ATTITUDINAL FACTORS TO ENCOURAGE LEARNERS’ CAPABILITIES IN LEARNING ENGLISH

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Abstract
Attitudinal factors that relate to second language acquisition will perform one or both of two functions. First, they will be factors that encourage intake. They are simply factors that encourage the learners to communicate with speakers of the target language, and thereby obtain the necessary input, or intake, for language acquisition. Second, attitudinal factors relating to acquisition will enable the learners to utilize the language heard for acquisition. Simply hearing a second language with understanding appears to be necessary but it is not sufficient for acquisition to take place. The learners must not only understand the input but must also, in a sense, be open to it. The following of attitudinal factors that relate posited predictors of second language proficiency to those two functions are integrative motivation and instrumental motivation. The presence of integrative motivation should encourage the learners to interact with speakers of the second language out of sheer interest, and thereby obtain intake. Meanwhile, instrumental motivation will encourage the learners to interact with second language speakers in order to achieve certain ends.

Keywords: Attitudinal Factors, English, Second Language Acquisition

INTRODUCTION
Second language learners have already developed one language. It can be an aid because second language learners have developed some from of metalinguistics awareness which will allow them to construct a theory of the second language in terms of the first without going through the stages of first language acquisition. Also, it can be an obstacle in those areas where the two languages contrast and where the first language can become a potential source of interference. The greatest difference between first language acquisition and second language learning is in the context of learning. Whereas first language acquisition occurs normally in a home environment without any pedagogical intervention, second language learning occurs generally in a classroom environment and is under control of a teacher. Some knowledge about the perceptual, cognitive, and affective apparatus that a second language learner brings to the classroom will obviously help the teacher to formulate teaching strategies.

As previously mentioned, whereas the perceptual and cognitive mechanisms involved in the learning process help to explain the ‘how’ of second language learning, affective variables constitute the ‘why’. Variables such as attitude and motivation, cognitive learning style, and aptitude are crucial to successful language learning. One of the most important factors in determining successful second language learning is motivation. In other words, SLA research
also views motivation as a key factor in second language learning (Gardner & Lambert, 1972; Titone & Danesi, 1985; Ellis, 1994; Gass & Selinker, 2008; Chen, 2011; Rashidi & Mardi, 2012; Deci & Ryan (2000), Dornyei (1998), Lucas et al. (2010) as cited in Gomari & Lucas, 2013; Khodashenas et al., 2013; Ahmedi (2013) as cited in Penjak & Karnincic, 2015; Alizadeh, 2016; Ying, 2017). This has an intuitive appeal. It makes sense that individuals who are motivated will learn another language faster and to a greater degree. Quite clearly, some degree of motivation is involved in initial decisions to learn another language and to maintain learning. Gardner & Lambert (1959 as cited in Ross, 2015) asserted that an individual acquiring a second language adopts certain behaviour patterns which are characteristics of another cultural group that his attitudes toward that group will at least partly determine his success at learning a new language. It was the assumption underlying language learning that led to a major focus being placed on foreign language learning motivation in its own right.

Motivation, according to Winne & Marx (1989 as cited in Ushida, 2005), is both a condition for, and a result of, effective instruction. Likewise, motivation, the process whereby goal-directed activities are energized, directed, and sustained (Schunk, Pintrich, & Meece, 2008). Motivation involves four aspects: a goal, effortful behaviour, a desire to attain the goal, and favourable attitudes toward the activity in question (Gardner, 1985). Effort consists of a number of factors, including an inherent need to achieve, good study habits, and the desire to please a teacher or parent. This seems to be a mixed bag of components, as some pertain to what one has done and others to what one would like to do. Based on these claims, it is plausible to speculate that the learners’ motivation plays an important role in enhancing the learners to learn a second language. Therefore, this paper discusses about the motivations that can encourage the learners’ capabilities in Learning English.

Brown (2007) reviewed the definitions of motivation based on the three historical schools of thought as follows:

1. Behaviourism. This perspective sees motivation as the anticipation of reward. Driven to acquire positive reinforcement and based on our prior experience we repeat the action to get reward.
2. Cognitivism. It sees motivation as choices people make. The forces behind our decisions are the needs or drives. The needs for the construct of motivation are exploration, manipulation, activity, stimulation, knowledge, ego enhancement.
3. Constructivism. Each person is motivated different and the emphasis is on social context and individual personal choices.

