bertemu dan berkomunikasi dengan orang yang lebih beragam.</i>	1	2	3	4	5
10	English is a university requirement. <i>Bahasa Inggris merupakan persyaratan di Universitas.</i>	1	2	3	4	5
11	If I planned to stay in England, I would try to learn English. <i>Seandainya saya berencana untuk menetap di Inggris, saya akan mencoba untuk belajar Bahasa Inggris.</i>	1	2	3	4	5
12	I would really like to learn many foreign languages, especially English. <i>Saya sangat ingin untuk mempelajari banyak bahasa asing, terutama Bahasa Inggris.</i>	1	2	3	4	5
13	The more I get to know native English speakers, the more I like them. <i>Semakin saya mengenal penutur asli Bahasa Inggris, semakin saya menyukai mereka.</i>	1	2	3	4	5
14	I wish I could speak many foreign languages, especially English perfectly. <i>Saya berharap saya bisa berbicara banyak bahasa asing, terutama Bahasa Inggris dengan sempurna.</i>	1	2	3	4	5
15	It is not important for us to learn English. <i>Tidak penting bagi kita untuk mempelajari Bahasa Inggris.</i>	1	2	3	4	5
16	I hope to further my education. <i>Saya berharap untuk melanjutkan pendidikan lebih jauh.</i>	1	2	3	4	5

17	If it were up to me, I would spend all of my time learning English. <i>Jika terserah saya, saya akan menghabiskan seluruh waktu untuk belajar Bahasa Inggris.</i>	1	2	3	4	5
18	Knowing English isn't really an important goal in my life. <i>Mengetahui Bahasa Inggris bukanlah tujuan yang penting dalam hidup saya.</i>	1	2	3	4	5
19	I haven't any great wish to learn more than the basics of English. <i>Saya tidak punya keinginan besar untuk belajar lebih dari Bahasa Inggris dasar.</i>	1	2	3	4	5
20	I enjoy meeting people who speak English. <i>Saya senang bertemu orang-orang yang berbicara Bahasa Inggris.</i>	1	2	3	4	5
21	To be honest, I really have no desire to learn English. <i>Sejujurnya, saya benar-benar tidak mempunyai keinginan untuk mempelajari Bahasa Inggris.</i>	1	2	3	4	5
22	I have no interest in foreign languages, especially English. <i>Saya tidak mempunyai ketertarikan pada bahasa asing, terutama Bahasa Inggris.</i>	1	2	3	4	5
23	I'm losing any desire I ever had to know English. <i>Saya kehilangan kemauan yang pernah saya miliki untuk memahami Bahasa Inggris.</i>	1	2	3	4	5
24	I sometimes daydream about dropping English subject. <i>Terkadang saya bermimpi untuk meninggalkan pelajaran Bahasa Inggris.</i>	1	2	3	4	5
25	I can always trust native English speakers. <i>Saya selalu bisa mempercayai penutur asli Bahasa Inggris.</i>	1	2	3	4	5
26	Studying English is important because I will be able to interact more easily with speakers of English. <i>Mempelajari Bahasa Inggris penting karena akan memudahkan saya untuk berinteraksi dengan lebih mudah dengan penutur Bahasa Inggris.</i>	1	2	3	4	5
27	My parents try to help me to learn English. <i>Orangtua saya mencoba membantu saya untuk mempelajari Bahasa Inggris.</i>	1	2	3	4	5
28	I hate English. <i>Saya benci Bahasa Inggris.</i>	1	2	3	4	5
29	I would like to learn English as much as possible. <i>Saya ingin mempelajari Bahasa Inggris sebisa mungkin.</i>	1	2	3	4	5
30	I want to learn English so well that it will become natural to me. <i>Saya ingin mempelajari Bahasa Inggris dengan baik sampai terasa tidak asing untuk saya.</i>	1	2	3	4	5
31	The development of our country is possible mainly by educated people who know English well. <i>Negara ini dapat berkembang dikarenakan orang-orang berpendidikan yang mampu berbicara Bahasa Inggris dengan baik.</i>	1	2	3	4	5
32	Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends. <i>Kebanyakan penutur asli Bahasa Inggris sangat ramah dan mudah untuk diajak berteman. Kita beruntung bisa berteman dengan mereka.</i>	1	2	3	4	5

