

Indonesian Pre-Service EFL Teachers' Attitudes and Motivation Toward English Language Learning

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Abstract

Students' attitude towards language has an impact on their learning of English as a foreign language (EFL). The significance of this language attitude cannot be overstated and may serve as a decisive factor in achieving success, alongside the learning motivation. One's language attitude is influenced by a range of factors, such as educational factors, social factors, and learner personality characteristics, among others. The objective of this investigation is to examine the perspectives of EFL pre-service teachers regarding the English language and their impetus for acquiring proficiency in English. An online survey was conducted using a Likert scale questionnaire to gather data from 80 Indonesian university students (18 males and 62 females) majoring in English education. The collected data is subsequently subjected to both qualitative and quantitative descriptive analysis. The study's findings indicate that non-native Indonesian pre-service EFL teachers exhibit a favorable attitude towards the English language and its learning. This research has revealed that pre-service teachers exhibit a strong inclination towards instrumental motivation, indicating a positive level of motivation. This study anticipates that forthcoming advancements can enhance the process of learning by aligning it with the pertinent methodology.

Keywords : *English as a foreign language; Indonesia; language attitude; learning motivation; pre service teacher*

Introduction

In the current era of globalization, the mastery of the English language is unavoidably of the utmost importance, as it is widely used as a contact language in trade, education, business, and tourism among others (Fithriani, 2018). As a result, English is considered an international language (Menon et al., 2021), as it is spoken, read, and comprehended in the majority of the world's regions (Getie, 2020). English may be a foreign tongue in some contexts, but its relevance is global. The English language has become the most widely spoken lingua franca, allowing global citizens to communicate and feel a sense of belonging to the global community. In addition, it is generally acknowledged that English has become the preferred language for many scholarly publications worldwide (Fithriani, Hz, & Ginting, 2023; Fithriani & Salmiah, 2022; Khurana et al., 2023).

The acquisition of English language proficiency has become a significant educational objective in countries where it is not the primary language of instruction or the native language, due to its widespread use as a means of global communication (Hym et al., 2020). The teaching of English is mandatory in various educational institutions across multiple nations, spanning from primary school to tertiary education (Meşe et al., 2021).

According to (McKeown et al., (2023)), a primary objective of English language acquisition is to facilitate effective communication through both oral and written means. Individuals who possess fluency in English communication are able to access information from diverse sources written in the language at a faster pace (Hava, 2021).

Language plays an important role in human life because language is a means of human communication in everyday life (Wang et al., 2021). Language can be used to convey ideas, thoughts, feelings, or information to others (Parmaxi, 2023). Language is a means of communication between members of a society in the form of sound symbols produced by the human speaker (Sukmayasa & Sudiana, 2023). As a system that basically combines a lot of sounds (List, 2022). It is used in most human activities; without language, a person cannot express his feelings, convey desires, give advice, or express opinions, even on the spheres of thought related to language. The higher the language skills, the better the language is used in communication (Tódor & Dégi, 2016).

Every country has a means of communication that can streamline relationships between individuals (Zinchenko et al., 2023). Language is one of the tools used in communication. English is the first language (Darvin & Norton, 2023) the majority of people in various countries such as Ireland and the United States, as a second language in Singapore and the Philippines, and as a foreign language in Indonesian are among them, English is the primary foreign language taught in Indonesian (Saydakhmetova, 2020).

In the field of language teaching, the term foreign language differs from the term second language (Hedman & Magnusson, 2022). A foreign language is a language that is not used as a communication medium in a particular country (Liu et al., 2020) where the language is taught. A second language is a language that is not the primary language but is one of the most widely used languages in the country, while foreign languages are usually taught as subjects in schools for the purpose of basic communication and language mastery (Dehghanzadeh et al., 2021).

The determining factor in the success of learning English is a lot of hard work from teachers and students (Meşe et al., 2021). The greatest influence comes from the attitude towards the English language, as previous research on this topic has often been done starting from the discovery of external factors such as the teaching materials used when teaching as well as internal factors like self-awareness to learn that greatly influenced the attitude of participants and teachers in Vietnam towards English (Le & Le, 2022). The research of studies on the topic have determined that a student's attitude is a fundamental part of learning and should thus be incorporated into second or foreign language training (Uktamovna, 2021).

