

## Conference Paper

# Language Attitude and Motivation Toward Learning Indonesian of Third Grade Students of Junior and Senior High Schools at Triton Tutoring Agency Denpasar

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## Abstract

This study aims to describe (1) the attitude and (2) the motivation toward learning Indonesian of the third-grade students of junior and senior high schools at the *Triton* Tutoring Agency Denpasar. The population in this research comprised all junior and senior high school third-grade students who follow study guidance at the *Triton* Tutoring Agency Denpasar, i.e. a total of 1719 students. The samples of the study comprised 95 students determined using a probability sampling method with proportional random sampling technique. The data in this study were collected by using questionnaires. Data were analyzed using quantitative descriptive analysis. The results of this study indicate that (1) the language attitudes toward Indonesian of the third-grade students of junior and senior high schools at the *Triton* Tutoring Agency Denpasar tend to be negative and (2) the motivation of these students toward learning Indonesian tends to be low.

**Keywords:** language attitude, motivation toward language learning, tutoring agency

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## 1. Introduction

Students should have positive attitudes and motivation toward lessons. Djaali [1] argued that attitudes have a big influence on the learning process and learning outcomes achieved. Motivation also plays an important role in realizing an activity because it deals with psychological issues, feelings, and emotions in acting or doing something that is driven by the need and desire to achieve certain goals and the purpose in doing so. This also applies to Indonesian subject matter. If students have a positive attitude and good motivation to learn Indonesian, undoubtedly their achievements will be good.

The reality on the ground shows the situation to be as follows. The average score in the national examination in Bali in 2014 in the subject of Indonesian language at junior and senior high schools was lower than the average score for other [2]. In fact, the students who took the exam were not foreign students, but Indonesian students who were born and raised in Indonesia, who were true speakers of the Indonesian language, who communicated using Indonesian, and whose mother tongue was Indonesian. Actually, it can be said that the mastery of Indonesian vocabulary, the expression, and the context of its use form a language experience. The element of this language experience is a schemata that forms a background of language knowledge. Theoretically, the background that has been owned will facilitate learning Indonesian because, according to Sardiman [3], learning is a process of bringing together new information with old knowledge. In other words, learners combine new information with what is known.

As a solution to the above problem, many students choose to study in nonformal education institutions, such as a tutoring agency. Tutorial learning is a form of extracurricular activity conducted outside school or in the midst of a society that aims to help meet human needs for education. As a form of nonformal education, this tutoring has the potential to improve students' learning outcomes. This tutorial learning activity leads students to think more proactively and solve their own problems. There, students get more exercises to answer questions/test items so they can better understand the subject matter obtained from the school.

When viewed from the perspective of the various benefits obtained by students, tutorial learning is the right solution for students who experience problems in the academic field in formal institutions such as schools. However, the scores obtained by students at the *Triton* Tutorial Agency Denpasar are classified as very low. Therefore, it is necessary to ask what students really want to get by learning in nonformal education institutions such as this tutorial agency.

In general, the motivation of students at the *Triton* Tutorial Agency Denpasar to learn Indonesian is seen as low. One of the programs owned by the *Triton* Tutorial Agency Denpasar is a public clinic. This general clinic is intended to maximize learning one week before the national exam is held, either the junior or senior high school national exam. During the week, students can attend different classes based on their needs. For example, if students have less understanding of scientific materials, they can attend science classes. Of the six subjects offered, Indonesian classes have always been the least attended. Students who attended them were there simply because the classes of subjects they wanted to attend were full. Based on the symptoms of the

above problems, researchers are encouraged to explore the problems by focusing on the attitudes toward language and motivation to learn Indonesian of the third-grade students of junior and senior high schools at the *Triton* Tutorial Agency Denpasar.

This study aims to describe (1) the attitudes and (2) the motivation towards learning the Indonesian language of the third-grade students of junior and senior high schools at the *Triton* Tutorial Agency Denpasar.

## 2. Methods

This research uses a quantitative design that emphasizes its analysis of data in the form of numbers processed by statistical methods [4, 5]. The population of this study comprises 1719 students from the third grade of junior and senior high schools who are tutored at the *Triton* Tutorial Agency Denpasar. Samples are determined using a probability sampling method with the proportional random sampling technique. Based on the calculations performed, the samples used are shown in the following table.

TABLE 1: Research sample with proportionally stratified sampling technique.

Data were collected by using a questionnaire containing items related to the attitude and motivation towards learning the Indonesian language, namely the feeling, judgment, tendency, and interest of students regarding Indonesian. The instruments have passed both the validation process (content validation and grain validation) and the process of reliability testing. The collected data is analyzed using quantitative descriptive analysis to get the average score and the highest and lowest scores.

