

Motivation and attitude of English language learning among nursing students

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Motivation and attitude of English language learning among nursing students

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Abstract

Background: Proficiency in speaking English is an individual's ability to convey thoughts and desires verbally to anyone. However, it can be challenging to develop this skill without continuous self-training. One effective approach is through peer 5 classmate interactions, as well as guidance from English language instructors. Numerous factors influence the success of students in learning English, and motivation and attitude are crucial aspects needed by nursing students to master the language.

Purpose: To identify the description of motivation and attitude among nursing students in learning English, providing input for learning achievement targets for English courses and the most suitable learning methods to enhance the language skills of nursing students at Murni Teguh University.

Method: A quantitative research method with a descriptive design was employed. The total sampling technique was used, and 157 respondents willingly filled out the questionnaire from a total population of 167 individuals. Instruments for measuring motivation and attitude were adopted from previous studies with established validity. Data analysis utilized Univariate data analysis.

Results: Instrumental motivation among respondents (90.5%) was higher than integrative motivation (88.9%). The majority of respondents had high motivation at 89.6%. Meanwhile, most respondents exhibited good attitudes at 41.2%, followed by fairly good attitudes at 36.4%, and poor attitudes at 22.4%.

Conclusion: Nursing students at Murni Teguh University demonstrate high motivation and positive attitudes toward learning English. However, this does not align with the English language proficiency of the respondents.

Suggestion: It is highly recommended for future researchers to include additional variables such as 10 rest in learning, self-concept, self-efficacy, the cause-and-effect correlation between each researched variable in English language learning, and the use of effective English teaching methods to enhance the English language proficiency of nursing students.

Keywords: Attitude; English Learning; Motivation; Nursing Student.

INTRODUCTION

English is an international language that must be learned and mastered by nursing students to enhance communication skills in support of their profession. Healthcare professionals with English proficiency have greater opportunities for employment, especially in the increasingly competitive healthcare sector, which demands

competent professionals and students. Collaborations between governments and developed countries to open job opportunities for healthcare workers often require English language proficiency as a primary competency (Siregar & Evangeline, 2017).

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The mastery of English language skills necessitates dedicated and continuous learning methods such as listening, speaking, reading, and writing. Various factors influence students' learning achievements, including internal factors experienced and internalized by students, such as learning attitudes, motivation, concentration, confidence, intelligence, talent, interests, self-efficacy, opportunities, learning aspirations, and study habits. External factors from the outside that affect learning activities include teachers, facilities and infrastructure, unsupportive environments such as disasters (Tambunan, Nurjanah, Rahmayanti, Imelisa, & Abdullah, 2021), and school curricula. Based on this, it can be seen that one factor for achieving good learning achievements is undoubtedly high motivation, supported by learning attitudes that arise from within the students.

Motivation is a crucial factor as it is the condition that drives students to learn (Becirovic, 2017). Managing the issue of learning motivation is important for its enhancement because each student has different levels of motivation during learning activities (Herawati, Purwani, & Ratnasari, 2021). Differences in students' learning motivation can be observed based on attendance levels and active participation in learning activities (Setiawan, 2017; Kompri, 2016). Attitude is an evaluative statement toward an object, person, or event that reflects a person's feelings about something. Attitudes indicate that a person's feelings towards a language are beliefs in their ability to successfully master the language they are learning. This belief can change when someone realizes their current competency achievements. It can be concluded that attitude affects learning outcomes at every level and is crucial to maintaining a positive attitude at each learning stage to achieve desired results (Sachmadi, Manggong, & Indrayani, 2019).

Students' attitudes toward learning English are very high, as indicated by their interest in learning foreign languages. Motivation has a 6.3% influence

on students' learning achievements in class, and attitudes toward English have an 11.2% influence (Tantra, Mahayanti, & Ratminingsih, 2014; Kusuma & Adnyani, 2016). Students' attitudes toward language outside the English Language Study Program regarding the learning methods provided at Pangandaran Campus, Universitas Padjadjaran, show that students prefer student-focused learning methods and prefer learning to speak rather than write (Sachmadi, Manggong, & Indrayani, 2019). This study aims to identify the description of motivation and attitudes of nursing students in learning English, providing input for learning achievement targets for English courses and the most suitable learning methods to enhance the English language proficiency of nursing students at Murni Teguh University.

