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A Correlational Study between Language Attitudes and English Language Orientation of Indonesian EFL Learners

Concilianus Laos Mbato
Sanata Dharma University, Indonesia
c.laosmbato67@gmail.com

Paulus Yamar Kharismawan
Sanata Dharma University, Indonesia
yanuarh@gmail.com

Abstract

This study investigated the correlation between bilingual language attitudes and English language orientation of Indonesian EFL learners in Yogyakarta, Indonesia. 256 students from five universities (two public and three private) participated in the research. The participants answered a questionnaire, which was divided into two parts, namely a bilingual language attitude questionnaire and an English language orientation questionnaire. The bilingual language attitude questionnaire was adapted from Sicam and Lucas (2016), while the English language orientation questionnaire was adapted from Mbato (2013). For the data analysis, Pearson's Product-Moment Correlation coefficient and independent-samples T-test were used by using SPSS version 20.0 for Windows. The results showed that language orientation had a positive and significant correlation with language attitudes toward English and a positive but insignificant correlation with language attitudes towards the Indonesian language. It indicates that English language orientation strongly influenced Indonesian EFL students' language attitudes towards English but not necessarily towards Indonesian language. We also found that Indonesian EFL students had a high awareness of the benefits of learning English for their future. The other result showed that there was no difference between male and female students in instrumental orientation. This research offers implications for English language teaching and learning in a foreign language context.

Keywords: language attitudes, language orientation, correlational study, EFL learners

Introduction

In Southeast Asia (ASEAN), English is learned and used either as a second language or as a foreign language. As a second language, English is used in the countries colonized by the United Kingdom and the United States, namely Malaysia, Philippines, and Singapore. English as a foreign language is learned in countries not colonized by the United Kingdom and the United States i.e., Indonesia, Vietnam, Thailand, and Myanmar (McArthur, 1998).

Indonesia was not colonized by both the United Kingdom (the UK occupied Indonesia only for a few years compared to the 350 years of the Dutch colonialization) and the United States. Therefore, there is no regulation for the use of a particular variety of English in the official occasions, government, or public places (Dardowidjono, 2003). However, English has a special status in the education field i.e., as the only compulsory foreign language learned in schools (Simatupang, 1999; Kweldju, 2004). In addition, English competence is required for one to enter a good school/university, to gain a better future opportunity, or to obtain a better position at work (Siregar, 2010). In fact, knowledge of English has become the mark of an educated person in Indonesia (Renandya, 2004). These situations indirectly enhance the motivation of Indonesian young generations to learn English.

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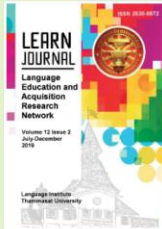
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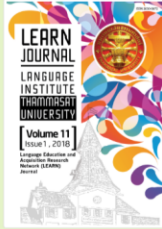
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Sanata Dharma University, Indonesia
c.laosmbato67@gmail.com

Paulus Yanuar Kharismawan
Sanata Dharma University, Indonesia
yanuarkh@gmail.com

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Although being the only foreign language learned compulsorily at schools and universities in Indonesia, English is not the only foreign language learned. Dardjowidjojo (2003) states that, “English is the first foreign language in Indonesia” (p. 57), in addition to other languages, such as Mandarin, German, Indonesian and local dialects. This condition urges Indonesians to learn two or more languages, which may in turn influence their attitudes towards different languages. According to Ruiz (1984), language attitudes are related to orientations where orientations control the way people perceive their attitudes. Furthermore, he explains, “orientations help to delimit the range of acceptable attitudes toward language and to make certain attitudes legitimate” (p. 16). Similarly, Garden and Lambert (1972) also find that orientation is related to the language learners’ attitudes.

There have been some recent studies about Indonesian students’ attitudes towards different aspects of English (see e.g., Setyaningrum, 2017; Setianengsih, Salam, & Arifin 2017; Setyowati & Qibtiyah, 2017; Novianti, 2015; Rodliyah, Imperiani, & Amalia, 2014; Siregar, 2010). These studies were mostly conducted on small scales with a small number of populations (no more than 110 participants). They also focused on Indonesian students’ attitudes towards English only with one study (Rodliyah, Imperiani, & Amalia, 2015) investigating Indonesian students’ attitudes towards both English and Indonesian reading materials (more discussion about these studies, see literature review section below). None of these studies investigated students’ attitudes towards English and Indonesian language from different universities.