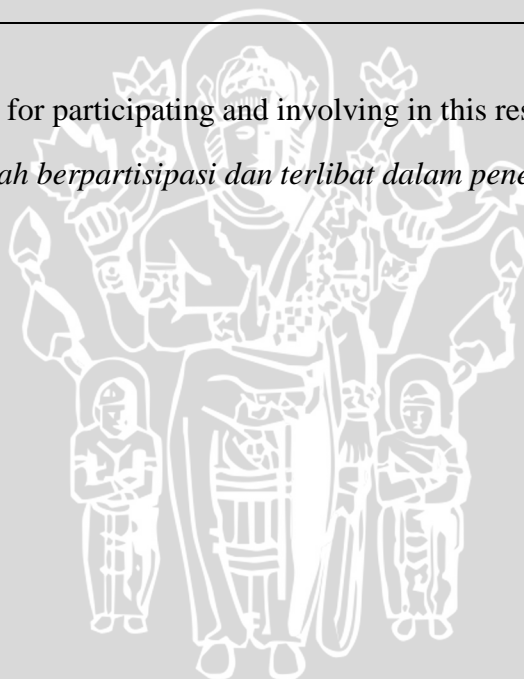
33	My parents feel that I should continue studying English all through my life. <i>Orangtua saya berfikir saya harus terus belajar Bahasa Inggris sepanjang hidup saya.</i>	1	2	3	4	5
34	When I am studying English, I ignore distractions and pay attention to my task. <i>Saat saya mempelajari Bahasa Inggris, saya tidak menghiraukan hal-hal lain dan hanya memperhatikan tugas saya.</i>	1	2	3	4	5
35	I wish I were fluent in English. <i>Saya berharap saya lancar berbahasa Inggris.</i>	1	2	3	4	5
36	My parents have stressed the importance English will have me when I leave university. <i>Orangtua saya telah menekankan pentingnya Bahasa Inggris akan membantu saya setelah menyelesaikan kuliah.</i>	1	2	3	4	5
37	I wish I could have many native English speaking friends. <i>Saya berharap mempunyai banyak teman yang merupakan penutur asli Bahasa Inggris.</i>	1	2	3	4	5
38	My parents urge me to seek help from my lecturer if I am having problems with my English. <i>Orangtua saya memaksa saya untuk mencari bantuan dari dosen saya jika saya memiliki masalah dengan Bahasa Inggris.</i>	1	2	3	4	5
39	I keep up to date with English by working on it almost every day. <i>Saya selalu melakukan pembaharuan terhadap Bahasa Inggris dengan belajar setiap hari.</i>	1	2	3	4	5
40	Studying English is important because it will enable me to understand and appreciate the lifestyle of the English well. <i>Belajar Bahasa Inggris itu penting karena akan membuat saya lebih mengerti dan menghargai gaya hidup orang Inggris.</i>	1	2	3	4	5
41	When I have a problem understanding something in my English class, I always have my lecturer for help. <i>Saat saya memiliki masalah dalam memahami sesuatu dalam Bahasa Inggris, saya selalu minta bantuan kepada dosen Bahasa Inggris saya.</i>	1	2	3	4	5
42	I really work hard to learn English. <i>Saya berusaha keras untuk belajar Bahasa Inggris.</i>	1	2	3	4	5
43	My parents feel that it is very important for me to learn English. <i>Orangtua saya berfikir bahwa sangat penting bagi saya untuk belajar Bahasa Inggris.</i>	1	2	3	4	5
44	When I hear someone speaks English well, I wish I could speak like him. <i>Saat saya mendengar seseorang lancar berbahasa Inggris, saya berharap saya dapat berbicara seperti dia.</i>	1	2	3	4	5
45	I make a point of trying to understand all the English I see and hear. <i>Saya mencoba fokus untuk memahami semua Bahasa Inggris yang saya lihat dan dengar.</i>	1	2	3	4	5
46	My parents encourage me to practice my English as much as possible. <i>Orangtua saya mendorong saya untuk berlatih Bahasa Inggris sesering mungkin.</i>	1	2	3	4	5