1
RESEARCH METHOD

This research employed a quantitative method with a descriptive design. The population in this study consisted of all nursing students in the 2nd, 4th, 6th, and 8th semesters, totaling 167 individuals. The sampling technique used was total sampling, with 157 respondents willingly filling out the questionnaire. The instrument used to measure motivation, consisting of 25 questions, was adopted from a previous study conducted by (Siregar & Evangeline, 2017). Questions 1 - 12 were used in measuring integrative motivation, while questions 13 - 25 were used in measuring instrumental motivation. The researcher conducted a validity test with a Cronbach's Alpha value of 0.969.

Meanwhile, the instrument used to measure attitudes, comprising 25 questions, was adopted from a previous study by (Siregar & Evangeline, 2017), consisting of both negative and positive statements. The researcher also conducted a validity test with a Cronbach's Alpha value of 0.857. This research was conducted at Murni Teguh University from January to March 2023. Data analysis was performed using Univariate data analysis.

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RESEARCH RESULTS

Table 1. Characteristic of Respondents (N=157)

Variables	Results
Age (n%)	
(Mean ±SD)(Range)(Year)	(20.68 ±1.916)(19-26)
19-20 years	102/64.9
21-22 years	23/14.7
23-24 years	22/14.0
≥25 years	10/6.4
Gender (n%)	
Male	19/12.1
Female	138/87.9
Motivation:	
High	141/89.8
Moderate	13/8.3
Low	3/1.9
Attitude:	
Good	65/41.4
Middle	57/36.3
Poor	35/22.3

Based on Table 1, the respondents' data obtained a mean value of 20.68 and a standard deviation of 1.916 within the age range of 19–26 years. Furthermore, respondents aged 19-20 years accounted for 64.9%, respondents aged 21-22 years accounted for 14.7%, respondents aged 23-24 years accounted for 14.0%, and respondents aged ≥25 years accounted for 6.4%. Meanwhile, male respondents constituted 12.1%, and female respondents constituted 87.9%.

The motivation of respondents classified as high is 89.9%, moderate is 8.3%, and low is 1.9%. Meanwhile, for the attitude of respondents, those classified as good are 41.4%, quite good is 36.3%, and those classified as poor are 22.3%.

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Table 2. Reasons and Motivations in Learning English (N=157)

Index	Questionnaire	Answers				
		Strongly Agree (f/%)	Agree (f/%)	Neither Agree (f/%)	Disagree (f/%)	Strongly Disagree (f/%)
A	Reasons to Study English (Integrative)					
Q1	Without mastering English, I will not succeed in any field.	63/40.1	57/36.3	27/17.2	8/5.1	2/1.3
Q2	I will be able to communicate with people from various parts of the world.	108/68.8	45/28.7	4/2.5	0/0.0	0/0.0
Q3	I can read and understand books in English	67/42.7	70/44.6	17/10.8	2/1.3	1/0.6
Q4	I will be able to understand movies, videos, songs and radio in English.	66/42.0	71/45.3	14/8.9	6/3.8	0/0.0
Q5	As an educated person, one should be able to communicate well and fluently in English.	82/52.2	65/41.4	8/5.1	2/1.3	0/0.0
Q6	I like learning foreign languages.	48/30.6	88/56.1	17/10.8	4/2.5	0/0.0
Q7	I believe I will be successful.	71/45.3	69/43.9	15/9.5	2/1.3	0/0.0
Q8	I will know more about recent events happening around the world.	72/45.9	75/47.7	8/5.1	2/1.3	0/0.0
Q9	I can search for information and study materials on the internet, which I need in English.	82/52.2	67/42.7	6/3.8	2/1.3	0/0.0
Q10	I will be more respected if I can speak English well.	50/31.8	67/42.7	35/22.3	5/3.2	0/0.0
Q11	I am confident that I will get a good job if I can speak English well and fluently.	80/51.0	62/39.5	12/7.6	3/1.9	0/0.0
Q12	It will make me a person with a lot of knowledge	73/46.5	77/49.0	7/4.5	0/0.0	0/0.0
	Sub Total	45.7	43.2	9.0	1.9	0.2
B	Supporting Reasons (Instrumental)					
Q13	It will support my future career.	81/51.5	67/42.7	7/4.5	2/1.3	0/0.0
Q14	I want to know more about native English speakers.	71/45.3	73/46.5	8/5.1	5/3.2	0/0.0
Q15	As a requirement if I want to continue my education to the next level.	60/38.3	82/52.2	12/7.6	3/1.9	0/0.0
Q16	For me, learning English is very challenging.	56/35.7	83/52.9	12/7.6	4/2.5	2/1.3
Q17	By mastering English, I can continue to communicate with friends and acquaintances.	42/26.7	83/52.9	27/17.2	5/3.2	0/0.0
Q18	By mastering English, I will learn a lot about various cultures and nations from around the world.	69/44.0	77/49.0	9/5.7	2/1.3	0/0.0
Q19	The more I know about native speakers, the more I like it.	57/36.3	77/49.0	19/12.2	4/2.5	0/0.0
Q20	By mastering English, I will be able to understand English songs.	56/35.7	89/56.7	12/7.6	0/0.0	0/0.0
Q21		57/36.3	87/55.5	9/5.7	4/2.5	0/0.0

