



« STUDENTS' ATTITUDE AND MOTIVATION TOWARDS THE ENGLISH LANGUAGE
LEARNING IN LUBUMBASHI EDUCATIONAL SUBDIVISION 1 IN FIRST YEAR OF
HUMANITIES (GRADE 10) »

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ABSTRACT

This paper analyzes attitude and motivation that first year secondary school students in Lubumbashi educational subdivision 1 have in learning English. The objective of the study is to identify students' attitude and motivation towards English learning. This study uses a quantitative approach. To collect data, questionnaires have been used and administered to 230 students. As for data analysis, descriptive statistics and content analysis have been employed. The findings show that students have a positive attitude and a high motivation towards English learning.

Key words : *Attitude, motivation, English language learning.*

INTRODUCTION

Language is a linguistic tool that human beings use for communication. Everyone in his or her life needs a language in order to communicate, to express his or her feelings and thoughts using words. Therefore, language is at the centre of human life, and it is used for various purposes such as academic, official, personal, social and so on (Yadav, 2012). There are various languages spoken in the world, and one of the leading or most spoken languages is English. This language is used for global communication, and it plays a great role in international trade, technology, education, entertainment and other aspects of social life. Looking at all these mentioned roles that English plays worldwide, the demand of learning English as a second language to some countries and English as a foreign language to other countries has been rapidly increased.

In the case of the Democratic Republic of Congo, English language is only taught in secondary schools as a foreign language, and it is a compulsory course. The major objective of the Congolese English curriculum is to produce people who are able to function in the language, i.e, people who are capable of successfully engaging in conversation with native as well as non-native speakers of the language. Related to this is the following objective : the ability to use the language satisfactorily in writing, to read and understand it. With that in mind, knowing English has become more significant. Now, in order to bring the desirable language outcome, students' attitude and motivation towards English language learning are essential.

Hornby (2010) defines attitude as the way that you feel about something or the way you behave towards something that shows how you think and feel. With regard to language learning, it is worth mentioning that the process of language learning is linked to students' attitude towards the target language. Forcing students to learn the language hostilely creates feeling of frailer, and it is obvious that such dissatisfaction could generalize to negative attitude towards language learning among some students. Cabansang (2013) argues that having positive attitude in learning English is knowing the importance of the English language and recognizing it as an essential language to be learnt.

Gardner (1985) defines motivation as a combination of effort and desire to realize the goal of learning the language, which has positive attitude towards language learning. Motivation plays an important role in the process of language learning. It is a driving force and a determinate factor for students' achievement in learning a second language. For students to have an achievement in their learning of English, they should be well motivated by the teacher by identifying students' needs and purpose in learning the language by providing them with clear instructions that may stimulate their interests and expectations on the language. Motivation and attitude play pivotal roles in increasing students' proficiency and efficiency in language learning (Oroujlou and Vahedi, 2011).

Motivation in the second language learning is a complex phenomenon which can be defined in terms of two factors : learners' communicative needs and their attitude towards the second language community. If students need to speak the second language in a wide range of social situations or to fulfill professional ambitions, they will perceive the communicative value of the second language, and therefore be motivated to acquire proficiency in it.

When checking on the literature review, Yadav (2012), in his thesis entitled " Attitudes of Dalit students towards learning English ' , ' found that Dalit students had positive attitudes towards English language learning, and they did not prefer (want) to use their mother tongue in their English classrooms. He also recommended that teachers should not use other languages rather than English in English classrooms. Alias (2012) investigated students' motivation and attitudes towards English learning among 240 students selected from six secondary schools in Malaysia through a questionnaire. His study revealed that many students had a strong motivation and a positive attitude towards English learning, despite the numerous difficulties they faced. In addition to that, Imsa-Ard (2020) undertook a similar study with 640 secondary school students from all over Thailand. His findings revealed that students were highly motivated and keen to learn and improve their English, despite some difficulties that hindered their English proficiency.

Likewise, this study aims at finding out the attitudes and motivations that students studying in the schools found in Lubumbashi educational subdivision 1 have towards English learning. Thus, the following questions are worth to be asked :

- What are the attitudes that pupils studying in schools found in Lubumbashi educational subdivision 1 have ?
- What are factors that motivate students studying in schools found in Lubumbashi subdivision one ?
- What are ampers that affect the proper English learning ?

This work is based on Gardner's socio-educational model that includes three elements, namely : effort to learn the language, desire to achieve goal and a positive effect in the task of language learning.

With regard to the socio-educational model, motivation and ability are strongly linked to students' achievements in language learning and attitudes in learning.

1. AIM OF THE STUDY

This study aims at :

- finding out the attitudes that students who study in schools found in Lubumbashi educational subdivision 1 have.
- identifying factors that motivate students who study in schools found in Lubumbashi educational division 1.

2. DELIMITATION OF THE STUDY

There are many secondary schools in Lubumbashi educational subdivision 1, but due to time resources and other constraints, researchers resorted to the present study to the secondary schools that are found in the City centre, namely : Imara boys school, Kitumaini boys school, Age d’Or secondary school, Wema girls’ school, Twendelee girls’ school and IDAP school.