47	My parents are very interested in everything I do in my English class. <i>Orangtua saya sangat tertarik dengan hal-hal yang saya lakukan di kelas Bahasa Inggris.</i>	1	2	3	4	5
48	English should not be a compulsory subject in university level in Indonesia. <i>Bahasa Inggris seharusnya tidak menjadi mata kuliah wajib di universitas di Indonesia.</i>	1	2	3	4	5
49	Studying foreign languages, especially English, is not enjoyable. <i>Mempelajari bahasa asing, terutama Bahasa Inggris tidak menyenangkan.</i>	1	2	3	4	5
50	I can't be bothered trying to understand the more complex aspects of English. <i>Saya tidak ingin mencoba mengerti aspek-aspek Bahasa Inggris yang lebih kompleks.</i>	1	2	3	4	5
51	At least some subjects in university level should be taught in English. <i>Setidaknya beberapa mata kuliah di tingkat universitas harus diajarkan dalam Bahasa Inggris.</i>	1	2	3	4	5
52	Native English speakers have much to be proud because they have given the world much of value. <i>Penutur asli Bahasa Inggris layak berbangga diri karena mereka memberi kontribusi untuk dunia.</i>	1	2	3	4	5
53	The teaching of English should not start as early as the first grade in the Indonesian class. <i>Pembelajaran Bahasa Inggris di Indonesia tidak seharusnya dimulai sejak kelas 1 sekolah dasar.</i>	1	2	3	4	5
54	Native English speakers are very sociable and kind. <i>Penutur asli Bahasa Inggris sangat baik dan dapat bersosialisasi dengan baik.</i>	1	2	3	4	5
55	I don't bother checking my assignments when I get them back from my English teacher. <i>Saya tidak terpikir untuk mengecek ulang tugas Bahasa Inggris saat diberikan ulang oleh guru saya.</i>	1	2	3	4	5
56	I wish I could read newspapers and magazines in English. <i>Saya berharap saya dapat membaca Koran dan majalah dalam Bahasa Inggris.</i>	1	2	3	4	5
57	I don't pay much attention to the feedback I receive in my English class. <i>Saya tidak terlalu memperhatikan timbal balik yang saya terima di kelas Bahasa Inggris.</i>	1	2	3	4	5
58	English should not be the medium of instruction at some points in university level in Indonesia. <i>Bahasa Inggris tidak seharusnya menjadi media instruksi pada beberapa poin di universitas di Indonesia.</i>	1	2	3	4	5
59	English is a very important part of the school or university program. <i>Bahasa Inggris sangat penting sebagai bagian dari program sekolah ataupun universitas.</i>	1	2	3	4	5
60	I would rather see a TV program dubbed into Indonesian than in English with subtitles.	1	2	3	4	5

	<i>Saya lebih suka menonton acara TV dengan pengisi suara Bahasa Indonesia dibandingkan dengan Bahasa Inggris menggunakan teks terjemahan.</i>					
61	<i>I do really enjoy learning English. Saya sangat menikmati belajar Bahasa Inggris.</i>	1	2	3	4	5
62	<i>I tend to give up and not pay attention when I don't understand my English lecturer's explanation of something. Saya cenderung putus asa dan tidak memperhatikan dikala saya tidak mengerti penjelasan guru Bahasa Inggris saya.</i>	1	2	3	4	5
63	<i>My parents think I should devote more time to studying English. Orangtua saya berfikir saya harus mengorbankan waktu lebih banyak untuk belajar Bahasa Inggris.</i>	1	2	3	4	5
64	<i>Most of foreign languages such as English sound crude and harsh. Kebanyakan bahasa asing seperti Bahasa Inggris terdengar keras dan kasar.</i>	1	2	3	4	5

Thank you for participating and involving in this research.

Terimakasih telah berpartisipasi dan terlibat dalam penelitian ini ☺



Appendix B.1
Motivation/Attitude Test Battery Items for Questionnaire
Questionnaire Item No.