There are a number of reasons why study on students' attitudes towards language acquisition is crucial (Boudadi & Gutiérrez-Colón, 2020). First, it is considered that attitudes towards learning influence behaviours (Crookes & Schmidt, 1991) such as picking and reading books and speaking a foreign language. Second, a correlation between attitudes and success or accomplishment has been established (Weinburgh, 1998). There is support for the idea that attitudes affect achievement, rather than achievement influencing attitudes (Gardner, 2019). The reason for this is that one's attitude influences his or her behaviors, inner mood, and hence learning. Consequently, it is evident that there is a link between language learning and the student's growing-up environment (DUFF, 2019). Both negative and positive attitudes have a substantial effect on language learning success (Cargile & Bradac, 2001). Participants in Ethiopia were also studied to

determine the influence of attitude by randomly selecting 103 samples of participants and using quantitative and qualitative methods (Getie, 2020).

To be able to easily understand what is called language attitude toward English, you must first clearly understand the attitude (Bartram, 2006). The attitude to language can be known through the use of language, how it behaves to language, and signs or symbols related to language or language behavior (COOPECR & FISHMAN, 1974). It can be said that this is a psychological phenomenon that usually manifests itself in the form of visible actions or behaviors. It is true that the attitude cannot be observed directly with the eyes of the head (Sasomsub, 2021).

To observe attitudes, one can not only see them through behavior, but a variety of research results show that what appears in behavior does not always indicate attitudes (Lee et al., 2022). Likewise, the attitude of a person is not always reflected in his behavior (Jiang & Dewaele, 2019). Many studies do not always agree that what is done externally reflects attitudes internally (Conteh-Morgan, 2002). There are three characteristics in the attitude of language: a) language loyalty, which encourages people of that language to preserve their language and, if necessary, prevent the influence of the use of other languages. b) language pride, to encourage people to develop their own language and use it as a symbol of identity and community unity. This attitude encourages a language community to make its language a symbol of personal or group identity and distinguish it from other individuals or groups. c) Awareness of the norm, which encourages the community to use its language carefully and consciously, is a powerful factor in the use of language (Garvin Mathiot, 1968).

These three characteristics will later be used to determine how pre-service teacher participants' attitudes toward English (Gardner & Lambert, 1972). The attitude characteristic of this language is a positive category (Falk, 1978). It means an enthusiastic attitude towards the use of language used by pre-service teachers (Ferrer et al., 2022). On the contrary, when the characteristics are missing or weakened in pre-service teachers, it means that they have fallen into the category of negative attitudes toward language. A lack of passion or urge to maintain independence in a foreign language is a sign of a negative attitude (Jena, 2020). Success in further language learning for pre-service teachers is influenced by a positive attitude toward language and language learning and is also affected by the level of motivation, which plays a crucial role in achieving success in language learning (Pak et al., 2019). The relationship between the two is very close; the concept of attitude is part of the motivational component in language learning (Gardner, 2006). Then motivation refers to a combination of effort, the desire to achieve language learning goals, and a supportive attitude toward learning a language (Ntoumanis). Motivation relates to psychological factors, feelings, and emotions that can drive the desire to reach goals and meet needs (Albiladi & Alshareef, 2019). Pre-service teacher must have a positive outlook on their education. It is widely known that a student's attitude towards a foreign language is a significant determinant of their success in learning it (Khan et al., 2019). Students who view studying English as a joyful and enjoyable experience are less likely to suffer from foreign language anxiety in English as a foreign language circumstances (Getie, 2020) show that there is a positive relationship between learning outcomes and attitude towards the acquisition of a second or foreign language.

Motivation is closely related to the desire to do something or learn something new and will continue to encourage pre-service teachers to try again when they fail at something

in their learning (Filgona et al., 2020). In relation to learning, motivation is better understood as the energy that stimulates the desire of pre-service employees to continue learning, guaranteeing the continuity of learning activities and giving direction to learning activities (Ranjan et al., 2019). As a key point in learning English, a variety of studies have been devoted to investigating motivation (Darvin & Norton, 2023); (West & Michie, 2020); (Kong, 2021); (Ryan & Deci, 2020). Through the investigation of motivation, we can get information about ways to maintain pre-service teachers' interest in language learning (Gardner, 2006). Without the presence of motivation, even the most dedicated pre-service teacher may not be able to achieve his educational goals (Zhao et al., 2019). From the above points, motivation seems worthy of being referred to as one of the important factors in language learning (Eccles & Wigfield, 2020).

