Language Attitude and Motivation of the Islamic School Students: How *Madrasa* Students of the Academic Year 2013-2014 in Indonesia Perceive English, English Teaching and Learning and Native Speakers of English

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ABSTRACT

Many studies have been conducted to identify language attitude in language learning and different studies on language attitude are related to different aspects of a language. Islamic Schools in Indonesia, known as *madrasa*, were often assumed to perceive English and the native speakers of the foreign language negatively and also assumed to be an educational institution which emphasises anti-modern, anti-Western and anti-pluralistic communities. This study aimed to identify how *madrasa* students in Indonesia perceive English, English teaching and learning and native speakers of English. The data of this study were collected through a questionnaire with a 5-point Likert-type scale. ANOVA was conducted to identify how differently the *madrasa* students perceive English, English teaching and learning and native speakers of English from the students of other schools involved in this study. Correlation analyses were also undertaken to determine how the three categories of the language attitude were correlated with one another. The results of this study indicate that the *madrasa* students have positive perceptions towards the three categories of language attitude and these categories are significantly correlated with one another. The empirical data of this study imply that the *madrasa* students in Indonesia can develop sensitivity to the culture of the native speakers of English while learning the foreign language without losing their own cultural identities. The *madrasa* students are relatively open to globalisation and modernisation even though they are committed to their own culture and religious beliefs.

INTRODUCTION

Motivation in psychology has been well explored and different studies have introduced different theories of motivation in learning (see Noels *et al.*, 1999; Hedi, 2000; Noels *et al.*, 2000; Vallerand *et al.*, 2008; Dornyei & Ushioda, 2011). In general, education motivation in learning seems important to explore; Schiefele (1991) suggest that one of the most interesting and relevant educational research problems is to determine the relationship between motivation and learning (p. 305). In the context of foreign language learning, many studies have also provided evidence that motivation and learning a foreign language are related and the studies have enriched the perspectives of teaching and learning a foreign language (Wen & Johnson, 1997; MacIntyre & Noels, 1999; Khamkhien, 2010; Ziegler & Moeller, 2012; Chang & Liu, 2013; Martinsen *et al.*, 2014).

The term *motivation* is often interchanged with *attitude*. Baker (1992) uses the term *integrative* and *instrumental*, which is commonly used to classify motivation and attitude. Compared to Baker (1992), Spolsky (1988) suggests that attitude is not a component of_motivation, but regards it as another factor which influences learning through motivation. Other studies exploring the role of motivation in foreign language learning were conducted by Bidin *et al.* (2009), Erdemir (2013), Oller and Vigil (1977) and Svanes (1988). Erdemir (2013) and Oller and Vigil (1977) conducted studies on the role of attitude in language learning; however, but they did not separate attitude

from motivation, while Bidin *et al.* (2009) and Svanes (1988) separated motivation from attitude. A study that separated attitude from motivation but the two variables were still developed in a single questionnaire was conducted by Henry and Apelgren (2008). One of the objectives of Henry and Apelgren's study was to compare attitudes to English as the first foreign language with other foreign languages in Sweden. The discussion on the relation between attitude and motivation in second language learning seems not to be final and needs further research to identify how the two variables are interconnected.

Kiesler *et al.* (1969) define attitude as the intensity of positive or negative affect for or against a psychological object and further explains that a psychological object is any symbol, person, phrase, slogan, or idea towards which people can differ in relation to positive or negative affect (p. 2). In line with this concept, Shaw and Wright (1967) define attitude as a relatively enduring system of evaluative, affective reactions based upon and reflecting the evaluative concepts or beliefs which have been learned about the characteristics of a social object or class of social objects . Since the reactions are learned, they may be changed by further learning (Lemon, 1973). The findings in Shaw and Wright's study (1967) suggest that attitudes are not innate and that they are learned. They are regarded as products of social structure. Since they are learned, they may be changed by further learning (Lemon, 1973). In education attitude of students can also be changed in order for them to

have better learning. Therefore, studies on students' attitude seem to be worthy exploring so that they can be provided with processes and facilities for their success in learning accordingly.

