



Attitude-Motivation of Learning English as L2: Case Study of Airlangga Linguistics Students

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Abstract: This study aspires to scrutinise the attitude and motivation of Airlangga University linguistics students in learning and mastering English as their L2. Sufficient proficiency and command in English are needed to support the academic success in teaching-learning process, particularly in a university. Through a total of 20 active linguistics students in Airlangga University that had been surveyed, it is found that a plenty of them still do not meet the minimum proficiency that the university has set. There are several factors that affect students' proficiency in English of the linguistics students in Airlangga University. Through the finding of this research, it is found out that these factors derived from internal motivation of the students and also external factors that keep motivating the students to have adequate proficiency and command in English. To help the linguistics students in bridging their understanding for the teaching-learning materials which are predominantly delivered in English is the main drive of the linguistics students' motivation to master English as their L2. This research provides students, academics, scholars, and institutions several suggestions and solutions that can be done to overcome obstacles or problems that the learners must face in order to obtain L2 learning achievements. Several things are also suggested in this research regarding what can be done in order to maximise L2 learning process.



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INTRODUCTION

There are various aspects and factors that play significant roles to the process of second language (L2) learning. These aspects and factors could either advance or hinder the process. It is also known that there are several concerns that discuss and explain the phenomenon of L2 learning and all perks that come with it. One of them has to do with the attitude and the motivation of the learner to the L2 learning process. Attitude in this context can be defined as the overall impression towards the targeted language and the process of learning it. Motivation that is endowed in people mind is what push the will to keep on learning and achieving continuous progress to learn a language. These two correlated and intertwined aspects are keys to the success of someone's mastery of an L2 (Gardner, 1988).

Looking back to several decades ago in 1990s, Gardner and his associates pioneered the study of L2 motivation in Canada. They developed a parameter to measure L2 learners' several kinds of motivation which affect the target language accomplishment which is largely known as the *Attitude-Motivation Test Battery* (AMTB). This AMTB has been applied as an instrument to scrutinize L2 learning of several languages in numerous empirical studies throughout the years. The following decade after AMTB was introduced, Dörnyei and several other researchers who collaborated with him, reviewed and added further evaluation to this motivation of L2 learning process field by inspecting more than 80 correlated studies. It is said that there are more than just motivation aspects from the learner, but also other exposures which influence the success of L2 learning. Recent review done by Dörnyei in 2001 revealed that internal and external factors which learner are exposed to do exist and greatly impact the L2 learning achievement (Dörnyei, 2001).

Undeniably, mastery in English acts as powerful tool for communication in all fields which spread all the way from science, economy, humanity, diplomacy, to culture. Bolton & Bacon-Shone (2020) mentioned that Asian countries, have very low percentage of total citizens who have English knowledge. Based on their consensus data that they have collected, only 5% of total Indonesian citizens that have functional command in English. Retrieved from statistical data of *English First – English Proficiency Index* (EF EPI) 2021, Indonesia is ranked 80 out of 112 countries in low proficiency band. Surabaya as the second biggest metropolitan city is ranked slightly higher than Jakarta in moderate proficiency band (EF, 2021). Through this, it can be assumed that in bigger cities in Indonesia, there is a higher demand of English proficiency in order to be able to keep up with the education and working benchmark. Since English has become the global language and fundamental skill which acts as the baseline of the modern working industries, English skills are required for minimum standards that need to be mastered by vast majority of the population. Such requirements apply on several sectors including education and business sectors (Li et al., 2022).

As a consequence of the explained phenomenon above, proof of English proficiency becomes mandatory in order to apply for higher institutional and competitive job positions in such metropolitan city like Surabaya. Certain institutional or university usually create its own standardized English proficiency test in order to measure the prospective candidates' or students' skill set capability in English. Airlangga University has been using its English Language Proficiency Test (ELPT) as one of the measurements for the students to graduate with a minimum score of 425 which more or less equals to B1 proficiency in TOEFL. To reach this minimum score of proficiency by all students is surely not an easy task. As mentioned previously, L2 learning is affected by numbers of factor and aspect that influence the process, so is learning English as L2 by the Airlangga students. Positive attitude towards the language and motivation to master the language are needed to attain ideal proficiency.

Few of related prior works had been done in recent five years related to English as L2 learning process in Asia and specifically in Indonesia. Phuong studied the English proficiency of university students of Vietnamese university and revealed that several aspects in the learning process should be improved in order to attain better proficiency (Phuong & Vo, 2019). Omar et al. compared the Malaysian and Indonesian undergraduate students' motivations and their proficiency in English in online English course using Motivated Strategies for Learning

Questionnaire (MLSQ) (Omar et al., 2021). Their inspection unveiled that assistance and support from the teacher or the mentor could increase their English performance in class. Quantitative research also had been done regarding L2 motivation and achievement of undergraduate students in Indonesia who undertook English for Academic Purpose (EAP) class using L2MSS (L2 Motivational Self System) (Subekti, 2018). Subekti mentioned that her quantitative study is good to record more participants, but not to investigate actual behaviours that deal with the participants of her research to learn English as L2. The only research that analysed the English mastery of Airlangga students majored in English department was done by Rachmawati and Jurianto (2020). They did not explore the correlation between motivation and achievement of the language learning, but instead they tried to correlate the effect of anxiety and the English-speaking performance. Their research found out that there is a significant effect of students' anxiety level and their speaking achievement.

None of the mentioned scholars specifically explored the English fluency of Airlangga students and how their attitude towards the language and motivation to master the language affect language learning achievement. Analysing the students' attitude and motivation towards English as L2 is important to figure out what factors or aspects that support and aid or hinder and obstruct the process. It will also be beneficial to understand what can be used as trajectory to the success of L2 learning by Airlangga students. This research hence aims to investigate several things related to the attitude-motivation towards English mastery of Airlangga students since such research has not been done. To fill out these research gaps, this research proposed several questions: 1) How is the English fluency of Airlangga linguistics students? 2) How do the students' attitude and motivation play roles for the fluency of Airlangga linguistics students? And 3) What can be done to boost or improve the fluency in English of Airlangga linguistics students?