When EFL pre-service teachers learn a second language, it is assumed that having a drive or purpose to be able to speak another language will help them perform better than pre-service teachers who learn without any motive or purpose (Rafiola et al., 2020). The correct motivation for second-language acquisition is twofold: integrative and instrumental (Gardner & Lambert, 1972). Motivation has been identified as the learner's orientation towards the objective of second-language acquisition (Crookes & Schmidt, 1991). It is believed that students who are most successful in learning a target language are those who like the people who speak the language, admire the culture, and wish to get acquainted with or even integrate into the society where the language is spoken (Falk, 1978). This motivation is referred to as integrative motivation. When a person becomes a resident of a new community where the target language is used in social interactions, integrative motivation is a crucial factor in assisting the learner to attain a certain degree of language proficiency (Cisinski & Déglise, 2019). In order to function socially in the community and become one of its members, it becomes essential (Rafiola et al., 2020). It is also suggested that integrative motivation often explains the successful acquisition of a wide variety of registers and a pronunciation that is similar to that of a native speaker (Finegan, 2014). When encouraging pre-service teachers to study a language in order to converse with a native speaker or become a member of a community that speaks the language, motivation is considered an integrative category (Fishbach & Woolley, 2022). Have as a goal the mastery of a second language in the form of comprehensive native-cultural language management (Benson, 1991). Due to the pressure of communication, pre-service teachers contact directly with various languages in their everyday surroundings, generating this desire. Other examples are pre-service teachers from Indonesia who marry American citizens and settle in the United States, requiring them to learn English (Fishbach & Woolley, 2022).

The second sort of instrumental motivation involves language acquisition for a specific purpose. Without direct touch with the linguistic community, this motivation requires minimal drive to learn a second language (Hudson, 1999). Pre-service teachers are learning English, for instance, in order to achieve a high test score. Pre-service teachers can acquire English from English-language literature, lessons, films, and music. This category is known as instrumental (Frazier, 2001).

Language attitude and motivation surveys can also provide language planners with vital information when determining which language or language variants will become the official language or be required for schooling (Macnamara, 1973). Attitudes can predict, explain, and even conclusively determine conduct (Sahoo et al., 2022). Due to the fact that pre-service teachers are also students, the study of their language attitudes and

motivations is vital if they are to know the proper teaching methods when preparing to become teachers and the suitable learning methods when studying in the classroom (Chen et al., 2022).

Previous research involved using Filipino student participants to measure their motivation for learning English by involving 160 students of different sexes (Mayo Torres & Olario Alieto, 2019). It will be easier for students with high enthusiasm and a supportive environment such as those who take courses or join English groups to enhance their English proficiency. Prior study in this area solely examined motivation or attitude. There are several in-depth debates about attitude and motivation, as well as student or instructor participation, such as a study from Korea indicating that students with a positive attitude about English learning have increased motivation to obtain a successful job (Geddes, 2016) investigate in Saudi Arabia (Kaid Mohammed Ali & Rashad Ali Bin-Hady, 2019), in the Chadian (Safotso & Tompte, 2018).

It is very rare to find pre-service teacher participants because their research is still very little done. Knowing the attitude and motivation of pre-service teachers is very important because pre-services teachers are also students whose attitude to English language and their motivation in learning English will greatly affect the learning outcomes.

Method

The approach of this research is to use descriptive, qualitative, and quantitative methods. The researchers described the findings of the research that came from the main input of the questionnaire to supplement the data when the collection of the results was conducted by interview. The data already collected comes from the questionnaires distributed online via Google Forms. The total number of participants in the study was a total of 80 pre-service EFL teachers, consisting of 18 males and 62 females. All the pre-service participants in this study came from the University in north Sumatra and are not native speakers of English; the language they use daily is Indonesian and regional languages, respectively, such as Batak, Mandailing, and Java.