In an attempt to characterize a non-theoretical view of motivation, Skehan (1989) puts forward four hypotheses:

1. The Intrinsic Hypothesis: motivation derives from an inherent interest in the learning tasks the learner is asked to perform.
2. The Resultative Hypothesis: the learners who do well will persevere, those who do not do well will be discouraged and try less hard.
3. The Internal Cause Hypothesis: the learner brings to the learning situation a certain quantity of motivation as a given.
4. The Carrot and Stick Hypothesis: external influences and incentives will affect the strength of the learner’s motivation. These hypotheses have their correlations in the study of motivation in SLA research. There have been differences, however, in the way in which the teachers have typically conceptualized motivation (see also Crookes & Schmidt, 1991). Within this framework, the learners should be more motivated to the extent that they feel they are in control of their success or failure. So, their goals are related to their reasons for engaging the tasks. Besides that, they can fortify their own motivation by engaging in a number of self-regulatory strategies, such as setting appropriate and achievable goals, applying learning strategies, monitoring and evaluating the progress. Indeed, motivation is a desire to achieve a goal, combined with the energy to work towards the goal. The combination of effort and desire to achieve the goal of learning which leads to a conscious decision to act, which gives rise to a period of sustained intellectual or physical effort in order to attain previous set goals, and which determines the success in developing a second language and personal involvement in L2 learning.

LITERATURE REVIEW
Integrative and Instrumental Motivation
Psychologists are not quite sure how to define motivation, but all agree that it is essential to the learning process. Gardner & Lambert (1972) proposed a two-part typology of motivation with respect to second language learning: (1) Integrative, i.e., the motivation to become familiar with, or even a part of, the target culture; (2) Instrumental, i.e., the motivation to learn a language for utilitarian purposes (such as meeting a graduation requirement, fulfilling an occupational need). According to Gardner & Lambert, motivation of acquiring a second language is affected by the attitude and readiness to identify projected through the learner. Evidence for positive correlation of English proficiency with positive attitude and being highly motivated towards learning English has been accumulating, for both instrumental and integrative (Schumann, 1978; Gardner, 1985; Gardner & MacIntyre, 1991; Brown, 2000; Locastro, 2001; Hamilton, 2001; Horwitz, 2001; Alsayed, 2003; Carreira, 2005; Taihaneh & Daana, 2013; Aliakbari & Ahmadi, 2014; Coskun, 2014). These two motivations are specifically called as attitudinal factors (Krashen, 1988) and they may be more closely linked to acquisition.

According to Krashen (1988), the following of attitudinal factors will attempt to relate posited predictors of second language proficiency to these two functions: Integrative motivation, defined as the desire to be like valued members of the community that speak the second language, is predicted to relate to proficiency in terms of the two functions. The presence of integrative motivation should encourage the learners to interact with speakers of the second language out of sheer interest, and thereby obtain take. A low filter for integratively motivated acquirers is also predicted for similar reasons. In addition, Integrativeness is a complex of attitudes involving more than just the other language community. It is not simply a reason for studying the language (Gardner, 2001 cited in Gass & Selinker, 2008). Achievement comes from motivation, of which integrativeness is one component. There are other factors that also contribute to achievement, of
which instrumental motivation. *Instrumental motivation*, defined as the desire to achieve proficiency in a language for utilitarian, or practical reasons, may also relate to proficiency. Its presence will encourage performers to interact with second language speakers in order to achieve certain end. For the integratively motivated performer, interaction for its own sake will be valued. For the instrumentally motivated performer, interaction always has some practical purpose.

An integrative orientation involves an interest in learning an L2 because of a sincere and personal interest in the people and culture represented by the other language group—Gardner’s socio-educational model (Lambert, 1974 as cited in Ellis, 1994). In other words, in the socioeducational model, the integrative motivation is viewed as a constellation of attitudes and motivation involving various aspects of second language learning, with the prime determinant of achievement being the motivational component. It contrasts with an instrumental orientation, which concerns the practical value and advantages of learning a new language. Orientation, however, is not the same as motivation, which is defined by Gardner (1985) as the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language. Thus, whereas orientation refers to the underlying reasons for studying an L2, motivation refers to the directed effort individual learners make to learn the language. The distinction between integrative and instrumental orientations is a common one in this field of research. An integrative orientation reflects an interest in learning another language because of a sincere and personal interest in the people and culture represented by the other language group. Meanwhile, an instrumental orientation emphasizes the practical value and advantages of learning a new language (Gardner & MacIntyre, 1991).