THEORETICAL SUPPORT

1. English as L2 in Indonesia

Being geographically wide country, there are hundreds of regional languages which are spoken by the diverse ethnicities across Indonesia. It has been reported that Indonesia has at least 726 identified regional languages; With the most spoken regional languages respectively comprise Javanese, Sundanese, Malay, Madurese, Minangkabau, Batak, Buginese, Balinese (Hammam, 2008). On the practice, Indonesian as the national language even roles as the L2 in certain regions in this country. For at least two millennia due to past European colonisations, Indonesia has had also contacts with speakers from foreign languages such as Spanish, Portuguese, Dutch, and English (Bolton et al., 2020). Nowadays in modern and globalised era, Indonesians are also eager to learn Mandarin, Japanese, Korean, Arabic, Russian, French, Italian, German, Greek, Irish, Romanian, and other languages.

Though so, English is known to be the most wanted language to be mastered. English is broadly acknowledged as a predominant foreign language in Indonesia for its role as a global and international language. Even though English is not commonly used in society nor used as medium of communication in official fields such as government, the law courts, and the education system in Indonesia, it is seen as a vital language to be taught and picked up (Simatupang in Lauder, 2008). Adapted from Lauder's (2008) summary, there are several roles of English currently in Indonesia:

1. International communication – English serves as a bridge of international communication and diplomacy in all fields and sectors of life between Indonesian and other countries.
2. Scientific comprehension – English bridges and helps Indonesia to keep up with the scientific and technology advancement around the globe.
3. Modernisation – English acts as one of the sources of vocabulary for Indonesia's trajectory.
4. Diplomacy – English aids Indonesia citizens to understand other country's literature, culture, tradition with a purpose of widening the intellectual borders.
5. Socio-economy – English can aid people to get better job and income since language competency is point plus in recruiting field.

These roles significantly apply in Indonesia whose citizens are massively aware that English is crucial in many aspects of life in a global era like now. In the scope of university and academic sector, scientific comprehension has been strived to achieved in Indonesia. In linguistic major in Airlangga University, it can be confirmed that all the materials and syllabus are delivered in English. Therefore, sufficient command and proficiency in English for the academic staff and the students are pivotal.

The process of teaching-learning English as first foreign language in Indonesia unfortunately has been through a long and tough process. English indeed has been seen as the international power language that is wielded in USA and UK, which were the dominant global political powers, and make it to be the first foreign language to be taught in schools in Indonesia. Yet, the government view towards the importance of early English education in Indonesia is still going up and down until now. Through so many curriculum changes, as per 2018 with the latest adjustment, the government implemented an instruction where English is a part of the learners' character development that is shaped in school starting from secondary level (Zein et al., 2020). This decision of course does not satisfy the demand of the society for earlier introduction and exposure of English education in Indonesia. Concerning this, there are two critical points regarding Indonesia current situation with English education. First, parents across the country immensely aware that the massive globalization that occurs means strong preparation in English education for the new generation would be vital now. Earlier English education would promote more positive development of attitude and higher motivation toward the language among the Indonesian workforce in incoming period. This leads to the second point that the need of elementary English education in Indonesia is crucial and impossible to be eluded (Zein, 2017). Delaying introducing English in early education would only limit the generation to be able to access richer resources from all over the globe and slow down Indonesia HDI (Human Development Index).

Further known issue, learners in Indonesia typically learn the language from the teachers or instructors whose first language is also not English. The controversy is that non-native English speakers may not be able pass certain language quality that the native speakers possess. Apart from acquiring English from formal education in school and language course, usually learners also grasp wider language knowledge from several medias like news, book, movie, song, and moreover from the internet. Pawlak (as in Bolton et al., 2020) stated that learners can independently look for further sources to learn language outside from the classroom. Although majority of the Indonesian population do not have direct interaction with English native speakers nor the natural language setting, they can now massively explore and improve their overall foreign language skill set through internet (Lauder, 2008).

2. The Attitude-Motivation Bases

Sociocultural wise, foreign language is never a neutral field yet affected by a range of sociocultural factors such as language attitudes, cultural stereotypes, and even geopolitical considerations (Dörnyei, 2005). Attitude of L2 can be defined as the impression and perception toward the learning process and the language itself. If learners' attitudes are favourable towards the learning situation, it can be predicted that the experience correlated to the language will be pleasant and it encourages learners to keep their persistence. On the opposite side, if the learners' attitude is negative, the experience that is perceived is predicted to be unpleasant and creates negative impression towards the learning process. Simply put, favourable attitudes tend to create the experience perceived pleasantly. At this scope, skilled teachers who can induced fun and interesting learning process will help the learners to shape positive attitude towards the process of the language learning regardless the students' initial attitudes are positive or negative (Gardner, 1985).

Motivation is known to be substantial for the success of language learning (Dörnyei, 2005). It is also often described as the progression to create a start, guides, and maintains goal-oriented behaviours. Yuan highlights that motivation is not just an intensive passion for learning and acquiring knowledge of foreign language, but rather an inner impulse that keeps a learner moving forward to learn the language (Kong, 2009). Motivation as a theoretical concept is therefore used to explain start, path, energy, and resilience of how someone wants to achieve certain goals (Gopalan et al., 2017). Similarly, motivation to learn L2 refers to the learners' works and efforts to learn the language because of a desire to master the language (Gardner, 1985). Main stimulus to initiate L2 learning and the resilience of the extensive learning process are produced with the existence of motivation. Lacking in motivation can cause the emergence of frustration, annoyance, and interruption on the learning process.