## 3. Results

There are two findings in this study. First, the results of the analysis for the first problem indicate that the attitude towards the Indonesian language of the third-grade students of junior and senior high schools tends to be negative. For the third-grade junior high school students, the average language attitude score obtained is 74.00. Based on the guidelines used, this score falls into the category of negative. It is similar to the third-grade senior high school students. The average score obtained for language attitude is 74.91. Based on the guidelines used, this also falls into the negative category. Hence, the attitudes toward the language of third-grade students of junior and senior high schools are both classified as negative.

Second, the results of the analysis for the second problem indicate that the motivation to learn Indonesian of third-grade students of junior and senior high schools tends to be low. For the third grade students of the junior high school, the average learning motivation score is 76.50. If seen from the perspective of the guidelines in Chapter III, this score falls into the low category. For the third grade students of the junior high school, the average learning language motivation score obtained is 72.81. If seen from the perspective of the guidelines in Chapter III, this falls into the low category. So, the motivations to learn the language of the third-grade students of junior and senior high schools are relatively low.

There are several possible causes of the negative language attitudes of the students toward Indonesian. They are as follows. First, the students have been using Indonesian to communicate since childhood so they think that they have mastered the Indonesian language well. The use of Indonesian from childhood, albeit as their mother tongue, makes students confident that they are able to use the Indonesian language well and correctly. As a consequence, they do not realize that they are still violating many language norms when using it. Second, there is an assumption that the Indonesian language does not raise their prestige in daily interaction. Today, information and communication technologies, such as the Internet and social media, are loved by children, teenagers, and even adults. Students are required to master a foreign language, especially English, in order to operate their technology tools. This has an impact on the feelings of students who consider foreign languages to be more important and more remarkable than Indonesian.

This finding is in line with the findings of several other researchers. A research conducted by Setyawati [6], concluded that 42% of students exhibited an uncaring attitude toward the Indonesian language. The study by Fuad [7] in 2015 concludes that elementary school students' attitude, in this case, children of Aceh descent in the city of Bandung, to the local language, especially the language of Aceh and the Indonesian language, is still very low. No one has a positive attitude toward all aspects, namely the aspects of pride, loyalty, and awareness.

Second, the results of the second problem analysis indicate that the motivation to learn Indonesian of third-year students of junior and senior high schools tends to be low. For the third grade students of the junior high school, the average learning motivation score is 76.50. If seen from the perspective of the guidelines used, this score falls into the category of low. Hence, the motivation to learn the language of third-grade students of junior high and third grade of SMA is also relatively low.

The low motivation to learn Indonesian is caused by a number of factors. One of them is the feeling of students that they tend to dislike the Indonesian language. This is reinforced by the lack of encouragement, both external and internal, to learn Indonesian. In addition, less innovative and creative learning also makes students quickly bored so they do not have the passion to learn Indonesian. Parents of students who are less concerned about the process of learning Indonesian make students less responsible for learning Indonesian better. Students learn Indonesian solely to get school grades only, without thinking of its benefits outside the school. The low motivation that students have to learn Indonesian is also caused by a lack of external impetus both from the family and the social environment. According to the student questionnaire, students learn Indonesian only because they want to graduate from school and get good grades. Purwanto [4] argues that each motif is closely related to a goal and ideals. The more valuable the goal, the more powerful the motive. On the other hand, if the goal is not valuable to a student, the motive is weaker too, so the motive is very significant in terms of the actions of a person. Motivation to learn is something that encourages, moves, and also directs students in learning. Motivation to learn will lead learners to learn something new [8, 9]. However, if students get little encouragement from teachers or parents, and they do not have the desire and effort to perform better, their motivation to learn will be low. This is in line with the findings of other researchers. The factors that cause low motivation to learn to include family condition, relationship/closeness between parents and children, the condition of physical and mental health, confidence, concentration, and relationship with peers [8, 10]. This study shows that to achieve a goal, in this case, the learning of Indonesian, besides desire and one's own effort, external motivation is also highly influential.

#### 4. Conclusion

Based on these findings, it can be concluded that (1) the attitude of the third-grade students of junior and senior high schools of the *Triton* Tutorial Agency Denpasar tends to be negative toward the Indonesian language, and (2) the motivation of these students to learn the language tends to be low. Some suggestions related to the results of this study are as follows. (1) Teachers, whether in school or at a tutorial agency, should be able to cultivate a positive attitude and also increase the motivation of students in following the learning so that they do not get bored and the learning of the Indonesian language can be enhanced. Efforts to achieve this are encouraged so that students have a desire to learn. Teachers should also be more creative in teaching so

that students are eager to learn. (2) Students are expected to improve their learning attitudes and motivation toward the Indonesian language. They should be able to increase their sense of loyalty toward the Indonesian language, enhance their pride in Indonesian, and abide by Indonesian norms, and should be self-motivated to learn Indonesian well. (3) This study certainly has limitations, and researchers are advised to examine other variables that may affect language attitudes and students' learning motivation.

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