

CHAPTER FOUR

RESULTS

This chapter presents the results obtained from the questionnaires and interview. The questionnaire consists of 3 parts which are general information about the respondents, and 2 subcategories of motivation and attitudes towards English language.

4.1 GENERAL INFORMATION OF THE RESPONDENTS

Table 1. Age of Respondents

	N	Minimum	Maximum	Mean	Std. Deviation
Age	30	22	52	32	8.441

Table 1 shows the information about the age of the selected respondents who were between 22 and 52 years old and the average age was 32 years old. The total number of sample size is 30 respondents.

Table 2. Gender of Respondents

Gender	Frequency	Percent (%)
Male	7	23.3
Female	23	76.7
Total	30	100

Table 2 presents the gender of respondents. The majority of respondents were female (76.7 per cent) and the minority of the subjects were male (23.3 per cent).

Table 3. Profession of Respondents

Profession	Frequency	Percent (%)
Teacher	14	46.7
Officer/Employee	16	53.3
Total	30	100

Table 3 reveals the careers of the subjects. Almost 50 percent of the respondents were English teachers. Slightly more than 50 percent of the subjects worked in an office or were employed by a private company as accountants, sales executive and marketing executives.

4.2 MOTIVATION

4.2.1 Integrative Motivation

Table 4. Integrative Motivation

Integrative Motivation	Mean	S.D.	Meaning
1. Studying English can be important for me because it will allow me to be more at ease with other people who speak English.	4.47	0.68	High
2. Studying English can be important for me because it will allow me to meet and converse with more and varied people.	4.37	0.72	High
3. Studying English can be important for me because it will enable me to better understand and appreciate American or British art and literature such as reading books or novels.	4.17	1.02	High
4. Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups.	4.03	0.81	High
Total	4.26	0.56	High

Table 4 shows that the respondents possessed a high level of integrative motivation. This is shown clearly by the average mean score of 4.26, in the table. Looking at the results in more detail, the first statement (Studying English can be important for me because it will allow me to be more at ease with other people who speak English) has the highest mean score (4.47). Then, statement number 2 (Studying English can be important for me because it will allow me to meet and converse with more and varied people) has an average mean score of 4.37. Next, the statement number 3 which is “Studying English can be important for me because it will enable me to better understand and appreciate American or British art and literature” has an average mean of 4.17. Finally, statement number 4 (Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups) has the lowest mean score of 4.03. However, the overall mean score of integrative motivation demonstrates a high level of integrative motivation.

4.2.2 Instrumental Motivation

Table 5. Instrumental Motivation

Instrumental Motivation	Mean	S.D.	Meaning
5. Studying English can be important for me because I'll need it for my future career or it will be useful in getting a good job.	4.77	0.50	High
6. Studying English can be important for me because it will make me a more knowledgeable person.	4.43	0.77	High
7. Studying English can be important for me because I will need it for my future education.	4.47	0.82	High
8. Studying English can be important for me because other people will respect me more if I have knowledge of a foreign language.	3.80	0.96	High
Total	4.37	0.43	High

Table 5 reveals that the respondents possessed a high level of instrumental motivation. This is shown clearly by the average mean score of 4.37 in the table. Statement number 5 (Studying English can be important for me because I'll need it for my future career or it will be useful in getting a good job) has the highest mean (4.77). Then, the statement number 7 (Studying English can be important for me because I will need it for my future education) has an average mean score of 4.47. Next, the statement number 6 which is "Studying English can be important for me because it will make me a more knowledgeable person" has a mean of 4.43. Finally, the statement number 8 (Studying English can be important for me because other people will respect me more if I have knowledge of a foreign language) has the lowest mean score of 3.80. However, the overall mean score of instrumental motivation demonstrates a high level of instrumental motivation.

4.3 ATTITUDES TOWARDS ENGLISH LANGUAGE AND COMMUNITY

The attitudinal questions which are numbers 9 to 24 are divided into two main groups. The questions 9 to 16 are used to measure the level of attitudes toward integrative motivation. On the other hand, the questions 17 to 24 are used to assess the attitudes towards instrumental motivation.

4.3.1 Attitudes Towards Integrative Motivation

Table 6. Attitudes Toward Integrative Motivation

Question Number	Mean	S.D.	Meaning
9. I feel comfortable or at ease with English speaking people.	4.20	0.76	High
10. I always want to be more emotionally expressive in the way that English speaking people are.	3.97	0.96	High
11. People who are good at English will make foreign friends easily.	3.80	0.85	High
12. I want to have genuine friends who are English native speakers.	3.63	1.10	Moderate

(Table continues)

(Table 6. continued)

Question Number	Mean	S.D.	Meaning
13. I love reading other English materials besides textbooks.	4.27	0.91	High
14. English skill will help me understand other English subjects more deeply	4.40	0.72	High
15. I like to take part in English activities when I have free time such as watching English movie or listening to CNN or BBC news.	4.40	0.72	High
16. I consider learning English as an enjoyable activity.	4.27	0.79	High
Total	4.12	0.46	High

Table 6 shows an overall high degree of positive attitude towards English language in term of integrative motivation, with a high average mean score of 4.12. The statements number 14 and 15 which are “English skill will help me understand other English subjects more deeply” and “ I like to take part in English activities when I have free time such as watching English movie or listening to CNN or BBC news” have the highest mean scores of 4.40. In addition, the statements numbered 9, 10, 11, 13 and 16 show a the high degree of positive attitude towards English language with the mean scores of 4.20, 3.97, 3.80, 4.27 and 4.27 respectively.