In terms of proficiency in L2 in psychology, mastery motivation is required to gain the individual's goal. Mastery motivation in learning L2 is a psychological force which stimulates an individual to attempt independently, in a focused and persistent manner, to master a foreign language despite certain individual differences (Morgan et al., 1990). L2 mastery motivation does not only exist in early life period but also in later period of adulthood when attempting to learn a second language. Learners who possess vivid learning motivation create a proper and positive attitude towards the process hence build excellent manifestation to master a new language with coherent purpose and undoubtedly gain better result than those who have not acquires motivation and those learners who view L2 learning as a difficult and tiresome (Kong, 2009)

3. L2 Learning Influencers

In the context of psychological state, interest involves intensive attention, improved cognitive function, consistence and persistence, and other affective involvements (Sansone & Harackiewicz, 2000). Interest in learning L2 can be triggered by the attitude of goal or achievement-oriented mindset. There are several goals or achievement that are predicted could motivate and increase Airlangga university students' determination to master L2, and those includes: ease and flexibility in mastering learning material and bigger chance to get well-deserved job position. These two goals are categorised to be the internal motivations why the learners desire to master the language.

Other than the previous two internal motivations that push individuals to master a second language, there are factors like parental support and environment setting that affect the

persistence in the process. Parents' ability to speak foreign language increase their children exposure to the language and opportunities to master the foreign language. Parents' attitude alone towards learning in general and language learning in particular may not be highly influence children's achievement in learning process. There must be an involvement from consistence parental support which give positive reinforcement to the language learning process (Lindgren & Muñoz, 2013). There are several things that influence the level of proficiency of L2 achieved in language class, interest in learning, and the goals that can be expected to be achieved.

1. Community's attitude towards learning L2
2. Community's and institutional's support in L2 learning
3. Monolingual or bilingual environment setting
4. Roles of L2
5. Exposure frequency with L2
6. Psychological individual difference

METHOD

Research design

The research study used quantitative method to collect the data. The four Likert-scale questionnaire which consists of 4 sections and a total of 35 questions was used as the instrument for the data collection in this research study. The first section consists of five questions regarding the respondent's attitude towards English language mastery. The second section of this questionnaire consists of ten questions which are related to the respondent's attitude towards the learning process of English. The next section comprises another ten questions which are associated with the respondent's internal motivation to master English. The last section consists of ten questions regarding respondent's external motivation to master English. The questionnaire points were adapted and simplified from Gardner's AMTB (Attitude-Motivation Test Battery) (Gardner, 1985). Instead of using the six scales alike to AMTB which are ranging from strongly disagree to strongly agree, this research study employed the Likert four scales agreement format which only consists of four points (respectively from left to right: strongly disagree, disagree, agree, and strongly agree). The four scales format was also applied for the last section of the questionnaire but consists of different four scales (respectively: never, rarely, sometimes, always). Four points Likert-scale is chosen since it is more preferred scale which also helps the respondents to understand the questionnaire. The questionnaire was distributed in Indonesian, and the results were translated into English.

It needs to be acknowledged that the targeted participants for this research uniquely possess different responses as the questionnaire interrogate their personal opinions. Questionnaire is well-known to be the suitable data collection method when the purpose of research is to measure facts, behaviour, and attitudes which is aligned with objective of this research (Rose et al., 2020). Therefore, the quantitative data collection method acts as the powerhouse of this research study since it generates statistical data measurement (Gray et al., 2014).

Participants

The participants that were chosen are the active linguistics students in Airlangga University. Almost all classes in linguistics major are delivered in English, therefore it is intriguing to examine the students' proficiency in English. There is no age nor gender restriction for this

research study. The participants are ranging from class of 2019, 2020, and 2021. A total of 20 active linguistics students in Airlangga University had filled the questionnaire. This amount is estimated to be one third of the whole population of the active linguistics students and enough to represent the community.

Sampling

Convenience sampling technique is chosen due to the limited access to approach the respondents who are geographically reachable and willing to participate (Rose et al., 2020). This technique allows researcher to attain the basic data on the field and avoid random data being collected.

Ethical considerations

The data collection process was done in 7 days duration which allows the respondents to fill the questionnaire without disturbing their learning schedule. The questionnaire was distributed using online platform starting from 9 June to 15 June 2022. The participants voluntarily filled the questionnaire and no form of coercion was given to collect the data (Grey, 2004; Oliver, 2003). This can be assured in the beginning of the survey that the respondents do not have any objection of giving their responses to be analysed for research purpose through a statement of agreement. The total of active Linguistics students in Airlangga University is estimated to be 65 people. During the data collection process, only 20 students were willing to fill out the questionnaire. This research applied the ethical procedure of respecting the students who did not want to participate on the survey (Aldridge & Levine, 2001).

Data analysis

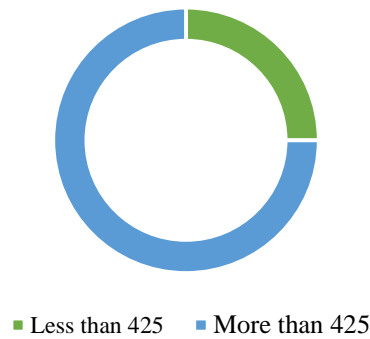
This research employs descriptive statistical technique to analyse the data collected from the survey. This technique was performed to the results to describe the possible correlation between the student's English performance and the attitude and motivation towards English and the learning process in Airlangga University.