The concept of attitude and the findings of the studies, which were originally developed in the field of social psychology, have also been well explored in language teaching and learning. In the context of language teaching and learning, Baker (1992) discusses attitude more specifically in terms of language. He suggests that language attitude is considered very important to language teaching since policies on language can flourish or fail according to the language attitudes of the community. He also states that language attitude is an umbrella term, under which resides a variety of specific terms such as the attitude to language groups, language lesson and the uses of specific language. In the area of language teaching and learning, different studies have been done in relation to language attitude to different aspects of language teaching and learning.

A study by Bhaskar and Soundiraraj (2013) provides empirical data that the attitude to English learning that language learners had at school level changed when they entered college. A study by Ali *et al*. (2012) was conducted to investigate attitudes to teaching methods and found out that learning vocabulary through computers have changed the attitude of Malaysian students in learning vocabulary. With regard to proficiency, a study by Siew Ming *et al*. (2011) revealed that the attitudes

towards learning English were positively correlated with proficiency. As compared to the studies by Ali *et al*. (2012) and Siew Ming *et al*. (2011), the study conducted by Erdemir (2013) refers language attitude as the attitude to English language. Their study provided proof that positive attitudes to studying English language by Turkish students who were studying at a university in the US cohered with their success in learning the language.

Following the original concept introduced by Kiesler *et al.* (1969), attitude is the intensity of positive or negative effect while motivation (Woolfok, 2004) refers to the students' reasons for acting, that is, whether the cause for the action is inside (*intrinsic*) or outside (*extrinsic*) the person. Attitude and motivation are separate aspects and should be investigated separately. They may be two individual variables that have a cause-and-effect relationship. Mantle-Bromley (1995) suggests that attitudes influence the effort that students make to learn another language since the effort expended to learn another language has to do with actions and intentions, which refer to the concept of motivation introduced by Woolfok (2004).

Even though language attitudes in this study are investigated separately from motivation, motivation in learning a language is also discussed in order to have a better picture of the interaction between the two variables. As suggested by Mantle-Bromley (1995), attitudes influence the effort that students make to learn another language and the effort refers to motivation.

Motivation, in turn, will affect students' learning of a foreign language (Ziegler & Moeller, 2012; Ahat, 2013; Bernardo *et al*., 2014). Since attitude and motivation are interconnected, the discussion on attitude can hardly be separated from motivation.

Motivation in the context of language teaching and learning has been mostly inspired by Gardner and Lambert (Dornyei, 1994). Gardner and Lambert (1972) introduced two types of motivational orientation in SLA; integrative motivation and instrumental motivation. Language learners are believed to have either integrative or instrumental motivation before they decide to learn another language. Integrative motivation refers to learners' willingness and interest in interacting with members of the L2 group (Gardner *et al*., 1997) while instrumental motivation refers to pragmatic reasons for language study (Masgoret & Gardner, 2003). Warden and Lin (2000), who involved language learners in Taiwan in their study, however, provided evidence that the integrative motivational group was notably absent among the learners in their study. They argued that the distinction between integrative and instrumental motivation was relevant in the context of teaching and learning English as a second language (ESL), while in their study, the learners learned English as a foreign language (EFL). The distinction between two types of motivational orientation: integrative and instrumental motivation in language and teaching learning in Gardner's model is understandable since integrating with another community seems to be a big

issue in Quebec City in which Gardner's (1972) model has been developed. It may be argued that motivation in learning or teaching English relates to demographic and other characteristics of language learners as suggested by Ryu Yang (2003). Motivation also relates to the settings in which the learners learn English in the context of ESL or EFL as indicated by Li (2014).

Another dichotomy of motivation which is also known in language learning and teaching is the distinction between intrinsic and extrinsic motivation (Dornyei, 1994), which has been well developed in general education (Pintrich *et al.,* 1993; Lepper *et al.,* 1996; Hedi, 2000; Vallerand *et al.*, 2008). Dornyei (1994) makes a distinction between intrinsically and extrinsically motivated behaviours in language teaching and learning. Extrinsically motivated behaviours refer to the behaviours that language learners perform to receive some extrinsic reward such as better salary or grades while intrinsically motivated behaviours refer to behaviours whose rewards are internal line fun to do a particular activity in learning another language (Dornyei, 1994). Dornyei (2003) also claims that Gardner and Lambert's concept has no obvious parallels in any field of motivational psychology.