Likert Scales (5-1)	Positive Items	Negative Items
Interest in Foreign languages	14, 12, 11, 20, 56	49, 22, 64, 15, 60
Parental encouragement	43, 27,33,36,38,47,46,63	N/A
Motivational Intensity	45, 39, 41, 42, 34	57, 55, 62, 6, 50
Degree of Integrativeness	5, 9, 4, 26	N/A
Degree of Instrumentality	3, 8, 10, 16	N/A
Attitudes towards Learning English	31, 44, 51, 59, 61	7, 28, 48, 53, 58
Attitudes toward English-speaking People	1,4,13,25,32,37,52,54	N/A
Desire to Learn English	17,2,30,29,35	18,19,21,23,24



Appendix 2: Statement Letter

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA

FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145, Indonesia, Telp. +62341- 575875, Fax. +62341- 575822
E-mail : fib_ub@ub.ac.id - <http://www.fib.ub.ac.id>

Surat Pernyataan

Saya, yang bertandatangan di bawah ini:

Nama : Susanti Novita Sari

NIM : 125110101111043

Semester : VII (Tujuh)

Program Studi : S1 Sastra Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang berjudul:

" A STUDY OF MOTIVATION AND ATTITUDES TOWARD ENGLISH OF ENGINEERING STUDENTS: BASED ON GENDER, UNIVERSITY ENTRANCE EXAMINATION, AND STUDY PROGRAMMES"

akan menjaga kerahasiaan data yang saya peroleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Tanggal pernyataan: 16 Nopember 2015

Yang membuat pernyataan;



Susanti Novita Sari
125110101111043

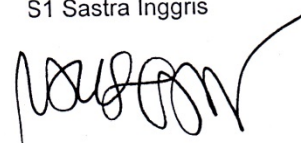
Mengetahui:

Dekan



Prof. Ir. Ratya Anindita, M.S., Ph.D.
NIP. 19610908 198601 1 001

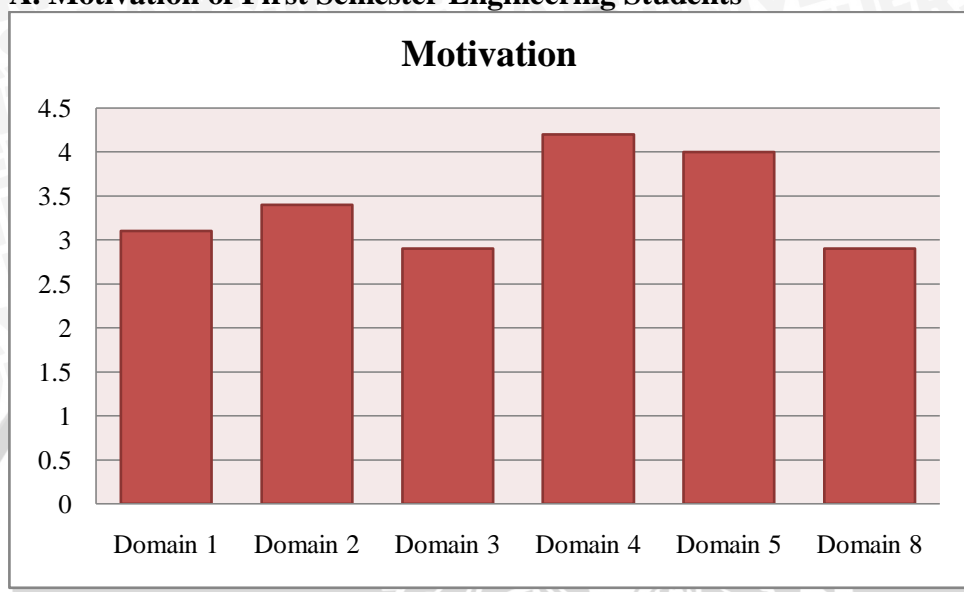
Ketua Program Studi
S1 Sastra Inggris



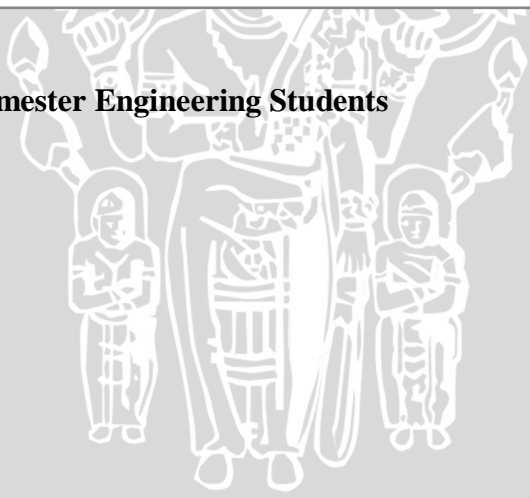
Yusri Fajar, M.A.
NIP. 197705172003121001