English is a foreign language for participants. Since the participant in this study was an Indonesian pre-service EFL teacher, the question remained in Indonesian. The questionnaire provided has been adapted from AMTB. Although not all AMTB categories are utilized in this study, which focuses solely on measuring the attitude of pre-service teachers toward English and motivation, whether instrumental or integrative dominance exists, the assessment form in this study is a multiple-choice question with four possible responses. The scan of each response type for each statement will be weighted according to the statement's direction. The depreciation system for statements with a weight of four values assigns a value of 4 to statements proclaiming strongly agree, a value of 3 to statements declaring agree, a value of 2 to statements declaring disagree, and a value of 1 to statements expressing strongly disagree. To avoid the appearance of a neutral attitude in the study's findings, the researchers disregarded the significance of uncertainty.

Thus, several aspects of the AMTB were omitted from this study, including the assessment of anxiety in English speaking, attitudes toward native English speakers, and assessments of teachers and English language subjects. The questionnaire-collected data were examined statistically with frequency analysis (proportion) and score categorization as follows:

Score (%)	Attitude Category
86% - 100%	Very good
76% - 85%	Good
60% - 75%	Fair
55% - 59%	Poor

Results

The responses of 80 pre-service teachers who were asked to fill out a Likert scale questionnaire were grouped into two groups to measure English attitudes and motivation toward learning English.

Attitude Pre-Service Teacher Toward English Language

The result of this study was a questionnaire adapted from the theory argued by Gardner, but it did not use all domains because it focused only on measuring attitudes towards languages. A language attitude is a mental position or feeling towards one's own language or another's language. There are three attitudes that can exhibit good language characteristics (Garvin Mathiot, 1968). These three characteristics are language loyalty, language pride, and awareness of the norm as the enthusiastic attitude of participants toward the use of their language. Participants in this study had a high level of language loyalty. When data analysis is known, participants enjoy using English and always try to use it on various occasions. Some participants still chose to use Indonesian in their daily communication because they thought English was the formal language for getting a job.

Figure 1. Language Loyalty



From the data shown in Figure 1, it can be determined why around 21 participants expressed embarrassment if they were revealed to have made linguistic errors, and therefore they tended to avoid doing so. In addition, participants frequently use a combination of languages when communicating, which they consider to be cool and sophisticated. Following the survey, 77.5 percent of pre-service teachers' language loyalty fell into the "good" category.

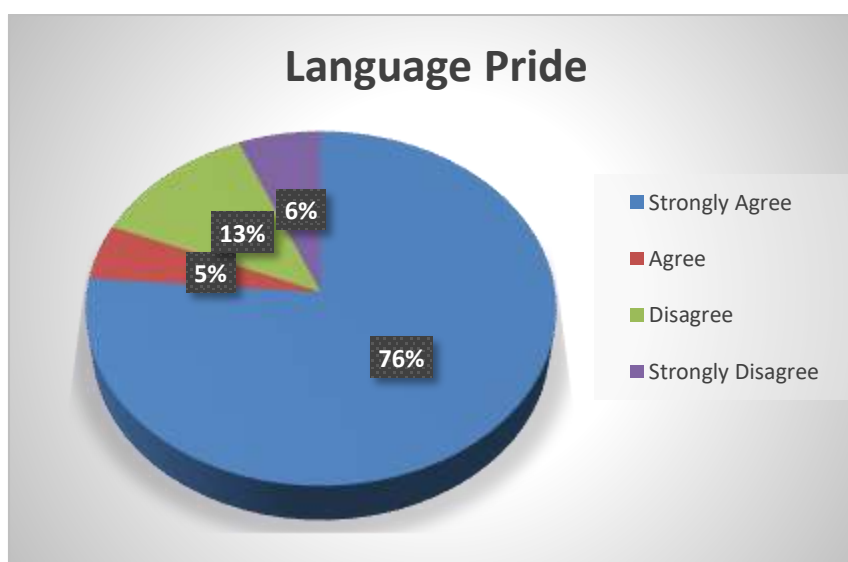
A total of 54 participants strongly agreed with the use of a mixed language between English and Indonesia, which has recently become popular among young people and is

known as the "Phenomenon South Jakarta." According to them, the use of such a language will aid in the mastery of the language, as this method of mixing or switching is part of the process of learning to use English effectively.

There were a total of 19 participants who disagreed with this linguistic blend for various reasons. The use of mixed language without regard for the norms of grammar indicates at least several things. First, the lack of confidence of Indonesians in their native tongue, or conversely, their lack of confidence in utilizing a foreign language in its totality. Second, foreign languages, particularly English, make Indonesians feel more confident. It appears that speaking alone is insufficient for communicating a message. In addition to the Gengsi factor, there are other reasons why people choose a certain language for communication.