Language learners may perceive a target language in different ways depending on their beliefs and knowing the beliefs and attitudes students have in regard to learning a foreign language is important for teachers and curriculum policy makers alike (Stewart-Strobelt & Huabin, 2003). English and related aspects of the language may be

perceived in a positive or negative sense depending on beliefs of language learners. Language learners may also learn English in either ESL or EFL setting, depending on where the language is learned. In Indonesia, students learn English at school but outside of the school the students do not use the language since the people do not speak the language in the community. English is learned as EFL in all schools in Indonesia.

The schools in the country may be divided into two main groups; the schools under the Department of Education, known as public schools and the Islamic schools under the Department of Religious Affairs, known as *madrasa or madaris* (plural). The education of *madrasa* is parallel with the public schools of the Department of Education. *Madrasa Ibtidaiyah* is equal to elementary schools, *madrasa Tsanawiyah* to junior high schools, and *madrasa Aliyah* to senior high school. Some *madrasa* have boarding houses for their students and these types of *madrasa* are known as *pesantren*. There are also many Islamic schools that use the curriculum of the Department of Education in their learning and teaching processes. Most of such schools are organised under *Mohammadiyah* affiliation (often considered as more modern Islamic schools). Under the curriculum developed by the Department of Religious affairs, students of *madrasa Aliyah* have to learn two foreign languages at schools, namely, Arabic and English. It may be argued that *madrasa* is often perceived from the negative aspect of this educational institution, emphasising their anti-modern, anti-Western, and anti-

pluralistic communities (Park & Niyozov, 2008). This institution is often perceived to be very traditional in their learning and teaching process and to be away from newly developed approaches in teaching, which have been traditionally implemented in most Western countries.

Therefore, the students of *madrasa* are often assumed to perceive English as a language of the Western in a negative sense and the native speakers of the language as people from the other side of the globe. By portraying the language attitudes of *madrasa* students explored in this study, language teachers, curriculum designers, course book writers and government will have clearer ideas to provide the students with better strategies, facilities and policies to reach the objectives of teaching English as a compulsory subject at *madrasa* in Indonesia. The purpose of this article is to investigate how students of *madrasa Aliyah* in this study perceive English, English teaching and learning and the native speakers of English, as well as how the language attitudes of the *madrasa* students interact with their motivation in learning English. For this purpose, the research questions in this study are as follows:

1. How is the perception of *madrasa* students to English and English teaching and learning?

2. How is the interaction between the language attitudes of *madrasa* students with their motivation in learning English?

METHODOLOGY

Participants

To explore how the *madrasa* students perceive English, English teaching and learning and native speakers of the language, a total of 329 students of the *madrasa Aliyah* in the area were involved as participants for the study. At *madrasa Aliyah* in Indonesia, the students learn English and Arabic for 4 hours each a week.

To compare the language attitude of *madrasa* students with the students of other groups involved in this study, thirty students were randomly selected from each of the four schools, namely, a public Senior High school, *Mohammadiyah* vocational school, *Mohammadiyah* Senior High School and *madrasa Aliyah*. All of the 120 participants were Senior High School students of the academic year 2013–2014 in an urban area in Indonesia, and they were either the first, second, or third grade level students. The reason for selecting such a sample was that all the subjects had been learning English since Junior High School and they had not taken any English courses outside the schools. The age of the students ranged from 15 to 19 and the number of female students were relatively equal to the number of male students.