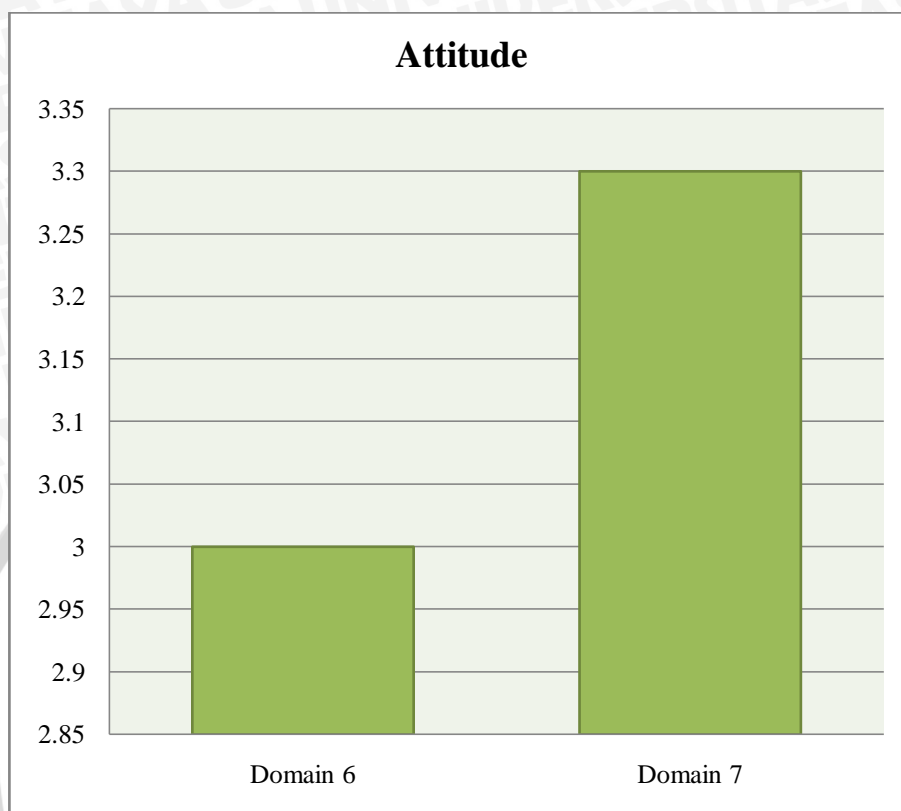
Appendix 3: Table Chart of Mean Score

A. Motivation of First Semester Engineering Students



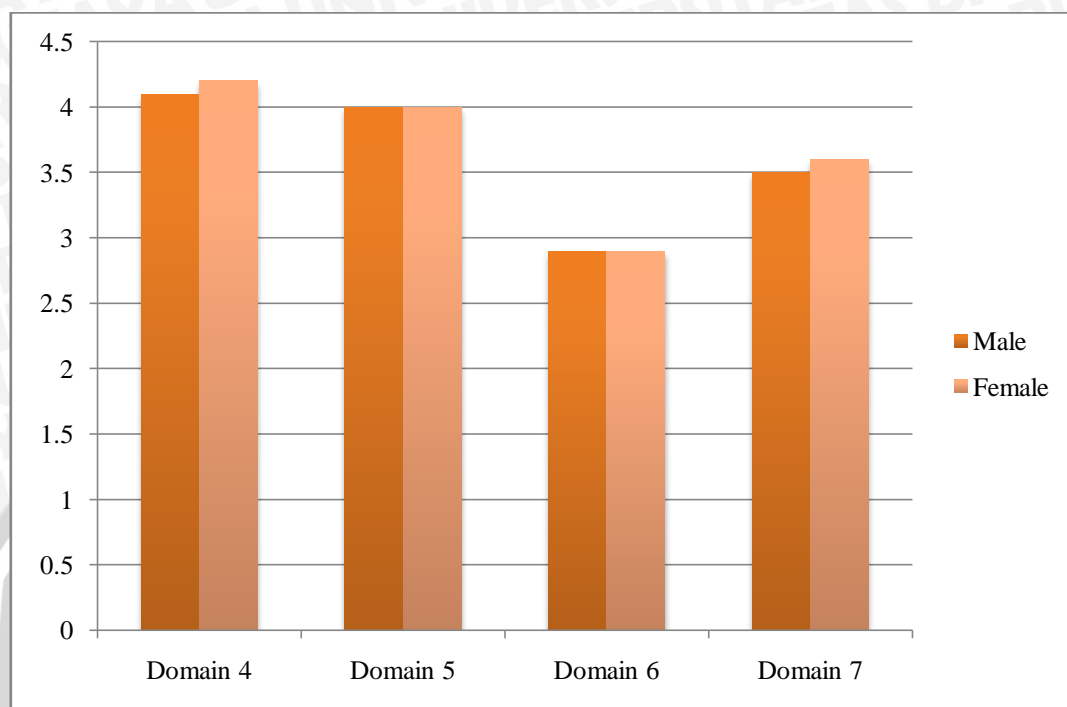
B. Attitudes of First Semester Engineering Students



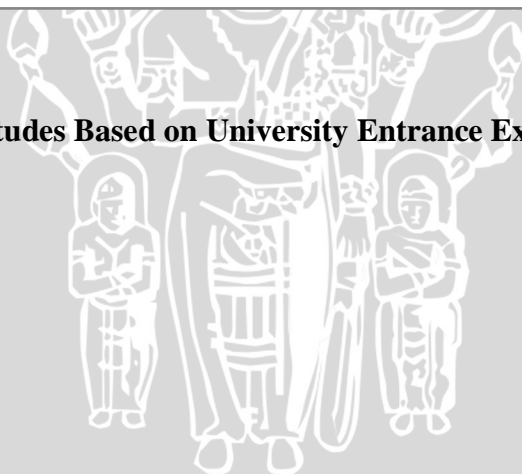


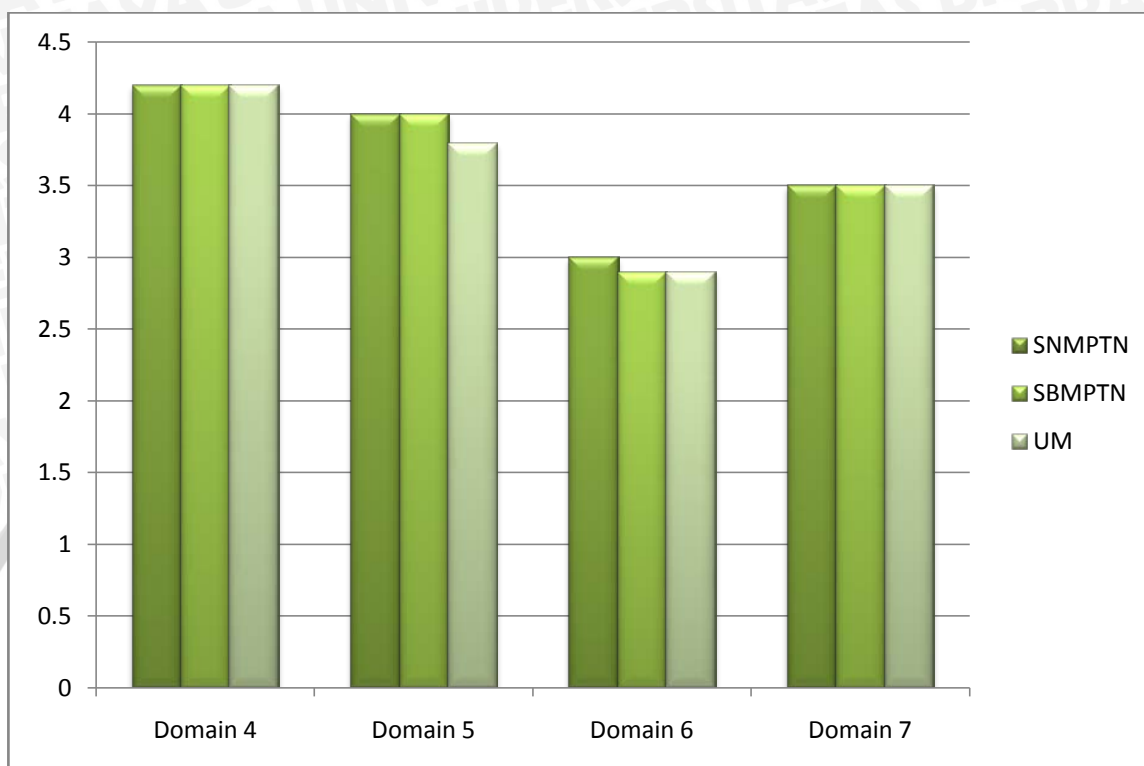
C. Motivation and Attitudes Based on Gender