230 students studying English in the first year of humanities (Grade 10) have been taken as samples from the above named schools.

3. RESEARCH METHODOLOGY

The current study uses only a quantitative approach. It means that the research aims at measuring and quantifying through the numeric data, that is why yes/no multiple choice questions have been adopted in order to facilitate the collection of data.

4. DATA ANALYSIS

The data are represented by tables as shown below :

Table1 : students’ vision on English language

Vision	Positive	Negative	Percentage		Total
			P	N	
-English is important in life.	225	05	97,8	2,1	100
-English improves personality.	212	18	92,1	7,8	100
-You learn English to speak it.	172	58	74,7	25,2	100

N.B : - P (positive)
- N (negative)

From the table above, it can be noticed that 225 students (97,8%) have a positive vision about the importance of English in life, while 5 students (2,1%) have a negative vision about the importance of English in their life. 212 students (92,1%) think that learning English will improve their personality, while 18 students (7,8%) think that learning English will never improve their personality. 172 students (74.7%) assert to learn English for speaking it, whereas 58 students (25,2%) do not find any interest in speaking English.

Table 2 : students’ attitude toward learning English

Attitude	Negative	Positive	Total
You like learning English.	44	186	230
Percentage	19,1	80,8	100

After

the analysis of the data found in the table above, it can be seen that 44 students (19,2%) have a negative attitude towards English learning, and 186 students (80,8%) have a positive attitude in learning English.

Table3 : Factors that motivate students in learning English

Factors	Number	Percentage
- English helps in future studies.	215	93,4
- English helps to meet different speakers of English.	221	96
- English offers job opportunities.	224	97,3
- English promotes business and tourism.	222	96,5
- English learning is entertaining and interesting.	206	89,5

The above table explicates some factors that motivate students in learning English. 215 students (93,4%) sustain that English will help them in their future studies. 221 students (96,5%) learn English in order to speak with different speakers from all over the world, since English is an international language for communication. 224 students (97,3%) believe that knowing English is a key that opens job opportunities. 222 participants (96,5%) like learning English, because it promotes business and tourism. 206 students representing (89,5%) are pleased by the way in which they learn English.

Apart from the motivating factors, it is worth noting some demotivating factors as stated by Some students. 58 students representing (25,2%) said that learning English gives them unpleasant feeling and causes fear in them due to the manner in which teachers teach and the methodologies that teachers use. 86 students (37,3%) have fear to make mistakes in speaking English before their peers and the teacher, and this hinders them to express themselves.

5. DISCUSSION

Concerning students' vision on English language, the results show that students consider English to be very important in their lives, since they believe that English can improve their personality, and they like using it. The reason behind these results is that Lubumbashi educational subdivision 1 is found in the city centre, and parents are well positioned financially. They aspire to send their children to study abroad once their children finish their secondary studies. As a result, students show a positive attitude towards English language learning, since they consider it to be very important to their lives. 186 students (80,8%) confirmed that learning English would change their future social status. These

results are different from the results that Sengkey and Galag (2018) found in which the grade 10 students of SMA A had a moderate level of attitude in learning English.

In our study, there is a significant relationship between students's attitude and their motivation in learning English. These results meet the findings that Alias(2012) found which revealed that Malaysian students had a strong motivation and a positive attitude towards English learning. Similarly, Amsa – Ard (2020) found that Thai students were highly motivated to learn and improve English, despite some difficulties that hindered their English proficiency. Though these results in this study reveal that students have a strong motivation and a positive attitude towards English learning, previous findings about the Lubumbashi educational subdivision 1 students indicated that the English proficiency of these students was low as noted by Justin and Kazembe(2023). This may be due to teachers' failure to figure out how to adjust and satisfy the needs of learners and teachers' failure to explore all techniques, approaches and methods in order to reach their aims and motivate their students.

6. CONCLUSION

In this study, we discussed learners' attitude and motivation towards English language learning. The objectives were to identify the attitude and motivation of first year students in Lubumbashi subdivision 1. There were 230 students who participated in this study. The results prove sufficiently that many students have a positive attitude and high motivation in learning English, since they have different future aspirations such as : English will improve their personality, promote business, help meet English speakers from different countries, offer job opportunities, makes fun in learning it, etc. However, a few students mentioned that they had an unpleasant feeling to learn English and feared to express themselves in English. It should be assumed that that the fear to speak English arouses from that students are not used to practise English in their daily speech, for it is not their first language.

As recommendations, teachers should keep on motivating students in order to let them have a positive attitude towards the English language, telling them that their attitude and motivation are important in enhancing English proficiency. In much the same way, they should think of providing students with activities that enable them develop their learning motivation and keep a positive attitude; for instance, teachers may ask them to debate talking about the advantages that knowing English offers worldwide, to encourage students to try to speak English again and again without caring about mistakes, to multiply communicative activities during the learning process in order to make students feel confident about English language use in asking them to explain what they learn English for, to encourage students to continue learning English and improve their English language skills.

Nevertheless, this study did not tackle all schools which are found in Lubumbashi educational subdivision 1. Hence, future studies should be done on all schools that are in the area.

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