Since English is increasingly becoming a medium of communication in the ASEAN Region (Kirkpatrick, 2012, p. 336) and has gained a prestigious status in Indonesian education system as discussed above, the researchers were motivated to conduct this study. Furthermore, to enrich our understanding about EFL students’ attitudes and their instrumental language orientation in ASEAN countries, this study replicated, with some adaptations, a study by Sicam and Lucas (2016) about language attitudes of adolescent Filipino bilingual learners towards English as a second language and Filipino.

This article derives from a grand research project on language attitudes conducted by a team of researchers from Sanata Dharma University, Yogyakarta, Indonesia. The first article investigated the relationship between university students’ language attitudes, gender and socio-economic status (Paradewari & Mbato, 2018). The second article looks into university students’ language attitudes and educational backgrounds (Kurniasari & Mbato, in press). A similarity may be found across the three articles in terms of data on students’ language attitudes.

This study explored the instrumental language orientation and language attitudes towards English and Indonesian of Indonesian students (n= 256) learning English as a foreign language in five big universities in Yogyakarta, Indonesia. Yogyakarta was chosen as the setting of the research because of its popularity as a ‘student city’ in Indonesia. It has more than 100 universities and colleges, and accommodates students from all over Indonesia and from abroad. Particularly, this study aimed to answer the following research questions:

Research Question 1: Is there any relationship between instrumental language orientation and language attitudes towards English and the Indonesian language of Indonesian EFL learners in Yogyakarta?

Based on this research question, the researchers formulated the following five null hypotheses and five alternative hypotheses:

- $H_{0.1a}$: There is no positive and significant correlation between positive language attitude towards English and English language orientation.
 - $H_{1.1a}$: There is a positive and significant correlation between positive language attitude towards English and English language orientation.
- $H_{0.1b}$: There is no positive and significant correlation between positive language attitude towards Indonesian and English language orientation.
 - $H_{1.1b}$: There is a positive and significant correlation between positive language attitude towards Indonesian and English language orientation.
- $H_{0.1c}$: There is no positive and significant correlation between positive language attitude towards English but negative towards the Indonesian language, and English language orientation.
 - $H_{1.1c}$: There is a positive and significant correlation between positive language attitude towards English but negative towards the Indonesian language, and English language orientation.
- $H_{0.1d}$: There is no positive and significant correlation between positive language attitude towards the Indonesian language but negative towards English, and English language orientation.
 - $H_{1.1d}$: There is a positive and significant correlation between positive language attitude towards the Indonesian language but negative towards English, and English language orientation.
- $H_{0.1e}$: There is no positive and significant correlation between positive language attitude towards English and the Indonesian language, and English language orientation.
 - $H_{1.1e}$: There is a positive and significant correlation between positive language attitude towards English and the Indonesian language, and English language orientation.

Research Question 2: Is there any difference between male and female students in instrumental English language orientation?

Based on this research question, the researchers formulated a null hypothesis and an alternative hypothesis:

- $H_{0.2}$: There is no difference between male and female students in instrumental English language orientation.
 - $H_{1.2}$: There is a difference between male and female students in instrumental English language orientation.

Literature Review

According to Clement, Dörnyei, and Noels (1994), success in learning a language is complex; there are non-linguistic factors, which play an important role like learner attitudes and motivational orientation. Much earlier, Gould (1977) notes that learning a language can be determined by one's attitudes and orientation towards the language (p. 70). Similarly, Nujraeni, Kamaruddin, Hamsa, and Salam (2015) claim that attitudes have a relation with aspects of motivation (p. 778).

Language Orientation as an Aspect of Motivation

Language orientation is seen as an important aspect of motivation. According to Dörnyei (2009), motivation is "responsible for determining human behavior by energizing it and giving it direction" (p. 117). Specifically, motivation is defined as the compound of intention and effort in achieving the goal (Gardner, 1985, p. 10). In sum, motivation is a person's intention or reason to do something or to act.

There are two kinds of orientation in learning a language, namely integrative orientation and instrumental orientation (Gardner, 1985; Ellis, 1991). Lambert (1967) suggests that people who learn a language in order to join the language's community or to learn more about its culture have integrative orientation, while those who learn a language because they think that they need it and it is useful for them have instrumental orientation. Later, Gardner and Lambert (1972) define the instrumental orientation as "a desire to gain social recognition or economic advantages through knowledge of a foreign language", while the integrative orientation as "a desire to be like representative members of the other language community" (p. 14). However, Dörnyei (2005) argues that, "instrumental orientation is not a part of Gardner's core theory" because Gardner merely used the instrumental orientation in his 1985's attitude/motivation test battery (AMTB) "without any real theoretical clarification" (p. 70).

