

Motivation and Attitude Towards English among Medical Technology Laboratory Students Universitas Perintis Indonesia

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Abstract: This study aims to determine the motivational orientation and English language attitudes of medical laboratory technology study program students towards learning English. A total of 91 students, in semester 2 of the 2021/2022 academic year, were surveyed using the AMTB (Attitude, Motivation Test Battery), and a questionnaire adapted from Gardner (1985) to determine motivation and language attitudes. **Methods:** Data were collected by giving a questionnaire measuring motivation and attitudes towards English of students of Medical Laboratory Technology level 1 (one) semester 2, Faculty of Health Sciences, Universitas Perintis Indonesia. Data were analyzed quantitatively and descriptively. **Results:** Based on research findings, The students studying in the Medical Laboratory Technology Study Program have shown good motivation. From the four aspects in the analysis, it can be seen that students have good motivation. In the integrative aspect, most students already have a good attitude towards learning English. The instrumental aspect thus shows quite positive results. Associated with attitudes towards lecturers who teach is also positive. So it can be concluded that students already have a good attitude and motivation in learning English, but still need development to achieve optimal learning results.

Keywords: Motivation, Attitude, AMTB, English.

I. INTRODUCTION

Universitas Perintis Indonesia emphasizes its students to master foreign languages, especially English as an effective means of communication at the international level. This emphasis is intended so that in the future the service of health workers is not only needed by hospitals, but efforts are made to be employed abroad as a result of which competition for jobs is getting tougher. This scenario requires professionals and students to have competencies that are at least the same as their competitors.

English is not only needed to communicate in the workplace, but is also useful for keeping abreast of scientific and technological developments in their respective fields. In addition, the instructions for using the majority of medical equipment also use English. In this case, to understand the concept, English language skills are needed so that we can understand the meaning of the context.

The Ministry of Research and Higher Education and the Ministry of Basic Education in the last few decades have attempted to respond to this need by placing English in the education curriculum from elementary to tertiary education levels. The material provided increases gradually from simple

material to mastery of more complex communication skills such as writing in more formal English.

Learning achievement is a measure of the success of the teaching and learning process. The success of the learning process in lectures which is reflected in learning outcomes is inseparable from the influence of several factors. Two of these factors are motivation and language attitudes. Lambert (1963) in Chalak and Kassaian (2010) proposed a social psychological model that emphasized cognitive factors such as language aptitude and intelligence, and affective factors such as attitudes and motivation. Social psychological is emphasized that a person's success in acquiring a second language depends on motivation, attitude, and orientation towards language learning.

Gardner (1985) defines motivation as the drive to do something to achieve the desired result. Gardner further stated that motivation in learning English consists of integrative elements and instrumental elements. Motivation to learn is a psychological condition that encourages a person to learn so that learning outcomes generally increase if the motivation to learn increases (Winkel, 1983 and Sardiman, 1988). The essence of learning motivation is encouragement that comes from within and outside of students who are learning to make changes in behavior and enthusiasm or the desire to learn more enthusiastically. Motivation that comes from within the individual is called intrinsic motivation, while motivation that comes from outside the individual, such as the desire to get good grades, a good career, and so on, is called extrinsic motivation (Uno, 2008:23 and Decy & Ryan, 1985 in Sardiman, 2001).

In addition to motivation, other factors that are no less important that can affect student achievement, especially learning languages, are the attitudes of these students towards the language they are learning. Latchanna and Dagnev (2009) define attitude as an evaluative statement towards objects, people or events. It reflects one's feelings towards something. This definition stems from a study by Smith (2008) which states that a person's feelings towards language are beliefs about success in mastering the language he is learning. The two experts above also emphasize that these beliefs can change when someone realizes their current competency achievements. It can be concluded that attitudes affect learning outcomes at each level, and it is very important to maintain a positive attitude at each stage of learning to get the desired results.

Language motivation and attitudes greatly influence a person's success in learning a second language and a foreign language. Research on motivation and attitudes in learning English is still being carried out considering that these two things have a very important role in learning. Students with health backgrounds should have high motivation and positive language attitudes because from an educational perspective, they should be very aware of the importance of English (Ushioda, 2014).

This study aims to determine the level of motivation of students of the Medical Technology Laboratory Study Program at Universitas Perintis, Indonesia, to determine the attitude of students English towards learning English. This research is expected to provide an overview and serve as a future reference for lecturers to be able to determine appropriate learning methods.

II. METHODOLOGY

The location of this research was at the Universitas Perintis, Indonesia in 91 students of the Diploma 3 Study Program in Medical Technology Laboratory who were willing to fill out motivational and attitude questionnaires towards English. All of these students are not native speakers of English, the languages used daily are Minang language and Indonesian. English is a foreign language for them. The approach of this research is a quantitative and the research design is a descriptive with a survey method. The researcher describes as is, both quantitatively and qualitatively related to research findings originating from the main instrument in the form of questionnaires which were distributed to 91 level 1 students in semester 2 of the Diploma 3 Study Program in Medical Technology Laboratory at the Universitas Perintis, Indonesia.