Instruments

The attitude questionnaire, which is meant to measure language attitude, consisted of three subscales measuring the attitude to English, attitude to English teaching and learning, and the attitude toward native speakers of English. Each of the latent variables in the questionnaire was measured on a 5-point Likert-type scale. The questionnaire on attitude was developed based on the approach introduced in Gardner's study (1974). This approach provides participants with statements and they have to indicate how strongly they agree or disagree. The responses of *strongly agree* was rated as the highest score 5, *agree* was rated 4, neutral 3, *disagree* 2, and those of *strongly disagree* was rated 1. The questionnaire items were written and answered in the Indonesian language, which all students use as a medium of instruction at schools. The attitude questionnaire consisted of 50 percent negatively worded items and 50 percent positively worded items. The negatively worded items were reversed before being scored. These were items numbered 3, 5, 6, 7, 9, 11, 16, 17, 18, 20, 23, 24, 25, 26, and 30. The negatively worded items in the attitude questionnaire have alternative 1 as the highest score and 5 as the lowest score. In answering the attitude questionnaire, the students were asked to indicate their schools, their gender and their ages.

TABLE 1
Questionnaire scales and number of items

Scale	No of items
Attitude to English	10 items
Attitude to English teaching and learning	10 items
Attitude toward native speakers of English	10 items
Total	30 items

Table 1 shows the scales of language attitude and the number of items for each scale. As mentioned earlier, the questionnaire consists of three categories. The category of attitude to English had 10 items, while the category of attitude to English teaching and learning had 10 items, and the category of attitude to native speakers of English had 10 items. In total, the questionnaire to measure the three categories of language attitude consists of 30 items.

Data analysis

The data obtained with the questionnaire were first computer-coded with the help of SPSS 16.0 for Windows. As shown in Table 3, to measure the internal consistency of the questionnaire, a reliability assessment of the instrument's ability to accurately and consistently measure the target areas was carried out using Chronbach's Alpha test. To compare the language attitude of *madrasa* students with that of the students of a public school and the students of two *Mohammadiyah* schools, the mean scores of the three categories of language attitude, ranging from 1 to 5, were computed. ANOVA was conducted to identify differences of language attitude between the four groups of students. To determine whether the three categories of language attitude of *madrasa* students had relationships with other variables, correlation analysis was undertaken.

TABLE 2
Steps of data analysis

Steps	Purpose	Analysis
1	Reliability assessment	Chronbach's Alpha test
2	Comparison among the groups	ANOVA
3	Relationships among variables	Correlation analysis

RESULTS

To increase the internal consistency of the hypothesised scale of the language attitude, Cronbach Alpha coefficient of internal consistency was computed for the scale. The internal consistency was also computed for the individual scales of the language attitude: attitude to English, attitude to English teaching and learning, as well as attitude towards the native speakers of English. This was continued until exclusion of an item failed to increase the magnitude of the respective alpha coefficient. As a result of omitting the least consistent items shown in Table 3, the scale was designed to assess the language attitude was left with 24 items with an alpha of .843. The scale designed to assess attitude to English had a total of 8 items with an alpha of .773, while the attitude to English teaching and learning had with 8 items with an alpha of .729, and the attitude towards native speakers of English had 8 items with an alpha of. 643.

The items excluded from the scale of attitude to English include item number 2 (*English is a language with standard rules*) and item number 4 (*English is a popular language in Indonesia*), while those from the scale of English teaching are item

numbers 12 and 17 (*If I have children, I would like them also to learn English out of school hours* and *Learning English is dull*), and the items from the scale of attitude to native speakers of English are numbers 23 (*Native speakers of English feel too superior to other people*) and 28 (*Native speakers of English are hard working*) (see Appendix Language attitude to English, to English learning and teaching and toward native speakers of English). Generally, the results of the internal consistency cannot be regarded as high, but lower Cronbach alpha scores are often considered to be acceptable when scales for measuring attitude or motivation in language learning contain only a few items. Dornyei and Scizer (2002) considered their questionnaire acceptable for the analysis to explore the changes of attitudes and motivation in learning target languages, even though the mean reliability of their questionnaire was .67. Henry and Apelgren (2008) also regarded their questionnaire of the integrative orientation acceptable with the Cronbach alpha score .559 to analyse the change of attitudes before and after the introduction of the second foreign language to the curriculum. With the Cronbach alpha ranging from .643, .773 to .729 for the three categories of language attitude, the questionnaire used in this study was acceptable and the analyses were continued.