Dörnyei (1994), on the other hand, identifies the framework of second language (L2) motivation into three levels, namely language levels, learner level, and learning situation level. He also mentions integrative and instrumental motivation as part of language level (as cited from Zhao, 2015, p. 2334). Furthermore, Dörnyei (2005) explains that the integrative motivational orientation focuses on a "positive interpersonal/affective disposition toward the L2 community and the desire for affiliation with its members" (p. 96) and the instrumental motivational orientation focuses on "the concrete benefits that language proficiency might bring about (e.g., career opportunities, increased salary)" (p. 70). However, Lamb (2004) highlights that the instrumental and integrative motivation are difficult to distinguish (p. 14). Although it may be difficult to separate the two concepts of language orientation (as suggested by Lamb, 2004); this study was more aligned with the framework from Dörnyei (1994), and Dörnyei and Csizér (2004), who argue that instrumental and integrative orientation are two distinct concepts. In sum, traditionally there are two kinds of orientation in learning English. The first is instrumental orientation where people learn English because they think that English is beneficial for them. This orientation becomes the source of extrinsic motivation for learners to learn the language. The second is integrative orientation where people learn English because they want to learn about its culture and affiliate with the English community. The desire to learn English comes from within themselves and therefore becomes the source of intrinsic motivation.

Language Attitudes

Language attitudes are an important aspect of learning a language. Gardner (1985) defines attitude as someone's beliefs or opinions in reacting to the language taught (p. 9). Similarly, Crystal (2003) argues that language attitudes are the people's way of feeling and receiving their language or other people's language (p. 215). Furthermore, Myers-Scotton (2006) defines language attitudes as "subjective evaluations" of a language (p. 120). Hancock (1972) states, "attitude is learned behavior, and, consequently, can be changed from negative to positive by activities and experiences which are perceived to be meaningful by the learner" (p. 146). Similarly, attitudes refer to "a hypothetical construct used to explain the direction and persistence of human behavior" (Baker, 1992, p. 10). Starks and Paltridge (1996) claim

that there is a relation between attitudes toward a language and one's engagement in language learning. These definitions indicate the importance of a person's attitudes towards their engagement in language learning.

There are two tendencies of attitudinal responses towards learning a language, namely favorable and unfavorable (Ito & Cacioppo, 2007). Earlier, Baker (1992) also argues that the result of the perception toward language attitudes is "an object being seen as favorable or unfavorable" (p. 11). In other words, these favorable and unfavorable attitudes are defined as positive attitudes and negative attitudes (Chaer & Agustin, 2010, p. 151). People who perceive a language as something they like or need may have a positive attitude while those who perceive a language as something they do not like or need, may have a negative attitude. These attitudes may have a significant impact on their success or failures in learning a language. The learners who have a positive attitude toward a foreign language may achieve a better academic result than those who demonstrate a negative attitude (Lambert, 1967). Tragant and Munoz (2000) conducted a longitudinal study which focused on motivation and attitudes towards learning English. They found that the younger students had more positive attitudes toward languages than the older students. Those younger people also had a higher level of instrumental motivational orientation. In addition, Zhao (2015) conclude that language attitude determines learners' success or failure; therefore, educators should pay more attention to the students' attitude in learning a language (p. 2335).

There have been several studies in the Indonesian education context, which investigated the relationship between students' (instrumental) language orientation and their language attitudes. Findings from Siregar's study (2010) claimed that the students of Maranatha Christian University had a positive attitude toward English as a language and English as a medium of instruction. Another study (Rodliyah, Imperiani, & Amalia, 2014) on the first year English Department students found that they had a positive attitude towards target and local culture reading materials. Novianti (2015), in her study on 72 senior high school students from both science class and social class, found little difference in students' attitudes towards English between the two groups. Setyaningrum (2017) found that 60 pre-service mathematics teachers have a positive instrumental attitude towards English. Study by Setianengsih, Salam, and Arifin (2017) on 55 senior high school students found that they had a positive attitude towards English. Similarly, Setyowati and Qibtiyah (2017), in their study on 101 Senior High School students, revealed that the students had a positive attitude towards English. While presenting positive findings about Indonesian students' attitudes towards different aspects of English, most of these studies were conducted on small scales with a small number of participants, with Setyowati and Qibtiyah's study (2017) having the biggest participants (n= 101). In addition, none of these studies involved students from different universities. Furthermore, as stated in the Introduction section, none of these studies investigated the students' attitudes towards English and Indonesian language.