RESULT AND DISCUSSION

1. The fluency of Airlangga Linguistics Students

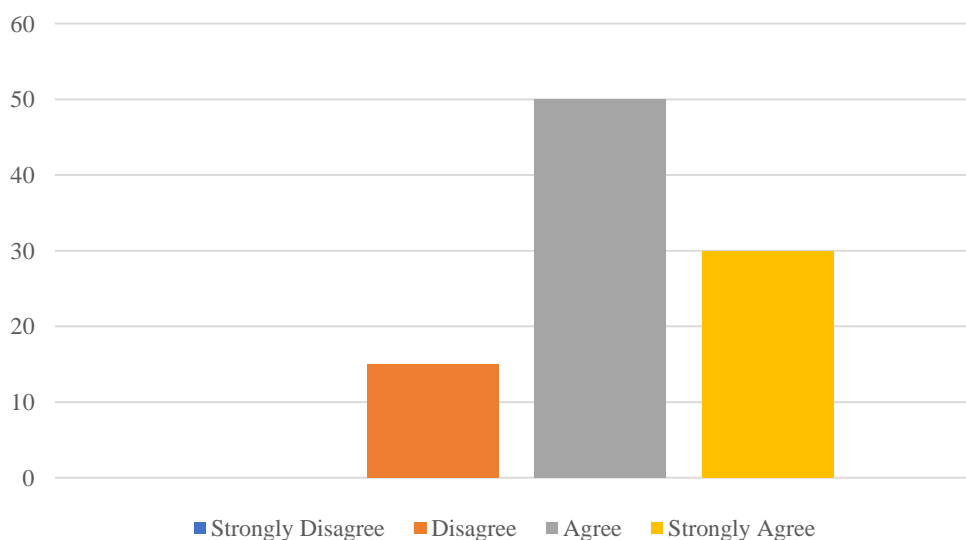
Even though the Linguistics graduate program is designed for international class and setting, there are plenty of the active linguistics students in this program that still do not meet the minimum score of English Language Proficiency Test (ELPT). The result retrieved from the survey done by 20 active Airlangga Linguistics students shows that 5 students (25%) have not reached the minimum score as shown in Chart 1. The ELPT consists of structural and grammatical, reading, and listening skill measurements. The minimum score that needs to be achieved by most programs including Linguistics in Airlangga University for this test is 425. This score is equal to the B1 proficiency in TOEFL (Test of English as Foreign Language) which usually used as the required minimum proficiency to hold and understand interaction which is delivered in English.

Chart 1. Airlangga Linguistics Students English Proficiency.



To prevent a delay of teaching-learning to deliver materials to the students or to advance progress in working space that uses English as a tool of communication, this research suggests two actions that can be done by any academic institutional and business enterprise. Either precaution step or treatment step should be taken in order to boost flow of the progression and productivity in an institution regarding proficiency in English. Precaution action is done by filtering the minimum proficiency that a candidate should meet before able to work and get accepted in an institution. By employing this step, an institutional like a university is not going to have any upcoming concern regarding skill of English as foreign language of the students. Although so, this step also has its downside. By pragmatically rejecting candidates due to their lack proficiency in English as foreign language, it defies other non-language-related competence that they own. In the other hand, treatment step is done to any accepted candidate or student that has not meet the minimum proficiency in English but shows competence in other field regardless the English as foreign language skill. This option definitely gives the chance to those students who are not so bright in English but nonetheless have high expertise in another field to develop their English proficiency.

Chart 2. Attitude - Airlangga University has attempted to help students' English proficiency.



Based on the survey that had been done for this research, 50% responded agree and 35% responded strongly agree that Airlangga University has provided a medium to improve the students' proficiency in English. This signifies that the university has been taking the treatment

action to overcome the problem of minimum proficiency that has not been met by several students. This also shows that Airlangga University is giving the students the chance to keep on acquiring the a degree in Linguistics study while also developing their language skill in English as they learn. Although so, this action requires time and may obstruct the teaching-learning workflow in class. English proficiency is crucially needed in creating the base for good communication skill. Finding of a study also suggests that universities must facilitate their students to increase their skill and communication command in English (Ting et al., 2017). It is said that better result and progression can be attained for academic success if an institution does not lack of sufficient proficiency in English (Graham, 1987). Essentially, all levels of decision makers in governmental and academic institutions must ensure that everyone is given English language training for adequate language and communication development (Fandrych, 2009). An educated and linguistically competent students may be the most vital aspect that a university may compromise about, but education is every human's right and it enhances people's lives.

2. Attitude towards English

Attitude towards English evaluation for this research study is divided into two kinds, the attitude towards the language itself and the attitude towards the process of learning English as the L2. Regarding the attitude towards the language itself, as seen in Chart 3, 90% of the respondents strongly agree that English is an important language to be mastered. Following to that, the whole respondents (30% agree and 70% strongly agree) think that it is mandatory for university students and academists to master English as seen in Chart 4. Around 80% of the respondents say that English is important for their academic life and career; And it makes most of the respondents agree that English should be taught since young age (30% agree and 65% strongly agree). The statistical data shows that Airlangga University linguistics students have positive attitude towards the English as how they highly value mastery of English as their L2.

Chart 3. Attitude - English is an important language to be mastered.

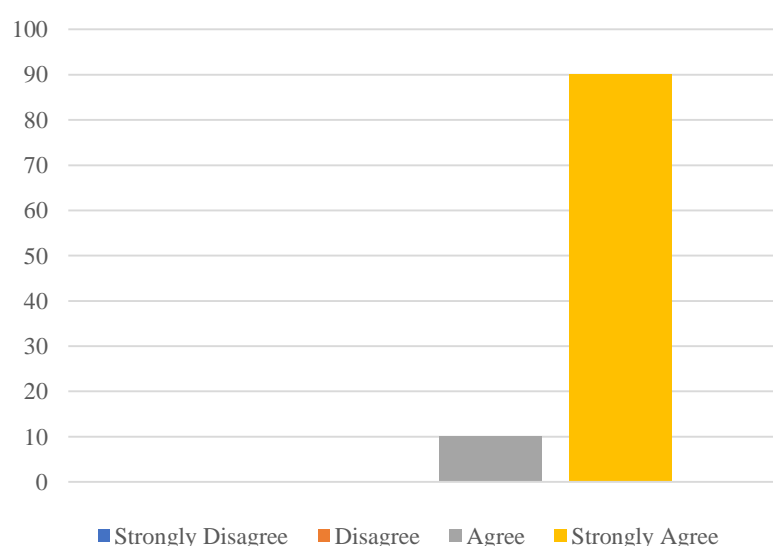




Chart 4. Attitude - It is mandatory for University Students and Academics to master English.