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Index	Questionnaire	Answers				
		Strongly Agree (f/%)	Agree (f/%)	Neither Agree (f/%)	Disagree (f/%)	Strongly Disagree (f/%)
Q22		60/38.3	79/50.3	16/10.1	2/1.3	0/0.0
Q23		51/32.5	96/61.1	7/4.5	3/1.9	0/0.0
Q24		76/48.4	72/45.9	9/5.7	0/0.0	0/0.0
Q25		62/39.5	83/52.9	10/6.3	2/1.3	0/0.0
	Sub Total	39.1	51.4	7.7	1.7	0.1
	GRAND TOTAL	42.3	47.4	8.3	1.9	0.1

In Table 2, it is shown that respondents' reasons for learning English (integrative) received a strongly agree rating of 45.7%, agree rating of 43.2%, neither agree rating of 9.0%, disagree rating of 1.9%, and strongly disagree rating of 0.2%. Meanwhile, for supporting reasons (instrumental), the values were strongly agree 39.1%, agree 51.4%, neither agree 7.7%, disagree 1.7%, and strongly disagree 0.1%.

Furthermore, for the cumulative 15es of integrative and instrumental reasons, the scores were strongly agree 42.3%, agree 47.4%, neither agree 8.3%, disagree 1.9%, and strongly disagree 0.1%.

Table 3. Attitude Towards Learning English (N=157)

Index	Questionnaire	Answers				
		Strongly Agree (f/%)	Agree (f/%)	Neither Agree (f/%)	Disagree (f/%)	Strongly Disagree (f/%)
A	Cognitive Questions					
Q1		42/26.7	57/36.3	34/21.7	13/8.3	11/7.0
Q2	English is one of the subjects that is difficult to learn.	4/2.5	36/22.9	83/52.9	26/16.6	8/5.1
Q8	My English language skills are improving.	20/12.7	118/75.2	18/11.5	0/0.0	1/0.6
Q11	After studying English throughout college, I feel that my English language skills have not improved.	3/1.9	17/10.8	61/38.9	57/36.3	19/12.1
Q12	I am lazy to learn English because I have to memorize a lot of vocabulary.	2/1.3	9/5.7	58/36.9	72/45.9	16/10.2
Q19	My English grades are always better than grades in other subjects.	9/5.7	54/34.4	83/52.9	10/6.4	1/0.6
Q20	I always get low grades in English.	2/1.3	17/10.8	87/55.4	45/28.7	6/3.8
Q23	I find it easier to understand English compared to other subjects.	5/3.2	36/22.9	93/59.2	21/13.4	2/1.3
	Sub Total	6.9	27.4	41.2	19.4	5.1
B	Affective Questions					
Q6	My favorite subject is English.	17/10.8	69/43.9	65/41.4	4/2.6	2/1.3
Q7	When it comes to English class, I wish the lesson would end quickly.	4/2.6	11/7.0	90/57.3	43/27.4	9/5.7
Q17		14/8.8	80/51.0	53/33.8	8/5.1	2/1.3
Q18		9/5.7	74/47.1	54/34.4	15/9.6	5/3.2