The researchers in this study were motivated to measure the instrumental orientation of Indonesian students towards English and the Indonesian language because many Indonesian students seem to learn English to meet the instrumental needs rather than integrative ones. This assumption is strengthened by the fact that English is one of the compulsory subjects learned and tested in the national examination for Junior and Senior High School students. English is also one of the subjects tested in the undergraduate admission selection processes. In addition, students have to do an English test and meet a required English score if they are to be admitted to a master and a doctoral study program. Furthermore, many national and multinational companies require their applicants to possess a

good English competence to be eligible to apply for the job. These companies may also require a certain English score from their employees in order for them to get a promotion. The instrumental reasons for students to learn English might also be prevalent in ASEAN and Asian countries particularly when English is learned as a foreign language. Siregar (2010) claims that foreign and second language learners tend to have instrumental orientation rather than integrative orientation (p. 73).

As discussed previously, there has been little research about language attitudes involving Indonesian students from more than one university. Such a study is timely due to the increasing importance of English both in Indonesia and ASEAN countries. This study attempted to fill the gap by investigating the language attitudes of Indonesian students from different universities towards English and Indonesian. We were especially interested to explore the students' instrumental orientation towards five perceptions on English and the Indonesian language attitudes (positive attitude toward English, positive attitude toward Indonesian, positive attitude towards English and negative attitude towards Indonesian, positive attitude towards Indonesian and negative attitude towards English, and positive attitude towards English and Indonesian). This study was expected to enrich a study by Sicam and Lucas (2016) on Filipino students' attitudes towards English and Filipino. Similar studies in the ASEAN contexts are expected to increase our understanding about ASEAN students' attitudes towards English and their national languages and contribute positively to the language policy making in the respective ASEAN countries and region.

Method

The current study employed a quantitative approach where the researchers conducted a survey method by using a questionnaire. Creswell (2009) defines a quantitative approach as "a testing objective theory by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures" (p. 4).

Sampling and Participants

As stated in the introduction section, this study was conducted in the area of Yogyakarta, Indonesia. Of more than 100 universities and colleges in Yogyakarta, five universities (two big state universities and three big private universities) were chosen as the university samples in this study. These universities represent the oldest and most popular universities in Yogyakarta.

In selecting the participants, the researchers used convenient sampling. According to Alvi (2016), convenient sampling is "useful where target population is defined in terms of very broad category. For instance, the target population may be girls and boys, men and women, rich and poor, etc." (p. 29). We selected the universities where we wanted to obtain the data and then we asked the participants whom we could approach conveniently to become our participants by filling out a questionnaire in the Google Form. Because of the difficulty in obtaining the equal number of students from the five universities, we did not calculate the students' instrumental orientation based on their university origins. To obtain an accurate description of the students' attitudes in learning English particularly their instrumental orientation, this study took students from any study program backgrounds; it did not focus solely on students who were majoring in English. The participants of this study were 256 students (184 females and 72 males), 70 of whom studied at two state universities and 186 of whom studied at three private universities. The selected participants were told that the

information collected was confidential and that their participation was voluntary. They were also asked to use pseudonyms rather than their real names in the questionnaire.

Instruments

This study employed a questionnaire which consisted of three parts. The first part was the demographic background, which was adapted from Sicam and Lucas (2016), and asked information about age, gender, socio-economic status (SES), and English used in students' daily activities. The second part asked the participants about language attitudes (see Appendix A), which were based on Sicam and Lucas's (2016) questionnaire. The researchers omitted three items from the questionnaire since they were not relevant in the Indonesian context (see the details below). The questionnaire aimed to measure the participants' attitudes in using Indonesian and English. As a result, there were 26 statements about language attitudes towards Indonesian and English in the questionnaire. The third part was language orientation (see Appendix B), which was adapted from Mbato (2013). It aimed to measure the participants' orientation towards English. In order to answer the questionnaire, the participants were instructed to respond to 36 items on a 5-point Semantic Differential Scale (1= strongly agree to 5= strongly disagree). Table 1 presents the item distributions of the questionnaire.