The Differences of the language attitudes of the students from different schools

Table 4 shows the differences of the language attitudes of the students from different schools explored. In general, the students in this study had positive attitude and the mean of the language attitude of the students (m = 3.529) is above the neutral level (m = 3.00). In order to have a better picture of language attitude of *madrasa Aliyah* students, the mean scores of the language attitude of the four schools explored in this study were compared. The public high school students' positive attitude was the highest (m = 3.770), followed by that of the *madrasa* students (3.604). The positive attitude of the students of the *Mohammadiyah* schools proved to be the lowest (m = 3.512 and m = 3. 583).

Means and standard deviation of language attitude

For the purpose of comparison between the three categories (attitude to English, attitude to English teaching and learning, and attitude to native speakers), the mean scores of the three categories of the language attitude were compared. Table 5 shows the highest mean was the attitude to English (mean = 3.640), followed by the mean of attitude to English teaching and learning (mean = 3.626) and the mean of attitude to native speakers of English (mean = 3. 309). Of the three categories, attitude to native speakers of English (mean = 3.309) was the lowest.

Inter-correlations among categories of language attitude

To determine how the three categories of language attitude were correlated, correlation analysis was undertaken. Table

6 shows how the language attitudes have inter-correlations among them. The results presented Table 6 show that the category of attitude to English (AE) is significantly correlated with the category of attitude to English teaching and learning (AETL) with r = .421, and p< .01, and also significantly correlated with the category of attitude to native speakers of English (ANS) with r = .252, and p<.01. The category of attitude to English teaching and learning is also significantly correlated with the category of attitude to native speakers of English, with r = .127, p<. 05. The three categories of language attitude explored in this study are positively and significantly correlated. The correlation analysis between the three language attitudes uncovers a close relationship among them and the analysis may explain the correlation between language attitude and motivation in learning English as a foreign language.

TABLE 3
Cronbach alpha values for each category of language attitude

Multi-item scale	Number of items	Cronbach's Alpha (n = 120)
Attitude to English	8 items	.773
Attitude to English teaching and learning	8items	.729
Attitude toward native speakers of English	8 items	.643
Total	24 items	.843

TABLE 4
Language attitudes of different schools

Schools	Mean	SD
Public High school (n=30)	3.770	.368
Mohammadiyah Vocational school (n=30)	3.512	.480
Mohammadiyah High school (n=30)	3.583	.464
Madrasa Aliyah school (n=30)	3.604	.321
All schools (n= 120)	3.529	.275

TABLE 5
Means and standard deviation of language attitude

Scales	Mean	SD
Attitude to English	3.640	.353
Attitude to English teaching and learning	3.626	.406
Attitude to native speakers	3.309	.359

TABLE 6
Inter-correlations among language attitudes

n = 329	AE		AETL		ANS	
	R	sig	R	Sig	r	sig
Attitude to English (AE)			.421**	.000	.252**	.000
Attitude to English teaching and learning (AETL)	.421**	.000			.127*	.000
Attitude to native speakers (ANS)	.252**	.000	.127*	.000		

** p< .01
*p< .05

DISCUSSION

Research Question 1

High positive attitude of madrasa students to English and English teaching and learning

As shown in Table 4, the high school students in Indonesia in this study generally have positive perceptions towards the three categories of language attitude (above the neutral level, m = 3.00). To specifically answer research question 1, Table 4 provides evidence that *madrasa Aliyah* students have relatively higher positive attitudes to English and English learning and teaching in Indonesia, compared with that of the average student (3.604 > 3.529). The finding seems to be contradictory to common assumption. Common assumption about the perception of Islamic education is that students of the Islamic schools will perceive Western people, their culture and their language in a negative sense.

To interpret the findings that the students of the *madrasa Aliyah* show high positive attitude towards English, understanding the concepts of Islamic education introduced by Douglass and Shaikh (2004) may

be very helpful. They classified Islamic education at least under three typologies, namely, education of Muslims, education for Muslims and education about Islam (Douglass & Shaikh, 2004). *Madrasa* schools can be grouped more under education for Muslims in that the students for the schools study in formal setting and registered as full-time students where teachers deliver both "secular" and Islamic education. At school, students are taught all subjects from an Islamic perspective. This typology can be contrasted from education of Muslims where the process for learning takes place through formal and semi-formal settings such as mosque schools, study circles, and after-school programmes (Park & Niyozov, 2008).