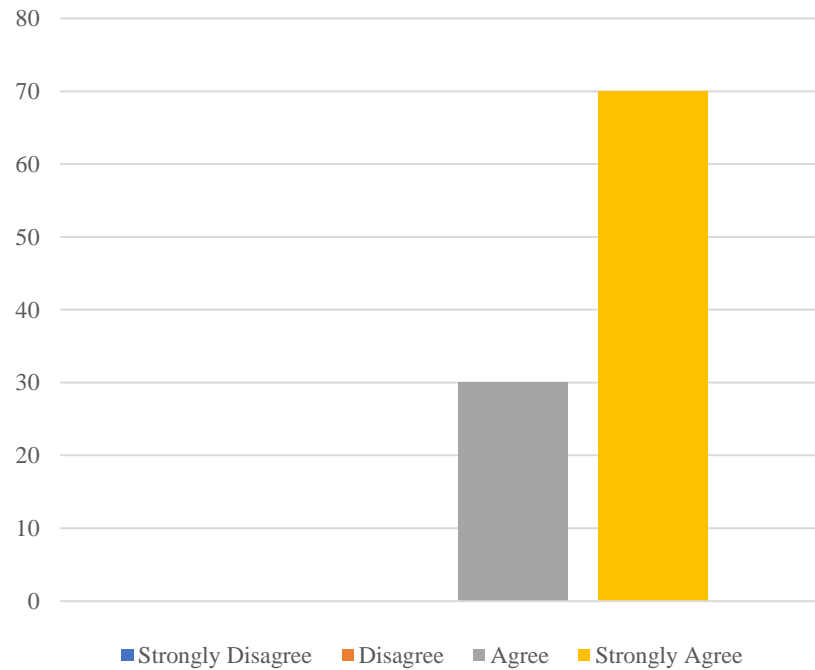
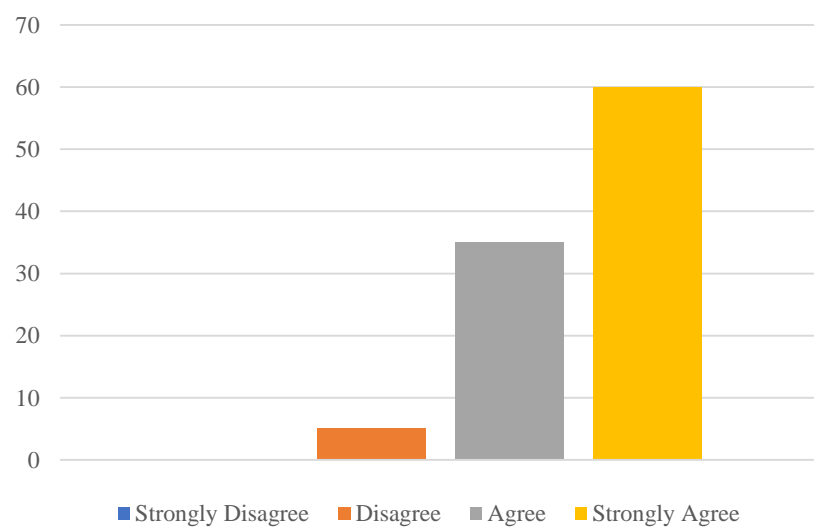


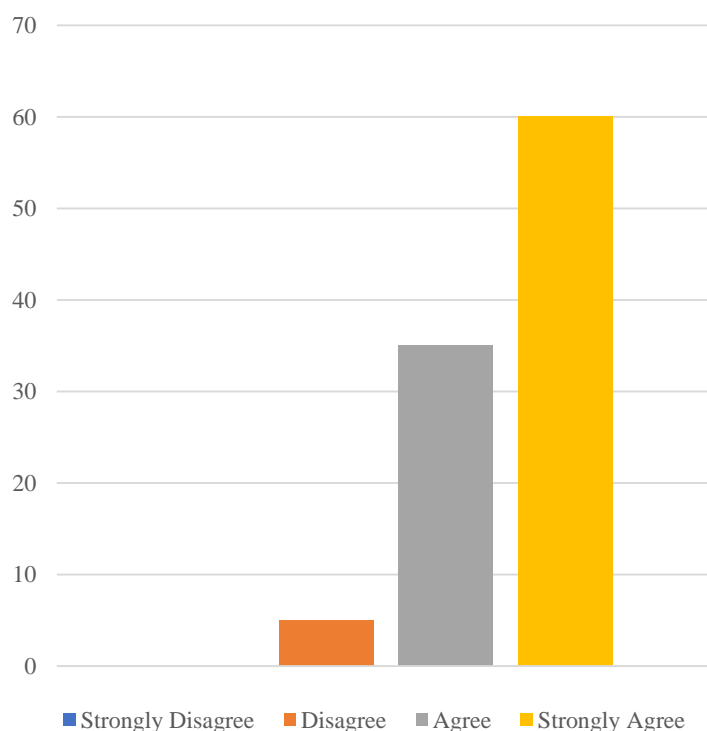
Chart 5. Attitude - English should be taught since young age.