Table 1
Items Distribution of the Questionnaire

	Components	Number of Items	Total
Language Attitudes	Positive towards English	1, 5, 7, 8, 14, 23, 24	7
	Positive towards Indonesian	4, 18, 26	3
	Positive towards English and negative towards Indonesian	3, 6, 11, 12, 9	5
	Positive towards Indonesian and negative towards English	2, 10, 13, 20	4
	Positive towards English and Indonesian	15, 16, 17, 19, 21, 22, 25	7
Language Orientation		1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10
Total			36

In order to test the validity and the reliability of the questionnaire, we conducted a pilot study. The pilot study involved forty participants. In finding out about the validity of the questionnaire, Pearson moment correlation was used. The result showed that three out of 26 items of language attitudes were not valid while ten items of language orientation were valid as presented in Table 2.

Table 2
Validity Results of the Questionnaire

No	Components	No Item	
		Valid	Invalid
1	Positive towards English	1, 5, 7, 8, 14, 24	23
2	Positive towards Indonesian	4, 18, 26	-
3	Positive towards English and negative towards Indonesian	3, 6, 11, 12, 9	-
4	Positive towards Indonesian and negative towards English	2, 10, 20	13
5	Positive towards English and Indonesian	15, 17, 19, 21, 22, 25	16
6	Language orientation	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	-
Total		33	3

The three invalid items were then omitted (see Appendix A). Therefore, there were 23 items of language attitudes and ten items of language orientation.

After testing the validity of the questionnaire, we tested the reliability of the language attitudes and language orientation. According to Pallant (2011), the reliability is used to measure the internal consistency of the item using Cronbach's alpha coefficient as the common indicator of internal consistency (p. 97). The results of the reliability of language attitudes questionnaire were *0.836* (as presented in Table 3), while the reliability of the language orientation questionnaire was *0.952* (as presented in Table 4). Based on those results, the researchers concluded that both of the questionnaires had a very good reliability. Pallant (2011) argues that if the value of Cronbach's alpha is above 0.7, it means that the instrument is considered acceptable; however, if the value of Cronbach's alpha is above .8, it means that the instrument is considered preferable.

Table 3
Reliability of Language Attitudes Questionnaire

Cronbach's Alpha	N of Items
.836	23

Table 4
Reliability of Language Orientation Questionnaire

Cronbach's Alpha	N of Items
.952	10

Procedures

This study was conducted based on our curiosity about language attitudes in the Indonesian context where English is learned as a foreign language. As explained before, we adapted the questionnaire of language attitudes from Sicam and Lucas in 2016 and the questionnaire of language orientation from Mbato (2013). However, the researchers did not use or adapt the questionnaire of language orientation from Sicam and Lucas in 2016 because it did not separate the instrumental and integrative language orientation. As explained above, after adapting the questionnaire, we conducted a pilot study towards forty participants in order to measure the validity and the reliability of the questionnaire. The result was the omission of three invalid items from language attitudes questionnaire.

The researchers used google form to collect the data from the participants. After the data had been gathered, they were categorized in terms of attitudes, language orientation, and gender. In order to answer the first research question, the researchers employed Pearson product-moment correlation coefficient (r) in finding the correlation between the language orientation and language attitudes. We also used the guideline of correlation value based on Evans (1996), who classified the correlation value, as follows:

- .00 – .19 = very weak
- .20 – .39 = weak
- .40 – .59 = moderate
- .60 – .79 = strong
- .80 – 1.0 = very strong

The second research question, which aimed to find out the difference in language orientation between male and female student participants, was answered using the independent-samples T test.

Results

Correlation between Language Orientation and Language Attitudes

In order to find out the relation between instrumental orientation and five language attitudes towards English and Indonesian, the researchers used Pearson product-moment correlation. In this case, instrumental language orientation was correlated with each of the five language attitudes towards English and Indonesian i.e., positive attitude toward English (Table 5), positive attitude toward Indonesian (Table 6), positive attitude toward English but negative attitude toward Indonesian (Table 7), positive attitude toward Indonesian but negative attitude toward English (Table 8), and positive attitude toward English and Indonesian (Table 9).

Table 5

Correlation between Language Orientation and Positive Attitude toward English

	Language Orientation	
Positive language attitude towards English	Pearson Correlation	.647**
	Sig. (2-tailed)	.000
	N	256
** . Correlation is significant at the 0.01 level (2-tailed).		

As shown in **Table 5**, the correlation value between positive language attitudes toward English and language orientation was strong with $r = .647$, significant at the .00 level. Based on this result, the null hypothesis ($H_{0.1a}$) was rejected and the alternative hypothesis ($H_{1.1a}$) was accepted. Therefore, the researchers concluded that there was a positive and significant correlation between positive language attitudes toward English and language orientation. It indicates that the learners who had English orientation also had good attitudes towards learning English.