The main instrument of this study was a questionnaire adapted from AMTB initiated by Gardner (1985). Gardner and Lambert (1972) say that a person's motivation to learn a second language is determined by their attitude towards the language and native speakers, and orientation towards learning the language itself. Gardner (1985) explains that there are three characteristics of motivation, namely the level of motivation, the desire to learn the language, and the attitude towards language learning.

These things are contained in the Attitude and Motivation Test Battery (AMTB) which includes integrativeness items (integrative orientation and interest in foreign languages), attitude items towards learning situations (assessment of teachers or English teacher evaluation, assessment of subjects or English course evaluation, attitudes towards learning and the target language or attitudes towards learning English, attitudes towards native speakers of that language or attitudes towards English-speaking people, anxiety about English class or English class anxiety, and anxiety about using the language English or English use anxiety), motivational items (level of motivation or motivational intensity, desire to learn English, and support from parents or parental Encouragement), and instrumental orientation or instrumental orientation items' (Chalak & Kassaian, 2010 and Q ahaineh & Daana, 2013).

Not all AMTB domains are used in this research because this research only focuses on motivation (whether intrinsic or extrinsic), orientation (whether instrumental or integrative), and attitudes towards language, native speakers of the language, and their culture. Thus several items in the AMTB were not included in this study, such as anxiety about speaking English, anxiety about English classes, and assessment of teachers and English subjects. After the data was obtained, all items were grouped into two groups, namely agree and disagree. Then the questionnaire was analyzed descriptively and inferentially by looking for percentages and also using statistical package of the social sciences (SPSS) version 20.0 (2012) to carry out the non-parametric KhiSquare test to find out whether at $\alpha = 0.05$ the observed frequency had a significant difference from what was expected or was it a mere coincidence.

III. RESULTS

Based on the collection of questionnaire data an analysis was carried out which became the main focus of this study. The results can be described as follows:

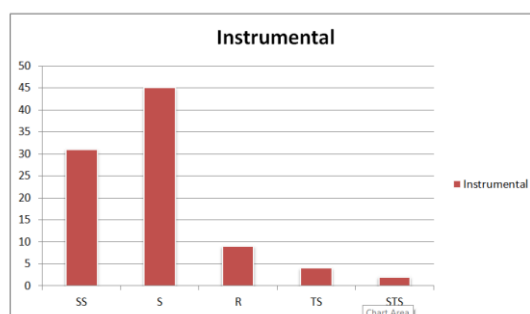
1. Socio-Cultural Motivation (Integrative Orientation) of Students

In the integrative aspect there are 7 statements. From these statements, 22.75% of students stated that they strongly agreed. Besides that, there were 41.86% of students who agreed. The rest, as many as 11.83% of students expressed doubt and the remaining 4.55% disagreed and 1.82% strongly disagreed.

One of the discussions in this instrumental aspect is regarding the goals or reasons students have for learning English. As an international language, English plays a very important role in various aspects of life in the international sphere. In the questionnaire given, almost all students stated that they strongly agreed that good English skills would be very helpful in the smooth running of their careers or jobs.

2. Student motivation is seen from academic and career goals.

Table 1: Instrumental Motivation



3. Student responses to lecturers in teaching.

Based on the data analysis that has been carried out, on aspects regarding student responses to English lecturers, quite positive results can also be found. This can be seen from the statistics showing that as many as 74.62% of student respondents stated that they strongly agreed with the statements given. Besides

that, there were 8.19% of student respondents who agreed with the statements given. There are no statistical figures for student respondents who answered doubtfully, disagreed, and strongly disagreed.

Aside from being a teacher, lecturers also act as consultants for their students when experiencing difficulties. This is especially true when the lecturer uses an approach that is centered on student activity. Lecturers here must be able to be a clarification of any problems experienced by their students. If the lecturer cannot provide an explanation or clarification of the various problems experienced by students in the learning process, then the lecturer will tend to be underestimated and underappreciated by his students. Although most lecturers have used student-centered methods and approaches, the role of the lecturer is still very influential. The way the lecturer gives assignments, explanations, clarifications and assessments is of course still a matter of great concern and the students feel the impact.

The results of this study are in line with similar studies (Yusuf, 2011), namely students who study English as a foreign language have an instrumental and integrative orientation as well as a very positive attitude towards learning English. This research is different from research conducted in Jordan (Tahaineh & Daana, 2013) and Bangladesh (Rahman, 2005), where students study English with an instrumental orientation only. The results can be used as a consideration for improving classroom learning, and curriculum adaptation. The results show that students have high motivation and a positive attitude towards English. Therefore, lecturers can design and organize appropriate learning so that students can maintain their motivation and attitude towards learning so that later they will produce quality graduates. This is in line with micro implications.

IV. CONCLUSION

The conclusion that can be drawn in this study is that medical laboratory technology study program students already have

motivation in the English learning process, an integrative and instrumental motivational orientation, and a very high attitude towards English and learning English. Lecturers are expected to organize interesting learning in the classroom and engage students with activities outside the classroom.

ACKNOWLEDGMENTS

On this occasion we would like to thank the medical technology laboratory program study students who have participated in this research. Without support from students and study program heads and fellow lecturers in the medical technology laboratory study program, this research would not have gone well and smoothly.

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