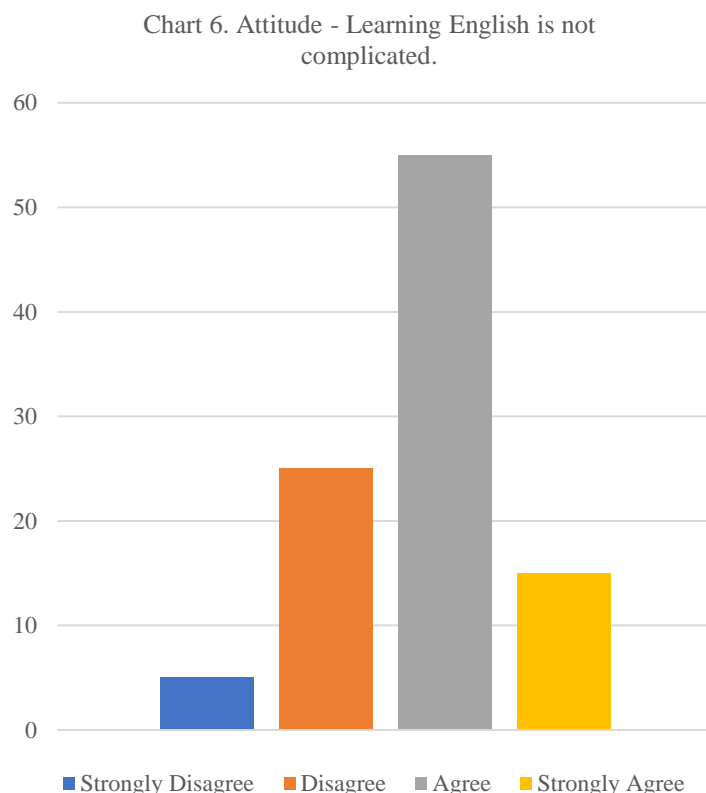


In the other hand, the result of attitude towards the learning process is more diverse. Although most of the respondents come to an agreement that learning English is important, beneficial, educating, and prestigious, 15% of them do not think that learning English is easy. As demonstrated in Chart 6, a total of 30% of the respondents say that learning English is complicated while 55% of the respondents say the opposite. 7 respondents (35%) say that learning English is time consuming. Regardless the problems that they feel toward learning English, 70% of the respondents strongly agree, and other 25% agree that learning English is important for them. Through these aspects, it can be seen that the attitude of linguistics students of Airlangga University towards the process of learning English is negative. The negative attitude towards the learning process maybe caused of several influences such as anxiety and bad language learning experience in the past. To overcome this, it is suggested that teachers or language learning provider give assistance by creating favourable learning experience and boost the students' confidence (Omar et al., 2021).

External factors also have shaped their attitude in learning English. Most of the respondents say that they have been getting parental support to master English although their parents do not possess English ability to be able to communicate in English with them. Besides support that they have been getting from the parents, relation with colleagues and friends who can speak English may have shaped their attitude of wanting to have good proficiency in English.

Chart 5. Attitude - English should be taught since young age.





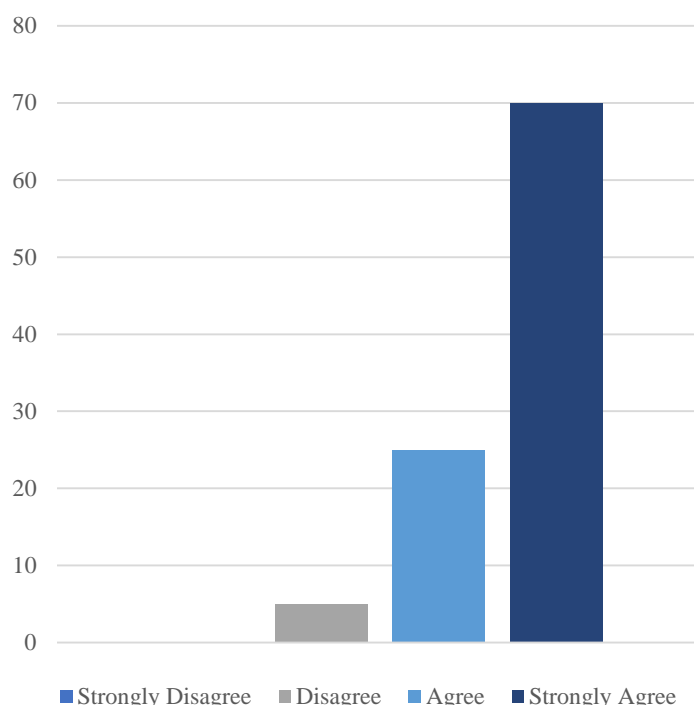
This can be seen that 60% of the respondents say that their colleagues or friends sometimes communicate with English to them; and 30% of the respondents say that their colleagues or friends always use English as a communication tool. These statistical data show that the external factors that help the students to maintain their motivation to have sufficient proficiency in English do exist in their community and environment. Sufficient parental and co-worker influences can raise the intensive attention, improve cognitive function, consistence and persistence, and other affective involvements in learning English and therefore create positive attitude towards the language itself as well as the learning process. Although these influences alone may not be enough, there is at least little contribution of the environment influence to the proficiency of the linguistics students in Airlangga University.