Table 6*Correlation between Language Orientation and Positive Attitude toward Indonesian*

	Language Orientation	
Positive language attitude towards Indonesian	Pearson Correlation	.107
	Sig. (2-tailed)	.088
	N	256
**. Correlation is significant at the 0.01 level (2-tailed).		

In Table 6, it could be seen that the correlation value between positive language attitudes toward Indonesian and language orientation was very weak and not significant ($r = .107$, $p = .088$). It means that the null hypothesis ($H_{0.1b}$) was rejected and the alternative hypothesis ($H_{1.1b}$) was accepted. Based on this result, the researchers concluded that there was a positive correlation between positive language attitudes toward Indonesian and language orientation. However, it should be noted that the correlation was very low and not significant. The result showed that the learners who had motivation in learning English preferred to learn English rather than Indonesian.

Table 7*Correlation between Language Orientation and Positive Attitude toward English and Negative toward Indonesian*

	Language Orientation**	
Positive language attitude towards English and negative towards Indonesian	Pearson Correlation	.492
	Sig. (2-tailed)	.000
	N	256
**. Correlation is significant at the 0.01 level (2-tailed).		

Table 7 presented the correlation between positive language attitude toward English and negative toward Indonesian and language orientation where the correlation value was moderate and significant ($r = .492$, $p = .000$). It means that the null hypothesis ($H_{0.1c}$) was rejected and the alternative hypothesis ($H_{1.1c}$) was accepted. This result indicated that there was a positive and significant correlation between positive language attitude toward English and negative toward Indonesian and language orientation. This result supported the previous finding (see result from Table 6 above) where the learners who had good orientation in learning English preferred to learn English rather than Indonesian.

Table 8*Correlation between Language Orientation and Positive Attitude toward Indonesian and Negative toward English*

	Language Orientation	
Positive language attitude towards Indonesian and negative towards English	Pearson Correlation	.105
	Sig. (2-tailed)	.092
	N	256
**. Correlation is significant at the 0.01 level (2-tailed).		

Table 8 sought the correlation value between positive language attitude toward Indonesian and negative toward English, and language orientation ($r = .105$, $p = .092$). Based on the result, the researchers rejected the null hypothesis ($H_{0.1d}$) and accepted the alternative

hypothesis ($H_{1.1d}$). This result indicated that there was a positive correlation between positive language attitude toward Indonesian and negative toward English, and language orientation but the correlation was very weak and not significant.

Table 9

Correlation between Language Orientation and Positive Attitude toward English and Indonesian

		Language Orientation
Positive language attitude towards English and Indonesian	Pearson Correlation	.708**
	Sig. (2-tailed)	.000
	N	256
**. Correlation is significant at the 0.01 level (2-tailed).		

Table 9 assessed the correlation between positive language attitudes toward English and Indonesian, and language orientation. As shown in Table 9, the result indicated that there was a strong positive correlation with $r = .708$, while the significant level was significant with $p = .000$. Therefore, the researchers rejected the null hypothesis ($H_{0.1c}$) and accepted the alternative hypothesis ($H_{1.1c}$). This result suggests that there was a positive and significant correlation between positive language attitudes toward English and Indonesian, and language orientation. Although the learners preferred to learn English rather than Indonesian (see the result from Table 6 above), they still thought that both languages were important to them.

The Difference in Language Orientation between Male and Female Students

In order to answer the second research question, the researchers employed independent-samples t-test in order to find out the difference between male and female in terms of language orientation. The results of the descriptive statistics were presented in Table 10 below.

Table 10

Descriptive Statistic of Male and Female

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Language Orientation	Male	72	4.11	.761	.090
	Female	184	4.20	.817	.060

As shown in Table 10, there were few differences between male ($M = 4.11$, $SD = .761$) and female ($M = 4.20$, $SD = .817$) in terms of language orientation. To clarify the difference in language orientation between male and female students, the researchers conducted independent-samples t-test, the results of which are shown in Table 11.

Table 11

The Result of Independent-sample t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Orientation	Equal variances assumed	.014	.905	-.797	254	.426
	Equal variances not assumed			-.823	138.623	.412

Table 11 highlighted the results of independent t-test which shows that there was no significant difference in scores for males ($M= 4.11$, $SD= .761$) and females ($M= 4.20$, $SD= .817$) with $t(254) = -.797$ and $p= .426 > .05$. It means that the null hypothesis ($H_{0.2}$) was accepted and the alternative hypothesis ($H_{1.2}$) was rejected.