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Index	Questionnaire	Answers				
		Strongly Agree (f/%)	Agree (f/%)	Neither Agree (f/%)	Disagree (f/%)	Strongly Disagree (f/%)
Q24	I am always enthusiastic when learning English.	18/11.5	100/63.7	37/23.5	2/1.3	0/0.0
Q25	I think English is boring	2/1.3	6/3.8	78/49.7	57/36.3	14/8.9
	total	6.8	36.1	40.0	13.7	3.4
C	Conative Questions					
Q3	During English class, I pay very close attention.	25/15.9	108/68.8	23/14.7	0/0.0	1/0.6
Q4	During English class, I often engage in other activities such as sending texts/WhatsApp messages, browsing, etc.	2/1.3	24/15.3	68/43.3	51/32.5	12/7.6
Q5		31/19.7	106/67.5	18/11.5	2/1.3	0/0.0
Q9		1/0.6	15/9.6	89/56.7	45/28.7	7/4.4
Q10		65/41.4	81/51.6	8/5.1	1/0.6	2/1.3
Q13		47/29.9	100/63.7	8/5.1	0/0.0	2/1.3
Q14		1/0.6	4/2.5	49/31.3	71/45.2	32/20.4
Q15	I often discuss using English with friends.	9/5.7	62/39.5	71/45.2	14/8.9	1/0.7
Q16	When there is an English class schedule, I often pretend to be sick.	1/0.6	2/1.3	21/13.4	59/37.6	74/47.1
Q21	When given assignments by the lecturer, I often search for articles in English.	10/6.4	88/56.1	43/27.3	15/9.6	1/0.6
Q22	I don't like reading textbooks in English.	2/1.3	18/11.5	85/54.1	39/24.8	13/8.3
	Sub Total	11.2	35.2	28.0	17.2	8.4
	GRAND TOTAL	8.3	32.9	36.4	16.8	5.6

In Table 3, it is shown that respondents' answers to cognitive questions received a strongly agree rating of 6.9%, agree rating of 27.4%, neither agree rating of 41.2%, disagree rating of 19.4%, and strongly disagree rating of 5.1%. Meanwhile, for respondents' answers to effective questions, the values were strongly agree 6.8%, agree 36.1%, neither agree 40.0%, disagree 13.7%, and strongly disagree 3.4%. As for respondents' answers to conative questions, the values were strongly agree 11.2%, agree 35.2%, neither agree 28.0%, disagree 17.2%, and strongly disagree 8.4%.

Furthermore, for the cumulative values of cognitive, effective, and conative aspects, the scores were strongly agree 8.3%, agree 32.9%, neither agree 36.4%, disagree 16.8%, and strongly disagree 5.6%.

DISCUSSION

Based on the findings of this research, it was discovered that respondents have a higher instrumental motivation compared to integrative motivation. This finding is almost consistent with some studies that found respondents had higher instrumental motivation (76%) than integrative motivation (60%) (Siregar & Evangeline, 2017), instrumental motivation (74%) higher than integrative motivation (73%) (Santosa, 2017). Other studies state that respondents have higher integrative motivation (58.6%) than instrumental motivation (55.6%) (Fadhilah, 2018). This indicates that both types of motivation are equally important, although theoretically learning English at the university level is prioritized motivation for students in improving their abilities.

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Nursing students believe that being able to communicate well in English, like native speakers and being recognized by many, is as important as achieving career goals and gaining recognition. Although respondents indicate that they have high motivation to learn English and a supportive attitude towards English, the Final Exam scores in the English course do not reflect the same. All students have not achieved standard English proficiency scores for university students.