3. Motivation of English Mastery

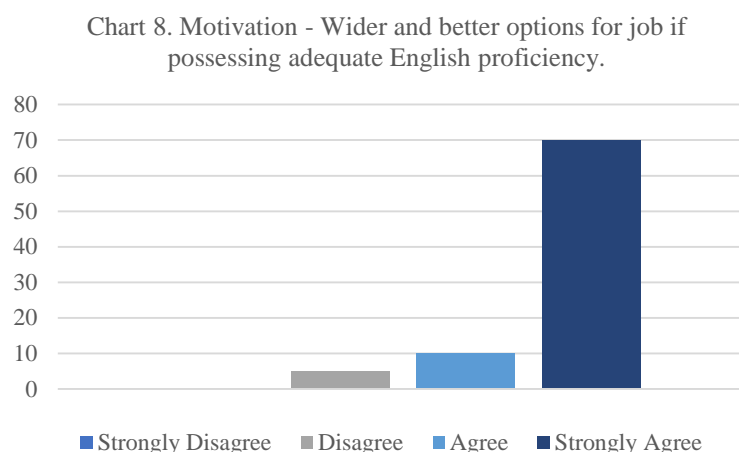
It is obvious that other than the attitude towards the language and the learning process, external factors which surround the learners also contribute to their English proficiency development. Two types of motivation are predicted to be the successor factors of linguistics students in Airlangga University. The first one comes from the internal motivation that drive the individual to master English. Internal motivation defines the kind of stimulus that emerge from the learner's mind and perception. All of the respondents have the willingness to master English and use it as a tool for daily communication and a bridge for their academic success. Data result in Chart 7 shows that 70% of the respondents strongly agree that they feel more confident in teaching-learning process if they are fluent in

English. Consecutively as seen from Chart 8 and 9, 85% of the respondents want to get wider and better options for job and 80% wish to have more access to learn by having adequate fluency in English. These result shows that linguistics students of Airlangga University are very motivated and goal-driven to have decent proficiency in English.

Chart 7. Motivation - Feeling confident in teaching-learning process if possessing adequate English proficiency.



Other type of motivations derives from external environment where the learners live. As mentioned above that the attitude and support from external factors (community and institutional) have decent impact on learners' persistence to learn the language. Although there is an absence of bilingual environment at home which could aids the language learning process due to the force of foreign language usage as seen on the data on Chart 10, the majority of the respondents' parents support them to be fluent and have good command in English.



Based on the survey, it is shown that parents of 70% of the total respondents always encourage the students to be fluent in English as shown in Chart 11, while 25% sometimes encourage them. This shows that there is a significant amount of parental support for the students to master English. Friends and colleagues do not really seem to affect the students' motivation in achieving good proficiency in English. In Chart 12, it is found that 55% of respondents say that their friends or colleagues rarely communicate with them and 30% even say never. Environment language setting affects how fast or slow a learner can attain better proficiency in English. In the case of linguistics students in Airlangga University, there is not enough exposure of foreign language that pushes them to learn and develop their English skills as a foreign language. Therefore, Airlangga linguistics students have limited opportunity to develop and practice their communication skill in English.

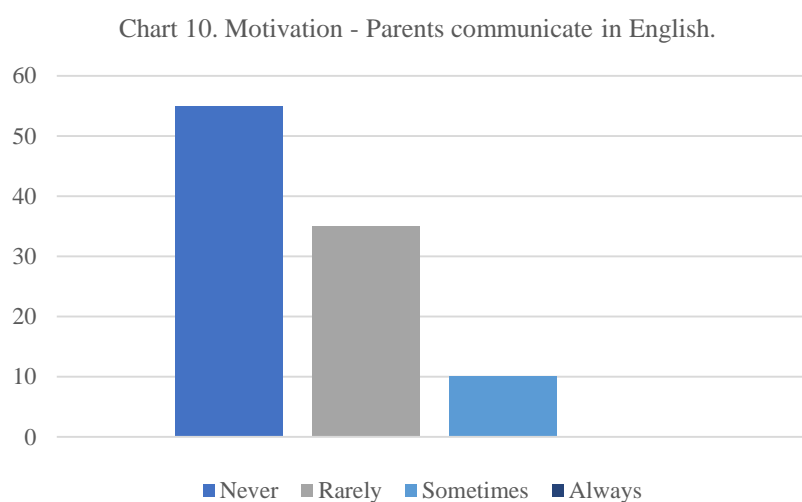


Chart 11. Motivation - Parental encouragement to master English.

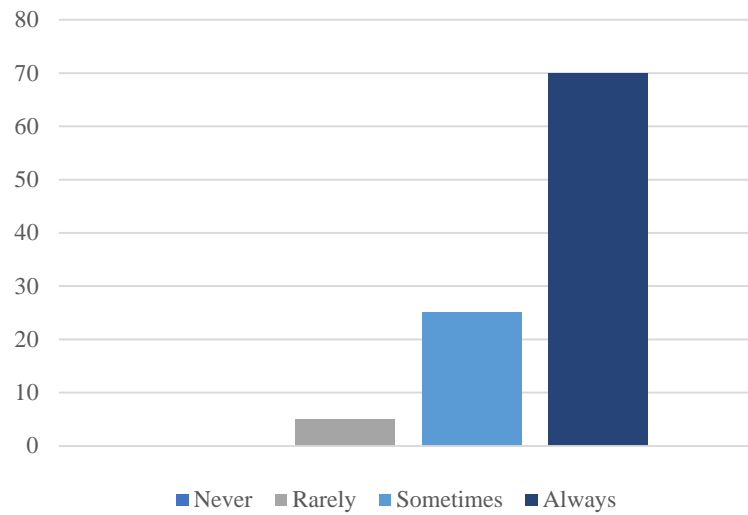
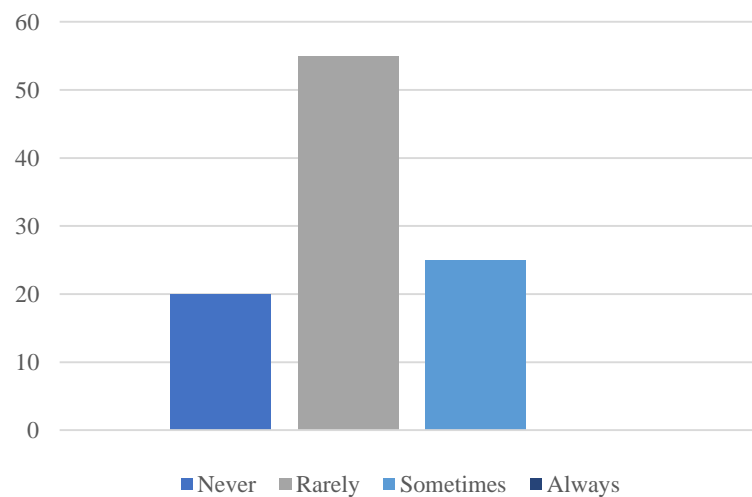


Chart 12. Motivation - Friends are interacting using English.