As discovered in this study, the attitude of the *madrasa* students toward English is positive, which is in line with the finding in a study by Erdemir (2013). His study reported that the participants, who were born in Turkey and spoke Turkey as their native tongue, showed a positive attitude to learning and speaking English even though they perceived English as a threat to their cultural and linguistic identities

(Erdemir, 2013). He also claimed that their positive attitudes toward English might have provided them with the motivation and orientation to learn and master the language since they were studying for their degree in the USA. The positive attitude of the students in Erdemir's study (2013) cohered with the success in learning the language.

The positive attitude of the students of the Islamic school in this study also supports the findings of a study conducted by Owen (2011), which involved Southeast Asian students, including some participants from Indonesia. In the context of religious beliefs, Indonesia is similar to Turkey. The findings of his study provided empirical data that the students of *madrasa* need useful knowledge, marketable skills and combined Muslim learning with knowledge of the national language, Mathematics, Science, and even English, while being strongly committed to the Islamic values (Owen, 2011). It seems that the *madrasa* students, who are studying at the institution under education for Muslims as mentioned earlier, may consider being proficient in English language as a marketable skill. Therefore, they do not perceive English as a threat to their religious and cultural identities. It can be argued that the students of *madrasa* in Indonesia perceive English as an international language worthy to be learned and important for communication in the era of globalisation. Their perception towards English as an international language is in line with the findings in a study by Lai (2013). Lai (2013) claims that even though students used Chinese as the medium of

instruction they tend to perceive English as an indispensable symbol of Hong Kong as an international city, and associate English more closely with traits of the elite.

Since the attitude to English of the Islamic school students of *madrasa* is positive, they seem to perceive the teaching of the foreign language and the culture of the speakers of the language positively. This argument may support the finding in Park and Niyozov's study (2008), that the majority of *madaris* are essentially not anti-modern. They claim that *madaris* proactively apply appropriate modern concepts and pedagogies to suit their respective religio-political aspiration. However, the empirical data in this study that show the positive attitude of *madrasa* students to English as a target language are not in line with a study conducted by Aladdin (2013). Aladdin's study, which investigated the attitudes of the non-Muslim Malaysian learners of Arabic (NMMLA) toward learning of Arabic as a target language, evidenced that NMMLA did not show positively high attitude to Arabic as a target language and NMMLA just showed moderate attitude to Arabic and to native speakers of the language.

Even though the present study has similarity with Aladdin's study (2013), in which the participants were learning a target language that was culturally distant, it is interesting to note that the participants of the present study positively perceived English and its native speakers. Meshkat and Saeb (2014) explored Iranian high-school students' beliefs about learning English and Arabic and found that students

held significantly different beliefs about learning the two foreign languages. It may call for further research to investigate how language learners from different religious backgrounds perceive English and Arabic when they learn the two international languages, which are often perceived as languages that are culturally loaded with certain religious groups. For example, how Muslim and non-Muslim students perceive the Arabic language, which is often associated with *Qur'an* and *Sunnah* (*Aladdin*, 2013), and English, which is associated with the Western culture (Meshkat & Saeb, 2014), at the same time.

Research Question 2

The interaction between language attitudes and motivation in learning English

To understand how the attitude of the *madrasa* students towards English in this study could be positive, it seems that there is a need to refer to the concept of motivation in foreign language learning, which is often overlapped with attitude to learning foreign language. As discussed in the literature review, in a foreign language learning there are at least two ways of classifying motivation. The first classification that differentiates between extrinsic and intrinsic motivation has been explored in many studies (Bidin *et al.*, 2009; Dornyei, 1994; Siew Ming *et al.*, 2011). The second classification that contrasts integrative from instrumental motivation has also been identified in other studies (Domakani *et al.*, 2012; Kormos & Csizer, 2008), even though

combination of the first and the second classifications is also common (Chalak & Kassaian, 2010; Zhao, 2012).