Discussions

This study attempted to investigate the English language orientation especially instrumental orientation and language attitudes toward English and Indonesian, which involved 256 students (184 females and 72 males) from two state universities and three private universities. In particular, it aimed to find out: 1) whether there was a positive and significant correlation between language orientation and language attitudes toward English and Indonesian (Research Question 1), and 2) whether there was a difference between male and female students in terms of language orientation (Research Question 2). The following discusses three major findings in relation to the first research question and one key finding in relation to the second research question.

The results from the data analysis showed that there was a positive and significant correlation between language orientation and positive attitude toward English ($H_{1.1a}$), positive attitude toward English but negative attitude toward Indonesian ($H_{1.1c}$), and positive attitude toward English and Indonesian ($H_{1.1e}$). The results of this study were consistent with the previous studies (Gould, 1977; Tragant & Munoz, 2000; Yousseff, 2012; & Nujraeni et al, 2015), which revealed that there was a relationship between language orientation and language attitude. It seems that EFL learners who had a good instrumental orientation towards English had a positive attitude in learning English. This finding also strengthened other studies (Hermann, 1980; Skehan, 1991; Kim, 1993; Katesi, 1993; & Ushida, 2005), which found that language attitudes and motivation played important roles in learning a language. From the finding, it can be concluded that language orientation in learning English influenced learners' attitudes towards English.

Contrary to the finding above, results from this study also showed that there was a positive but not significant correlation between language orientation and positive attitude toward Indonesian ($H_{0.1b}$) and positive attitude toward English but negative toward Indonesian ($H_{0.1d}$). These results clearly supported our hypothesis ($H_{0.1b}$) that language orientation in learning English did not have much influence on the Indonesian language attitude. This means that Indonesian EFL learners' instrumental motivation in learning English could influence their attitude towards the English language but not necessarily their attitudes towards the Indonesian language.

This research also found a very high positive perception towards English language orientation by Indonesian students despite the status of English as a foreign language and as a compulsory school and university subject (4.18 out of 5). It means that being aware of the importance of learning English beyond the formal school and university requirements may positively impact the students' attitudes towards English. By learning English, they could gain better opportunities to study abroad and higher salary (Dardjowidjojo, 2003, p. 44; & Wanich, 2014, p. 116), pass an examination, secure a better occupation, earn academic credits, and equip themselves with the necessary skills to learn other subjects (Ellis, 1986; Quist, 2000; & Kim, 2004).

The result of the second research question indicated that there was no difference between male and female students' instrumental English language orientation ($H_{0.2}$). This

result was different from the findings by Mori and Gobel (2006), Dörnyei, Csizér, and Neméth (2006), and Xiong (2010) who stated that female learners were more motivated in learning English as a foreign language than male learners, and Sicam and Lucas (2016), who claimed that male learners were more motivated than female learners in terms of instrumental motivation. In this case, the researchers found that male learners had the mean of 4.11 out of 5 and female learners had the mean of 4.20 out of 5. It showed that both male and female EFL learners had high instrumental English language orientation. Their similar instrumental orientation in learning English may be affected by the status and role of English as the most important international language and as a sole official language in ASEAN countries (Kirkpatrick, 2012). Therefore, regardless of the gender, Indonesian people may believe that having a good English ability would provide them with better life opportunities. This finding also supported the claim by Dardjowidjojo (2003) that Indonesian people tended to have instrumental language orientation in learning English rather than integrative language orientation.

Limitations of the Study

Despite the encouraging findings discussed previously, we believed that there were three limitations in this study. First, despite a promising result, we could not select an equal number of female and male student participants. Having an equal number of female and male students may have made the finding of the correlation between gender and language orientation stronger. Second, the researchers could not conduct an interview due to the time constraint and the difficulty in getting the participants for the event. We believed that the results of the interview could provide deeper and meaningful information about the students' attitudes and instrumental orientation to support the findings from this study. Third, since we used convenience sampling in selecting the participants, we could not confidently generalize the findings from this study to a larger population of universities in Yogyakarta.

Despite its limitation, the researchers believe that this study has provided the readers and researchers with some useful information about instrumental orientation and language attitudes toward English and students' national languages and/or local dialects particularly in the EFL learning contexts such as those in ASEAN and Asian countries. In addition, we also hope that the results of this study could increase educators and learners' awareness about the importance of instrumental motivation and positive attitudes towards English language.

Conclusions and Implication

In sum, this study investigated the relationships between language orientation and language attitudes towards English and Indonesian language. Findings from this study revealed that language orientation had a strong relationship with students' attitudes towards English but not necessarily towards Indonesian language. We also found that Indonesian EFL learners had a high awareness of the benefits of learning English for their future. The other result showed that there was no difference in instrumental orientation between male learners and female students.