As a result of linguistic loyalty among pre-service teachers, 77.5% of respondents expressed agreement with the statement. During the interview, 1.252 percent of participants reported a consensus regarding the usage of English in the classroom, both with peers and with students. 7,5 percent of the participants disagree, and 13,75% strongly disagree. From this, one can conclude that pre-service teacher are aware of the significance and status of the English language, and that they are likely interested in other University subjects for which proficiency in English is advantageous.

Figure 2. Language Pride

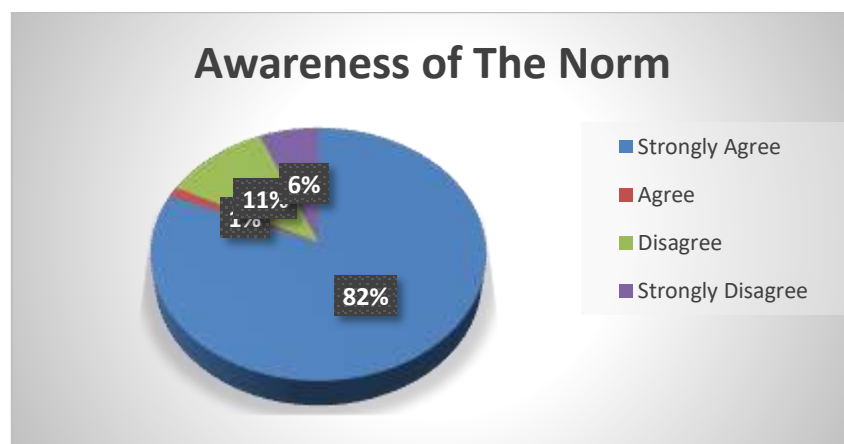


From the data presented in Figure 2, language pride participants are also good. 76% of participants reported that speaking English with their pre-service instructor made them really pleased. As a means of enhancing their skills as well as their own existence, pre-service members participate in numerous language groups. The participants' pride in speaking English was reflected in their enjoyment of using the language while conversing with friends, their participation in English language clubs, their enjoyment of reading English-language books, and their belief that by speaking good English, they can obtain a

good career. In addition, participants were asked whether they were proud of their English language skills.

It indicates that pre-service teachers are aware that their ability to comprehend English well enables them to receive more knowledge than those who lack English language skills. This is evidenced by the results in Figure 2, which show that above the average, 5% of participants expressed pride in learning and speaking English. 13% of participants felt it was not true that pre-service teachers were deemed arrogant if they used English as their primary method of communication as long as they were able to use it in follow-up conversations, while 6% of participants agreed.

Figure 3. Awareness of The Norm



From the data presented in Figure 3, language awareness participants also fall into the category good. 82% of respondents expressed their desire to speak English well and correctly. Therefore, they always learn about the grammar and rules of English. 65% of pre-service participants said learning grammar was very important; they always tried to learn the grammar and cultural customs that accompany the use of English through western films, while 1 participant stated it was important. It is important for them to speak well and correctly, which requires knowledge of the rules of language, the basic grammar rules, and the culture that accompanies them. In using English, they always try to comply with the rules and functions.

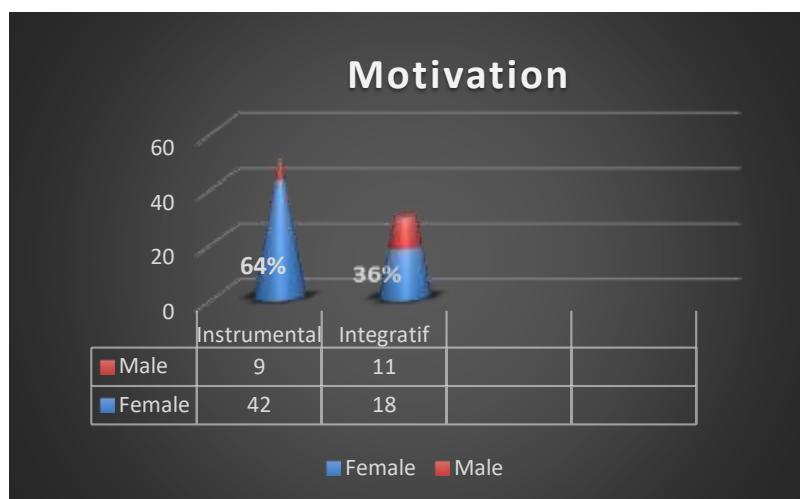
On the contrary, there are also as many as 11% of pre-service teachers who stated that learning grammar is not the most important thing; more important is the meaning of the language being conveyed, even though the grammar is not perfect and the rules and norms are not important. The most important thing is the translation of meaning, while grammar is number two. According to 6 percent of participants, learning grammar or languages is not interesting to them.