Since in Indonesia integration to the speakers of English is not a serious issue as it is in Quebec, Canada where integration is a big issue as identified by Gardner *et al*. (1997), the dichotomy between extrinsic and intrinsic motivation seems to be relevant for this study. It might be explained by arguing that the students of the *madrasa*, who are strongly committed to Islamic values but need useful knowledge and marketable skills, have interests in learning English because English is a marketable skill as extrinsic motivation. Their interests in English will finally result in positive attitude to the language and other aspects of the language.

The different reasons for perceiving English in a positive sense between the *madrasa* students in Indonesia and Turkey students involved in Erdemir's study (2013) could probably be explained by referring to the different types of motivation. The positive attitude of the Turkey students studying in the USA might be argued that they were learning English and thus had a positive attitude to the language because they needed to integrate and communicate with the people in the USA, who apparently use English as the medium in their daily life (integrative motivation). The Indonesian students of *madrasa* in the present study learned English as a marketable skill which is useful in the era of globalisation (extrinsic motivation). Different reasons for having the positive attitude provided in the two

studies can be classified under different types of motivation in language learning, as discussed earlier, but the different reasons seem to result in the positive attitudes to the target language.

It is interesting to note that Siew Ming *et al.* (2011) suggested that intrinsic motivation is commonly associated with integrative orientation, while extrinsic motivation is usually associated with instrumental orientation. In their finding, intrinsically motivated students are likely to have more positive attitudes and less negative attitudes towards learning English compared to extrinsically motivated respondents. Siew Ming *et al.* (2011) also suggested that intrinsically motivated students might be more successful learners of English as their positive attitudes could drive them to success (Siew Ming *et al.*, 2011). It may not be the case in Indonesian context since integrative orientation is not an issue among school students. This assumption proposed in the present study is referred to the statistics presented in Table 4, which evidenced that the attitude to native speakers of English (mean = 3.309) is lower than the attitude to English (mean = 3.640) and that to English teaching and learning (mean = 3.626). It can be concluded that the *madrasa* students in this study are interested in English and English teaching and learning more than the native speakers of the language. It can be argued that the students are more interested in acquiring the language (intrinsic motivation) than integrating with the native speakers of the language (integrative motivation). The

empirical data in this study may imply that intrinsic motivation is not relevant to be associated with integrative motivation, as suggested by Siew Ming *et al.* (2011).

The findings of this study, to some extent, compliment the suggestion in Gonzales's (2010) study which was conducted in the Philippines. Instrumental motivation and extrinsic motivation may be more applicable and appropriate for FL learning, as it is in the Indonesian and the Philippines contexts. Gonzales's (2010) study also suggests that the Filipinos in his research showed a hybrid of both instrumental and integrative motivation and intrinsic and extrinsic motivation. The distinction between instrumental and integrative motivation seems to be more relevant when students learn the target language in Second Language Acquisition (SLA), while the distinction between extrinsic and intrinsic motivation is more relevant when students learn the target language in the context of EFL. Based on the empirical data presented in Table 5, it may be argued that their positive attitude to English is higher than that of native speakers of the language if students have intrinsic motivation. In contrast, it may be argued that students with integrative motivation will perceive native speakers more positively than the language they speak. The latter assumption may call for further research.

The empirical data presented in Table 6 show that the three categories of language attitude are inter-correlated. The data also show that the correlation between the attitude to English and the attitude to

English teaching and learning is higher than that between the attitude to English and the attitude to native speakers of English. In addition, the correlation between the attitude to English teaching and learning and the attitude to native speakers of English is the lowest among the three categories. The inter-correlation may imply that the *madrasa* students' attitude to English will firstly affect their attitude to English teaching and learning, and then, affect their attitude to the native speakers of English.

It may also imply that the students are interested in English first and their interest in English will make them interested in learning the language. Finally, they are interested in the native speakers of English. The positive attitude to native speakers of English seems to result from their positive attitude to English as a useful skill to communicate with people from other countries in the era of globalization. The *madrasa* students in this study perceive the native speakers of English in a positive sense and it may be interpreted that the students are also interested in the Western people and their culture. Their interest in the people from the other side of the globe and their culture is useful for classroom instruction to understand instructional materials, as suggested by Rafieyan *et al.* (2013).