D. Motivation and Attitudes Based on University Entrance Examination





E. Motivation and Attitudes Based on Study Programs



Appendix 4: Validity and Reliability of AMTB Questionnaire

Variable	Domain 1 Interest in Foreign Languages			
Item	Validity		Reliability	
	Pearson Correlation	Exp.	Alpha Cronbach	Exp.
14	0.684	Valid	0.794	Reliable
49	0.697	Valid		
64	0.480	Valid		
12	0.708	Valid		
11	0.624	Valid		
20	0.499	Valid		
15	0.701	Valid		
22	0.746	Valid		
60	0.387	Valid		
56	0.512	Valid		

Variable	Domain 2 Parental Encouragement			
Item	Validity		Reliability	
	Pearson Correlation	Exp.	Alpha Cronbach	Exp.
43	0.724	Valid	0.809	Reliable
27	0.619	Valid		
33	0.665	Valid		
36	0.719	Valid		
38	0.576	Valid		
47	0.625	Valid		
46	0.796	Valid		
63	0.529	Valid		

Variable	Domain 3 Motivation Intensity			
Item	Validity		Reliability	
	Pearson Correlation	Exp.	Alpha Cronbach	Exp.
55	0.515	Valid	0.716	Reliability
62	0.592	Valid		
6	0.556	Valid		
42	0.599	Valid		

Table Continuation...

41	0.431	Valid		
34	0.350	Valid		
57	0.513	Valid		
45	0.524	Valid		
50	0.613	Valid		
39	0.611	Valid		

Variable	Domain 4 Degree of Integrativeness			
Item	Validity		Reliability	
	Pearson Correlation	Exp.	Alpha Cronbach	Exp.
5	0.821	Valid	0.716	Reliable
9	0.705	Valid		
4	0.696	Valid		
26	0.748	Valid		

Variable	Domain 5 Degree of Instrumentality			
Item	Validity		Reliability	
	Pearson Correlation	Exp.	Alpha Cronbach	Exp.
3	0.744	Valid	0.612	Reliable
8	0.637	Valid		
10	0.592	Valid		
16	0.748	Valid		

Variable	Domain 6 Attitudes towards Learning English			
Item	Validity		Reliability	
	Pearson Correlation	Exp.	Alpha Cronbach	Exp.
51	0.490	Valid	0.772	Reliable
7	0.633	Valid		
31	0.491	Valid		
44	0.585	Valid		
53	0.439	Valid		
28	0.672	Valid		

Table Continuation...