Motivasi Toward English Learning

The study of motivation in the context of learning and acquiring a second (foreign) language has been dominated for a long time by Gardner's theory, which examines

motivation from two perspectives: integrative motivation and instrumental motivation. Integrative motivation necessitates that pre-service teachers have a favorable attitude toward the speakers of their target language and their culture. As for instrumental motivation, this refers to a learner's belief that they must acquire a target language in order to obtain something vital to their lives, such as a good education or a career that can secure their future.

Figure 1. Motivation



From the data presented in Figure 1, the results of the study showed higher instrumental motivation, which is 64%. By analyzing the data from the gender perspective of the subjects studied, it was found that 42 participants pre-service female teachers preferred instrumental motivation compared to only 9 male participants. It suggests that more pre-service females are strongly motivated to express their desire to speak about a better career and future. The next 11 pre-service males have a higher motivation towards integrative. Therefore, it seems plausible that students may wish to acquire English for the aim of living abroad, i.e. to interact socially with the target language culture or to become bilingual. In a similar vein, (Brown et al., 2000) states that students of the target language will have an integrative motive if they wish to "join the culture of the target language group and engage in social interaction with that group."

Instrumentally motivated pre-service teachers show fewer supporting characteristics in the language learning process. They see foreign languages merely as a tool to meet practical needs, such as getting a good job later, and not as a means to get closer to the culture of another nation. Therefore, they tend to learn enough. Once his needs are met, his interest or enthusiasm for learning fades because he is not encouraged to continue to improve himself.

This is reflected in the interviews of the participants. In answering the question "What are the benefits of learning English for you?" a large number of participants answered that English skills are required for things that fall into instrumental categories such as getting a better job (88%), graduating from college (67%), and obtaining state of

the art information (59%). Answers related to the integrative category are well below 50%.

Motivation is clearly a phenomenon that falls into the complex category. How motivation should be seen as something that should complement one another, not be different and contradictory as well. Pre-service teachers may have a dominant integrative or instrumental motivation or, at the same time, a balanced integrative and instrumental motivation. Motivation can be influenced by the activities of pre-service teachers or vice versa; motivation affects the outcome of pre-service teachers as well as how they will teach when they have already become teachers.

Conclusion

Based on the findings of this study, it can be concluded that attitude and motivation of pre-service teachers towards English learning are very important success factors in the language. This pre-service teacher is also a student now, and attitude and motivation when learning later will greatly affect how to teach in the classroom if you are already a teacher in the future. The purpose of this study is to learn about pre-service teachers' attitudes towards English language and motivation to learn English. This study answers two questions, regardless of the results of this study, certain limitations should be noted, such as the small number of participants and the lack of data collecting. The first question is, "What are the attitudes towards English learning of Indonesian pre-service EFL teachers?" found conclusion that attitude of the pre-service teacher towards English learning included in the positive category can be seen from three characteristics of attitude entry in the good category. In terms of participant numbers, this study included just 80 EFL pre-service teachers from University in North Sumatera given questions online through google form using likert scale questionnaire and conducted interviews, then analyzed descriptively qualitatively there are 3 characteristics that should be taken into account namely the first is language loyalty pre-service teacher, language pride and the last is awareness of the norm. Furthermore, because this current study employed a qualitative design, future studies utilizing a quantitative technique or a combination of qualitative and quantitative approaches are deemed necessary to be conducted to provide robust information regarding attitude toward English learning. This study also answers the question of what the primary motivation of EFL pre-service teachers is. Based on the findings that the dominant motivation that pre-service teachers have towards English learning is instrumental motivation, the strongest impetus is triggered by the need for career interest. Pre-service teachers can use the findings of this study as self-reflection material in English about love and compassion. Regardless of the dominant motivation in pre-service teachers, the conclusion remains that motivation is very important in the development of second language acquisition.

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