As four hypotheses discussed above, the Carrot and Stick Hypothesis sees external incentives and influences as determinants of learner’s motivational strength. It has been investigated in SLA research through studies of instrumental motivation. Meanwhile, the Resultative Hypothesis may be particularly applicable in contexts where the learners have very low initial motivation. Berwick & Ross (1989 as cited in Ellis, 1994) investigated 90 first-year Japanese university students majoring in international commerce and taking obligatory English classes. These students had a strong instrumental motivation to learn the English they needed to pass the university entrance examinations, but typically became demotivated once they were at university. Berwick & Ross found little evidence of any motivation on a pre-test administered at the beginning of the English course, but much more on a post-test given at the end. The students’ motivation appeared to broaden as a result of the course with two new motivational factors, labelled ‘support’ and ‘interest’, emerging. This study provides clear evidence of an experiential dimension to the learner’s motivation.

**Previous Studies on the Issues of Attitudinal Factors**
One of the best-known studies of motivation in second language learning was carried out by Gardner & Lambert (1972). Over a period of twelve years they extensively studied foreign language learners in Canada, several parts of the
United States and Philippines in an effort to determine the effect of attitudinal and motivational factors. Two different clusters of attitudes divided two basic types of motivation: integrative and instrumental motivation.

Integrative motivation has been found to relate to second language proficiency in situations where intake is available, in the Canadian Anglophone situation, and in the ESL situation in the United States. To briefly review the Canadian situation, Gardner & Lambert (1959) using seventy-five eleventh grade high school students in Montreal, found integrative motivation to be a stronger predictor of French achievement than instrumental motivation. Moreover, integrative motivation also affects actual behavior in the classroom. Gardner et al. found that those learners whose test responses indicated the presence of integrative motivation volunteered to answer questions more often, made correct answers in class, and received more positive reinforcement from their teacher. They were also perceived by observers to be more interested in the French lesson. Bialystok & Frohlich (1977) reported that measures of integrative motivation correlated with achievement in a test of reading comprehension for ninth- and tenth-grade students of French in Toronto. This study also reported a positive and significant correlation between integrative motivation and aptitude. As mentioned earlier, integrative motivation has also been found to relate to proficiency in English as a second language in the United States, another situation in which intake is available outside the classroom.

Instrumental motivation may take precedence as a predictor of achievement where there is a special urgency about second language acquisition and where there appears to be little desire to integrate. Thus, instrumental motivation could mean a great deal of interaction in such situations, entailing more intake. Gardner & Lambert (1972) reached similar conclusions for English as a second language in Philippines. In Philippines, English is the language of education and business, but is rarely spoken at home. They found that a measure of instrumental orientation accounted for a significant proportion of the variance in Tagalog learners of L2 English in Philippines. Similarly, Lukmani (1972) found that an instrumental orientation was more important than an integrative orientation in non-westernized female learners of L2 English in Bombay.

Gardner & MacIntyre (1991) discussed a major finding in their study that both motivating conditions, the individual difference of integrative motivation and the environmentally determined instrumental motivation established by means of financial inducements, influenced the learning of French vocabulary pairs. Subjects with higher levels of integrative motivation learned more words overall than did subjects with low levels, and those who anticipated a possible financial reward learned more than those who did not. These differences became more pronounced as learning progressed. These results support the generalization that motivation facilities learning, and that by and large any factors that motivate an individual to learn will result in successful acquisition. That is both instrumentally motivated and integratively motivated subjects learned better than subjects who do not have motivation.

Furthermore, Yashima (2009) approached this concern by creating a new construct called ‘International Posture’, as a motivation for Japanese learners to
learn English, not in any interest to become closer to some English culture, but rather to become a part of this vague international one that exists beyond the borders of Japan. In addition, the study of motivation and attitudes of Iranian undergraduate EFL students was conducted by Chalak and Kassaian (2010). They investigated the various socio-psychological orientations of Iranian undergraduates towards learning English. The study focused on the motivation orientations of the students and their attitudes towards the target language and its community. It was surveyed by using the AMTB (Attitude, Motivation Test Battery). The results revealed that these Iranian non-native speakers of English learn the language for both integrative and instrumental reasons. Besides, their attitudes towards the target language community and its members were generally found to be highly positive. This case study was also conducted by Youssef & Bose (2015). They investigated Libyan students’ motivation and their attitudes towards learning English as a second language in High School. It has become a necessity of life to take teaching of English language in Libya. In Libya, English is taught as a foreign language in post-secondary and higher education in School, and Universities. The results revealed that the students learn the target language for both integrative and instrumental reasons and they had a positive attitude towards learning English.