Therefore, EFL English lecturers, teachers, and instructors should increase their awareness of the important role they play in motivating their students to possess instrumental orientation and positive attitudes particularly towards English. Having a clear orientation in learning English is expected to have a positive impact on students' attitudes towards English and on their engagement in learning English. Srisermbhok (2017) argues, "Teachers have an important role in creating a pleasant environment where everyone plays as well as learns the language and inspiring them that nothing is impossible to a willing heart, and attitude is also important" (p. 12).

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Appendix A

Language Attitudes Questionnaire

SD	D	U	A	SA
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

No	Statement	Choices				
		SD	D	U	A	SA
1	Modernization and advancement can be better achieved through the use of English.	SD	D	U	A	SA
2	English learning can become easier with the use of instruction in the Indonesian language.	SD	D	U	A	SA
3	Achievement is linked more to English than Indonesian.	SD	D	U	A	SA
4	Indonesian is a better language for the Indonesian EFL learners to express their needs, feelings, sentiments, and aspirations.	SD	D	U	A	SA
5	I feel more self-confident because I can speak English well.	SD	D	U	A	SA
6	I can read English better than Indonesian so I prefer to read directions written in English rather than in Indonesian.	SD	D	U	A	SA
7	In order to get high grades in school, one has to be highly proficient in English.	SD	D	U	A	SA
8	English is a more efficient medium of instruction in all my subjects in school.	SD	D	U	A	SA
9	I think I will be easier to find a good job with a high salary if one is proficient in English rather than Indonesian.	SD	D	U	A	SA
10	Indonesian rather than English is easier to use for explaining and discussing topics in all my subjects in school.	SD	D	U	A	SA
11	Indonesian should replace English as medium of instruction in all levels – grade school, high school, and college, in order to accelerate the English abilities.	SD	D	U	A	SA
12	When an Indonesian attends international conferences, he/she feels confident because he/she has a facility with the use of English rather than Indonesian.	SD	D	U	A	SA
13	Instructions written in Indonesian are easier to read and understand rather than those written in English. *	SD	D	U	A	SA
14	One is considered smart and intellectual if he/she is proficient in English.	SD	D	U	A	SA

No	Statement	Choices				
		SD	D	U	A	SA
15	Speaking both English and Indonesian helps one get a job.	SD	D	U	A	SA
16	I associate Indonesian with nationalism while English is associated with colonialism. *	SD	D	U	A	SA
17	People who speak Indonesian and English have more friends than those who speak only one language.	SD	D	U	A	SA
18	When I console a friend, I prefer to use Indonesian.	SD	D	U	A	SA
19	Speaking both Indonesian and English helps people get promotions in their job.	SD	D	U	A	SA
20	In order to get things accomplished, it is more effective to use Indonesian than English.	SD	D	U	A	SA
21	To be efficient as a government official, one must be proficient in both Indonesian and English.	SD	D	U	A	SA
22	It is preferable for Indonesian people to be able to speak both English and Indonesian fluently.	SD	D	U	A	SA
23	To be better and effective Indonesian people, one does not need to be proficient in English. *	SD	D	U	A	SA
24	English is considered an expensive and descriptive language.	SD	D	U	A	SA
25	To be better and effective leader in Indonesia, one must be proficient in both Indonesian and English.	SD	D	U	A	SA
26	In most cases, I prefer to use Indonesian when greeting friends, classmates, superiors, and officials.	SD	D	U	A	SA

NB: *Invalid statement

Appendix B**Language Orientation Questionnaire**

SD	D	U	A	SA
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

No	Statement	Choices				
1	Learning English is important to me.	SD	D	U	A	SA
2	Being proficient in English will help me in my future career.	SD	D	U	A	SA
3	Being proficient in English gives me a good sense of accomplishment.	SD	D	U	A	SA
4	Being proficient in English enhances my standing with my peers.	SD	D	U	A	SA
5	Being proficient in English will help me get a good job.	SD	D	U	A	SA
6	Proficient in English makes me retain my English proficiency.	SD	D	U	A	SA
7	Being proficient in English, I can access information for learning other subjects.	SD	D	U	A	SA
8	Being proficient in English will make me more confident.	SD	D	U	A	SA
9	Being proficient in English will help me in learning other subjects.	SD	D	U	A	SA
10	Overall, I consider English to be useful to me.	SD	D	U	A	SA

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