Another point to emphasize is the individual sensitivity to attitude statements in the cognitive aspect, such as questions numbers 2, 11, 19, and 23. Question number 2, "English is one of the subjects that is difficult to learn" (the majority of respondents disagree, around 53%). Question number 11, "After studying English throughout college, I feel that my understanding of English has not improved" (the majority of respondents disagree, around 39%, and neither agree nor disagree around 36%). In the conative aspect, respondents show attitudes that do not support learning English. Respondents state that the English language subject needs to be included in the college curriculum and express the need to increase English study hours beyond what they receive in class. Another interesting finding is that the majority of respondents state that they try to complete assignments in the English subject and also search for English materials if needed to complete assignments in other subjects, even if they find it difficult.

The findings in this research indicate that the majority of respondents have high motivation, with 141 respondents or 89.6%. Meanwhile, the majority of respondents have a good attitude, with 65 respondents or 41.2%, followed by a quite good attitude in 57 respondents (36.4%), and a poor attitude in 35 respondents with a percentage of 22.4%. This states that the majority of motivation is 78% but is not in line with respondents' unsupportive attitudes, around 67%. Good motivation and positive attitudes are shown for 112 respondents (88.9%), and the majority of motivation and attitudes of respondents related to reading abilities are indicated through the chi-square test, showing a relationship between attitudes and motivation as well as English reading abilities in Madrasah Aliyah Al-Istiqomah,

Tangerang Regency with a p-value of $0.000 < 0.05$ (Purwani, Cipto, & Ratnasari, 2022).

Many factors contribute to students lacking motivation to learn English. Some reasons include finding English confusing and difficult to understand (77%), disliking the English subject (15%), and considering English as not important (8%) (Tambunsaribu & Galinggging, 2021). Students learning English in the Philippines generally have a positive or good attitude towards learning English (Gunobgunob-Mirasol, 2019). Motivation is one of the crucial factors with a significant impact on learning English, especially focusing on teaching reading motivation (Ahmadi, 2017). Developing motivation, particularly reading motivation, requires high effort (Wigfield, Gladstone, & Turci, 2016). Motivation is a fundamental part of students' English language learning activities, often overlooked by teachers who may forget to control the flow of the class to activate the pulse and life in the class, enhancing students' understanding of English reading (Takaloo & Ahma, 2017).

Another study states that students are motivated to learn English because of good teachers who possess character and teaching competence (Usman, Silviyanti, & Marzatillah, 2016). Students can be interested in learning English if teachers know engaging teaching strategies. On the other hand, inappropriate teaching methods can make English less enjoyable, such as overly serious and less enjoyable learning (Bunina & Djuwari, 2018). Another research indicates that students have high motivation to learn English, and student motivation is also influenced by teachers and teaching methods used in the classroom (Rahman, Purwaningsih, & Ruhama, 2019).

The research results show that English for Specific Purposes (ESP) learning is highly diverse. Therefore, it can be concluded that students need English not only for current needs like reading English literature but also for their future professional careers (Febriyanti, 2018; Syukur & Nugraha, 2019). Another study explaining other variables states that there is an influence of self-concept on English language learning towards English language skills with a p-value of $0.000 < 0.05$ (Purwani & Hafid, 2021). Students' learning attitudes and self-concept towards English language skills with a value of t or

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(2.731 > 1.671) at $\alpha = 5\%$ (0.05) (Angraeni, 2019). Other results using different variables indicate that the higher students' self-efficacy and learning motivation, the higher their speaking learning outcomes; interest in reading influences speaking learning outcomes; and the third variable, self-efficacy and learning motivation, as well as interest in reading together, have a strong positive influence on students' speaking learning outcomes (Hardianti & Marpaung, 2021).

Students prefer learning to speak English rather than writing (Sachmadi, Manggong, & Indrayani, 2019). Speaking is the most crucial skill because it is necessary for **aging in conversations** (Leong & Ahmadi, 2017). **Students' motivation to learn English** is acquired externally, **such as from the environment and friends**. Therefore, teachers need to provide more motivation so that students' desire to learn English comes from within, making them more enthusiastic and active in achieving success in learning English (Mubarak, 2019).

CONCLUSION

Respondents in this study exhibit high motivation to learn English. Similarly, concerning attitude variables, respondents demonstrate a positive attitude toward English learning. It can be concluded that the emphasized aspects should include the language learning experience itself, maintaining motivation and a positive attitude toward English and its learning process, and guiding nursing students

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about the importance of speaking English in their future professional careers.

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