CONCLUSION

Granting the fact that minimum proficiency is required to graduate from linguistics major in Airlangga University, there are several students which have been surveyed that have not meet the minimum proficiency. The action that Airlangga University has been done to overcome numbers of students that still lack in proficiency is that giving treatment by providing a media for the students to improve the students. Although so, this research still suggests that any institutional should have perform efficient action in order to minimise the lack of proficiency in English to boost performance in academic success and company workforce. Other barrier that delays the advancement of the students' proficiency in English is that lack of exposure to English as the targeted foreign language which push them to master English. To overcome this, this research suggests that the students can diversify their community which setting is bilingual environment

It is known that primary motivation of linguistics students in Airlangga University to master English as their L2 is as a bridge to their scientific comprehension during the teaching learning process in the lecture. To be able to get wider and better chance of jobs would be the secondary motivation why they want to master English as their L2. Other motivation that keeps the students wanting to master English is due to socio-economical matter. Competency in foreign language is known to be point plus to get recruited in strategic position in working field. There are also external factors that push linguistics students of Airlangga University to have gain proficiency in English. Parental and colleagues influence that the linguistics students have been getting improve the students' attitude towards English and keep their interest in learning the language although mastering the language is not an easy job for them. Therefore, community and institutional support and attitude towards language learning have real impact with the learners' persistence to learn English although they are faced with the fact the learning the language is challenging process.

Future research related to the topic of English proficiency in academic and institutional setting is suggested to do wider range of participants which can be used to either support or oppose the notion of attitude and motivation in mastering English as L2 of this research. Other research also can be conducted with different focus of participants who are not academics or university students to identify if variable of profession may lead to different attitude and motivation towards foreign language learning. It is also suggested that the same questionnaire (as seen in appendices) is used as research instrument to create objective judgement and comparison.

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APPENDICES

1. Result of Simplified Attitude-Motivation Test Battery (AMTB) of Airlangga University Linguistics Students Survey

Section 1: Attitude towards English mastery				
	Strongly disagree	Disagree	Agree	Strongly agree
1.	English is a language that is important to be mastered			
	0%	0%	10%	90%
2.	English should be taught since young age.			
	0%	5%	30%	65%
3.	English is mandatory to be mastered by university students and academists			
	0%	0%	30%	70%
4.	English is important for my academic life			
	0%	0%	20%	80%
5.	English is important for my job and career			
	0%	0%	25%	75%
Section 2: Attitude towards the learning process				
	Strongly disagree	Disagree	Agree	Strongly agree
1.	Learning English is easy for me			
	5%	10%	75%	10%
2.	Learning English is fun for me			
	0%	5%	65%	30%
3.	Learning English is interesting for me			
	0%	5%	55%	40%
4.	Learning English is something that is not complicated to me			

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	5%	25%	55%	15%
5.	Learning English does not spend much time for me			
	15%	20%	55%	10%
6.	Learning English is not tiresome for me			
	5%	25%	55%	15%
7.	Learning English is important for me			
	0%	5%	25%	70%
8.	Learning English is beneficial for me			
	0%	5%	15%	80%
9.	Learning English is educating for me			
	0%	0%	25%	75%
10.	Learning English is a prestige for me			
	0%	0%	55%	45%

Section 3: Internal Motivation				
	Strongly disagree	Disagree	Agree	Strongly agree
1.	I want to master English			
	0%	0%	15%	85%
2.	I want to be able to speak English for daily conversation			
	0%	0%	15%	85%
3.	I want to be able to speak English for academic level			
	0%	0%	5%	95%
4.	I want to be able to understand English for daily conversation			
	0%	0%	15%	85%
5.	I want to be able to understand English for academic level			
	0%	0%	5%	95%

6.	If I am fluent in English, I feel my social class is higher.			
	5%	15%	35%	45%
7.	I feel proud if I am fluent in English			
	0%	10%	35%	55%
8.	If I am fluent in English, I feel more confident in teaching-learning process			
	0%	5%	25%	70%
9.	If I am fluent in English, I can have more access to learn			
	0%	0%	20%	80%
10.	If I am fluent in English, I have wider and better options for job			
	0%	5%	10%	85%

Section 4: External Motivation				
	Never	Rarely	Sometimes	Always

1.	My parents encourage me to be fluent in English			
	0%	5%	25%	70%
2.	My parents communicate with me in English			
	55%	35%	10%	0%
3.	My parents also want me to communicate in English			
	10%	35%	35%	20%
4.	My friends/co-workers encourage me to be fluent in English			
	0%	10%	60%	30%
5.	My friends/co-workers communicate with me in English			
	20%	55%	25%	0%
6.	My friends/co-workers want me to communicate in English			

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	30%	30%	35%	5%
7.	My academic environment uses English as a tool to communicate			
	15%	35%	20%	30%
8.	My working environment use English as a tool to communicate			
	30%	35%	25%	10%
9.	The place where I study now provides and facilitates me to improve my English skills			
	0%	15%	50%	35%
10.	The place where I work now provides and facilitates me to improve my English skills			
	25%	20%	25%	30%