59	0.708	Valid		
61	0.597	Valid		
58	0.572	Valid		
48	0.647	Valid		

Variable	Domain 7 Attitudes towards English-Speaking People			
Item	Validity		Reliability	
	Pearson Correlation	Exp.	Alpha Cronbach	Exp.
40	0.587	Valid	0.731	Reliable
13	0.668	Valid		
32	0.666	Valid		
25	0.390	Valid		
1	0.508	Valid		
37	0.668	Valid		
54	0.595	Valid		
52	0.613	Valid		

Variable	Domain 8 Desire to Learn English			
Item	Validity		Reliability	
	Pearson Correlation	Exp.	Alpha Cronbach	Exp.
18	0.639	Valid	0.836	Reliable
35	0.645	Valid		
17	0.294	Valid		
24	0.743	Valid		
30	0.727	Valid		
2	0.595	Valid		
23	0.714	Valid		
21	0.734	Valid		
29	0.577	Valid		
19	0.696	Valid		

Interpretation

This recent study involves 296 participants which has a validity of a critical point ($r_{db=295}$) (0.114) and a validity of a critical point (0.6). Domain 1 - 8 shows that the score of Pearson Correlation of all items are $>$ than the validity of the critical point and the score of cronbach of all domains $>$ than the reliability of the critical point. Hence, this recent study reveals that all of the keyed items in domain 1 - 8 are reported to have validity and reliability.



Appendix 4: Berita Acara Bimbingan Skripsi

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Susanti Novita Sari
2. NIM : 125110101111043
3. Program Studi : Sastra Inggris
4. Topik Skripsi : Second Language Acquisition
5. Judul Skripsi : Study of Motivation and Attitudestowards English of Engineering Students: Basedon Gender, University Entrance Examination, and Study Programs
6. Tanggal Mengajukan : 6 Oktober 2015
7. Tanggal Selesai Revisi : 27 Januari 2016
8. Nama Pembimbing : Syariful Muttaqin, M.A.
9. Keterangan Konsultasi

No	Tanggal	Materi	Pembimbing	Paraf
1.	6 Oktober 2015	Pengajuan Judul	Syariful Muttaqin, M.A.	
2.	9 Oktober	Konsultasi Bab I	Syariful Muttaqin, M.A.	
3.	13 Oktober 2015	Konsultasi Bab I, II, III	Syariful Muttaqin, M.A.	
4.	27 Oktober 2015	Revisi Bab I, II, III	Syariful Muttaqin, M.A.	
5.	4 November 2015	Revisi Bab I, II, III	Syariful Muttaqin, M.A.	
6.	9 November 2015	Revisi Bab I, II, III	Syariful Muttaqin, M.A.	
7.	13 November 2015	ACC Seminar Proposal	Syariful Muttaqin, M.A.	
8.	20 November 2015	Seminar Proposal	Syariful Muttaqin, M.A.	
9.	14 Desember 2015	Konsultasi Bab IV	Syariful Muttaqin, M.A.	
10.	21 Desember 2015	Konsultasi Bab V	Syariful Muttaqin, M.A.	

11.	31 Desember 2015	Revisi Bab I - V	Syariful Muttaqin, M.A.	
12.	5 Januari 2016	Revisi Bab I - V	Syariful Muttaqin, M.A.	
13.	8 Januari 2016	Revisi Bab I - V	Syariful Muttaqin, M.A.	
14.	13 Januari 2016	ACC Seminar Hasil	Syariful Muttaqin, M.A.	
15.	18 Januari 2016	Seminar Hasil	Syariful Muttaqin, M.A.	
16.	20 Januari 2016	Revisi Setelah Seminar Hasil	Syariful Muttaqin, M.A.	
17.	21 Januari 2016	ACC Ujian Skripsi	Syariful Muttaqin, M.A.	
18.	22 Januari 2016	Ujian Skripsi	Syariful Muttaqin, M.A.	
19.	25 Januari 2016	Revisi Setelah Ujian Skripsi	Syariful Muttaqin, M.A.	
20.	27 Januari 2016	ACC Jilid Skripsi	Syariful Muttaqin, M.A.	

10. Telah dievaluasi dan diuji dengan nilai:

Malang, 27 Januari 2016

Mengetahui
Ketua Jurusan Bahasa dan Sastra

Ismatul Khasanah, M.Ed., Ph.D.
NIP. 19750518 200501 2 001

Dosen Pembimbing

Syariful Muttaqin, M.A.
NIP. 19751101 200312 1 001