The findings of this study support that of the study by Park and Niyozov (2008) that the majority of *madaris* and *pesantren* (Islamic boarding schools) have embraced, to some extent, more modern pedagogical strategies and enhanced their syllabi. Traits of the modern *madrasa* include Western-style classrooms and blackboards that replace the traditional arrangement of students sitting on the floor in a circle around their teacher. Park and Niyozov (2008) identified that there might be a small number of *pesantrens* or *madaris* in Indonesia that are linked with religious extremism. The majority are seen as quite moderate and committed to the idea of a multi-religious and multiethnic Indonesia.

It seems that the students of the *madrasa* in this study are relatively open to globalisation and modernisation even though they are committed to their own culture and religious beliefs that they learn at schools. The open personality of the students to other cultures and people from the West is really important since the students should learn English as a foreign language as a compulsory subject, along with the Arabic language. In learning English as a foreign language, the students of the *madrasa* seem to develop sensitivity to the culture of the native speakers of English without losing their cultural identities, as identified in the study by Shemshadsara (2012). Shemshadsara (2012) also suggested that language teachers must choose culturally appropriate teaching styles and explore culturally based linguistic differences to promote understanding instead of misconceptions or prejudices about the culture of the native speakers of the target language.

CONCLUSION AND IMPLICATIONS OF THE STUDY

It is true that the concept of language attitude is not easy to define, and that there are many categories of language attitude in the area of language teaching and learning. In this study the language attitude refers to English as a foreign language to learn at school, the obligation for the students to learn the language as an obligatory subject and the native speakers of the language as the representative of the cultural aspects of the language. It is also true that the attitude in learning a foreign language is difficult to be separated from motivation. Therefore, there is a need to redesign and reformulate attitude and motivation as important variables in learning. There is also a need to develop in further research a more standardised questionnaire with high Cronbach's alpha in order to measure students' attitudes and motivation that will look into more comprehensible aspects in language teaching and learning.

The discussion of the role of attitude and motivation in second language learning seems not to be final. Language attitude is closely related to motivation in learning a foreign language and they may have a cause-effect relationship. Since the variables can be separately measured in language learning, they may be measured as independent scales. The cause-effect relationship of the two variables need further research to identify which variable is the cause and which one is the effect in the relationship. The empirical data did not uncover whether their language attitude change or not from year to year and the study did not provide how the three categories of language attitude affect one another. The inter-correlations among the three categories of the language attitude explored in this study need to be identified in order to know how one category of the language attitude results in positive attitude of the other categories of the language attitude.

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APPENDIX

Language Attitude to English, English Learning and Teaching and Native Speakers of English.

Following are a number of statements with which some people agree and others disagree. There are no right or wrong answers since many people have different opinions. We would like you to indicate your opinions about each statement by ticking the alternative below which best indicates the extent to which you agree or disagree with that statement.

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	English is necessary in the era of globalization.					
2	English is a language with standard rules.					
3	In Indonesia the use of English should be restricted.					
4	English is a popular language in Indonesia.					
5	Television programmes shown in English in Indonesia must be translated into Indonesian.					
6	English is less important than other foreign languages for Indonesians.					
7	English is a very complicated language.					
8	English is a language of educated people.					
9	English songs have boring lyrics.					
10	English has interesting pronunciation.					
No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
11	Learning English is a waste of time.					
12	If I have children, I would like them also to learn English out of school hours.					
13	I prefer to be taught in English at all school levels.					
14	Learning English is interesting.					
15	Learning English makes me happy.					
16	I would rather spend my time on another language (if any) than English.					
17	Learning English is dull.					
18	English class should be an optional subject.					
19	English is a language worth learning.					
20	Learning English can influence our way of life based on *Pancasila* (Five Pillars).					

No	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
21	Native speakers of English are friendly.					
22	Native speakers of English are generally well educated.					
23	Native speakers of English feel too superior to other people.					
24	Native speakers of English are money oriented.					
25	Native speakers of English are arrogant.					
26	Native speakers of English tend to intervene with another country's domestic affairs.					
27	Native speakers of English are trustworthy.					
28	Native speakers of English are hard working.					
29	Native speakers of English are considerate of the feeling of others.					
30	Native speakers of English are selfish.					