In fact, motivation has become a central area of researchers in language learning due to its importance. It is recognized as an essential part of mastering English by many researchers. Also, motivation is one of several important factors that may influence the learners’ English achievement. In other words, making the learners aware of their motivation to learn English helps them to master the language and achieve their goals.

**DISCUSSION**

If the learners are integratively and instrumentally motivated, it may be easier for the teachers because the learners will be aware of the importance of acquiring a second language. The more integrative and instrumental motivation a person has, the less likely he is to experience work avoidance motivation (the avoidance of studying hard) or demotivation—specific external forces that reduce or diminish the motivation basis of a behavioural intention or an on-going action (Dornyei (2001) as cited in Mahbudi & Hosseini, 2014). The success and work avoidance motivation are negatively correlated. They have opposing variables in that this attitude does not encourage an interest in learning a language. If the learners have a high level of work avoidance motivation, they tend to avoid learning. This particularly affects their achievement with regard to learning a second language (Engin, 2009). In other words, it is thought that work avoidance motivation is a major factor influencing the learners in the avoidance of learning and trying to learn a second language well. Therefore, the teachers can utilize learning tools focusing on positive motivation and less on work avoidance motivation. Focusing on positive motivation will be helpful to the learners in acquiring new information and decrease the effects of negative one which can interfere with the learners’ second language acquisition. After all, improving proficiency in a second language is a long-term project. Nevertheless, success in this long-term project
depends on success in a series of short activities. A learner who is vigilant about instituting many encounters to gain comprehensible input is more likely to be successful in second language learning environments. A learner who expends the effort for memorization is more likely to succeed in either foreign or second language environments. To obtain good school grades, the students must perform many tasks successfully over a term or academic year. But, clearly, motivation is not static; it changes depending on the context and it changes over time. A question regarding motivation and second language learning is whether it is better to say that motivation predicts success, in that the more successful one has been in language learning, the more motivated one will be to learn more.

In this perspective, thus, the success and failure in second language acquisition is not only from the motivation of the learners, but also it includes the teachers’ motivational strategies in the classroom. For decades, several studies in this area have been principally concerned with describing, measuring, and classifying its role in theoretical models of the language learning process. Most teachers and researchers have widely accepted motivation as one of the keys factors which influence the rate and success of second language learning. Moreover, motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and tedious learning process. Likewise, motivation directly influences how often the learners use L2 learning strategies, how much the learners interact with native speakers, and how long they persevere and maintain L2 skill after language study is over.

As emphasized by Dornyei (2001 cited in Al-Daihani, Al-Yaman, and Almutairi, 2016) that teacher skills in motivating learners should be seen as central to teaching effectiveness. As a result, it is important for the teachers to determine the ways their students learn in order to help them acquire the target language more efficiently. Paying special attention to the learners’ psychological factors should be a key concern when designing learning tasks. This implies that the teachers have to make changes in their instructional plans. They have to reflect on the complexity of learning tasks rather than focusing only on classroom techniques because the learners’ motivation affects their willingness to take part in the process of learning (Atchade, 2002). In other words, the English teachers should deal with the learners by developing suitable strategies of English instruction which are motivating and can foster favourable attitudes towards learning English.

CONCLUSION AND SUGGESTION
Strength of motivation serves as a powerful predictor of second language achievement, but may itself by the result of previous learning experiences. The learners with either integrative or instrumental motivation, or a mixture of both, will manifest greater effort and perseverance in learning. Other internal sources of motivation, such as self-confidence, may be more important than their type of motivation in some contexts. Motivation can also take the form of intrinsic interest in specific learning activities and, as such, may be more easily influenced by the teachers than goal-directed motivation. A major conclusion suggested from these discussions, therefore, is that both integrative and instrumental motivation
can influence second language learning. This does not mean to imply that integrative and instrumental orientations will necessarily influence learning. The important element is the motivation, not the orientation. Even in this paper, the orientations were not particularly predictive of achievement, while the two forms of motivation were clearly so. Also, the learners’ motivation and positive attitude towards learning English are the leading predictors of their success in learning the language. Therefore, the English teachers should take into consideration these factors in designing classroom instructions that would develop the learner’s motivation and their positive attitudes in learning English.

REFERENCES