However, the statement number 12 (I want to have genuine friends who are English native speakers) has the lowest mean score which is 3.63 and is considered as a moderate level of support.

4.3.2 Attitudes Towards Instrumental Motivation

Table 7. Attitudes Towards Instrumental Motivation

Question Number	Mean	S.D.	Meaning
17. I think a person who knows English well will usually get a good job.	4.27	0.68	High
18. An English skill is an important requirement for a good job.	4.50	0.78	High
19. A well educated person should know English	4.43	0.63	High
20. A knowledgeable person should know English.	4.53	0.63	High
21. I believe that an English skill is useful for further or higher education.	4.57	0.57	High
22. I believe that English skill will help students achieve a further or higher educational goal.	4.43	0.92	High
23. I admire a person who has gained a high standard level of English proficiency.	4.33	0.92	High
24. I will be more socially respected if I know English well.	4.07	0.87	High
Total	4.39	0.47	High

Table 7 reveals a high degree of instrumental motivation with the overall mean of 4.40. Looking more in detail, the statement number 21 (I believe that an English skill is useful for further or higher education) shows the highest mean score which is 4.57. Then, the statement number 20 (A knowledgeable person should know English) has the mean score of 4.53. Next, the statement number 18 (An English skill is an important requirement for a good job) has an average mean score of 4.50. The statement number 19 (A well educated person should know English) and 22 (I believe that English skill will help students achieve a further or higher educational goal) have

the same average mean scores of 4.43. The statement number 23 (I admire a person who has gained a high standard level of English proficiency) has the average mean score of 4.33. The question number 17 and 24 which are “I think a person who knows English well will usually get a good job” and “I will be more socially respected if I know English well” have the mean scores of 4.27 and 4.07 respectively.

Table 8. The Comparison Between Integrative and Instrumental Motivation

Motivation	Mean	S.D.	Meaning
Integrative Motivation	4.26	0.56	High
Instrumental Motivation	4.37	0.43	High
Total	4.31	0.45	High

Table 8 presents the comparison between integrative and instrumental motivation. It reveals that the mean score of instrumental motivation (4.37) is slightly higher than the mean of integrative motivation (4.26). However, the overall mean scores of both types of motivation is 4.31 which is considered as a high degree of motivation.

4.4 THE RESULT FROM INTERVIEW

4.4.1 Reasons for Learning English

All ten interviewees mentioned that they learn English for various practical reasons such as the English subject is a compulsory subject in the school curriculum, passing the exam, getting a better job or future career development, further or higher education, traveling or working abroad and to communicate with foreigners. The respondents also pointed out that they want to enjoy English entertainment such as a female interviewee expressed “One of my reasons of learning English is that I love watching films, listening to music and watching news”. Two interviewees expressed an additional reason for them to learn English. One noted that “I like to read storybooks very much” and another person said that “I like reading a historical books such as the history of Rome or the story of King Arthur.”

Three interviewees gave the same reason for learning English in that they particularly loved listening to English songs when they were young. Two of them mentioned that “I was attracted to American singers such as Michael Jackson and Bon Jovi and I love listening to their songs”. Another person stated that “I liked Hip Hop songs and I really wanted to know their meanings of the songs and I learnt a lot from the songs.”

Moreover, all of them expressed that they had a good teacher when they were young. The good teacher gave them the feeling that learning English was an enjoyable task and was not boring. One expressed that “I loved my English teacher very much, her class was very enjoyable and I felt I loved English subject”. They explained that they became attracted to the English subject since then. In addition, the praise given by the teachers and parents was enormously beneficial and helped them improve English skills. Almost all of them mentioned that they received different kinds of compliments from their teachers and parents particularly when they won an academic competition such as speaking contest. According to what they said, the praise prompted them to work harder in order to receive more compliments. One of them expressed that “I was really addicted to being praised; once I had a compliment I would try hard or work harder to realize new achievement in order to receive some more praise from the teacher or parents.”

4.4.2 Exposure to the English Language

Seven interviewees mentioned that they had a chance of staying and learning abroad. The countries that they have been to are the USA, Britain and Australia. They explained that having been in an English-speaking community they had a chance of using English and improving their English skills. One male respondent mentioned that he has been studying English one-to-one with a native speaker for 15 years “I considered this chance as the cause of my high achievement of English proficiency.”

Also, a few of subjects said that they use English a lot at work, speaking, listening, reading and writing. They believed that they have more opportunities to practice English skills so this may account for their language achievement.

4.4.3 The role of the family and parents

Parents also play a major role in enhancing the students' improvement of learning English. Three interviewees said that when they were young their parents bought them a lot of English materials such as storybooks. One mentioned that her father used to tell her stories about western historical characters like Alexander and King Arthur. So she became interested in finding out more about those characters. Later, she read a lot of books related to her preferences. Moreover, "fictional characters" and praise and financial support from parents were found essential in supporting the improvement of the students' English skills.

4.4.4 The roles of friends

From the interviews, only one respondent mentioned that "I worked hard sometimes on English subject in order to help my friends such as giving them my homework and having them copy it." A few subjects expressed that friends helped them tutor, particularly before exams started.

4.4.5 The skills that the interviewees do best

Six interviewees mentioned that they do best at speaking and the reasons behind this are that they have so much chance of speaking when in their work place. The reading skill comes as a second with three respondents who think that they do this skill best. However, nobody selected the listening skill as their best skill.

4.4.6 The importance of English skills

The interview reveals that the students feel that the speaking and listening skills are more important than reading and writing. They explained that they have to use the speaking and listening skills in their work much more than reading and writing.