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Unveiling the Role of Learning Motivation and Language Attitudes in Enhancing English Proficiency Among Non-English Major Students

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Abstract

With language attitudes as a mediating factor, this study looks at how learning motivation affects the English language proficiency of non-English major students at Panca Marga University. Data were gathered by means of structured questionnaires and examined using Smart PLS from a sample of one hundred students from the Faculty of Economics and Business chosen by accident sampling. The results show that language attitudes and English proficiency are much improved by learning motivation, defined by interest levels, learning goals, and effort. Moreover, good language attitudes—that is, favorable impressions, curiosity, and appreciation of English's usefulness—directly increase speaking, listening, reading, and writing ability. Especially, language attitudes show their cooperative influence on language acquisition and help to moderate the relationship between motivation and proficiency. These findings highlight the need of encouraging drive and developing good attitudes to enable good English proficiency. This study helps to create focused plans for raising language proficiency in non-English academic environments.

INTRODUCTION

The ability to communicate effectively in English has become increasingly vital in today's interconnected world, evolving beyond a simple academic requirement to a fundamental skill across various professional and social contexts. For students pursuing non-English majors, achieving proficiency in English can be particularly challenging due to limited exposure and the prioritization of their primary academic disciplines. This challenge is compounded by the significant role that motivation plays in the language learning process; students' commitment and perseverance in mastering English are heavily influenced by their motivational factors, which can be either instrumental or integrative in nature (Mahendra, Dewi, & Utami, 2022). Furthermore, the attitude towards English as a global communication tool can significantly mediate the relationship between motivation and actual language proficiency, highlighting the importance of fostering a positive perception of

English among these learners (Mashwani & Noori, 2023). Understanding the dynamics of motivation, attitudes, and engagement is crucial for educators and policymakers aiming to develop effective strategies that enhance English language acquisition among non-English major students (Gao, 2024; Wandas, 2024; Xiong & Wang, 2023).

This investigation aims to explore how learning motivation affects the English language proficiency of students who are not majoring in English, particularly emphasizing the mediating role of their attitudes towards the language. Research indicates that motivation is a crucial determinant of success in language learning, with motivated students more likely to engage in activities that enhance their speaking skills and overall proficiency (Burhanuddin, Hudriati, & Juniansyah, 2023). Additionally, positive attitudes towards English as a global language can significantly influence this relationship, as students who view English favorably are often more committed to their language learning journey (Melvina & Julia, 2021). By examining these dynamics, the study seeks to provide valuable insights into the factors that either facilitate or obstruct English language acquisition among non-English majors, ultimately contributing to the development of targeted educational strategies and policies that can enhance their proficiency in an increasingly interconnected world (Elshahawy, 2020; Jiao, Jin, You, & Wang, 2022; Naeem, Jamal, & Khan, 2022).

This study is significant as it addresses a crucial gap in understanding the factors that influence English language acquisition among students who are not majoring in English. While existing research has predominantly focused on English proficiency within language and literature programs, there has been limited exploration of the unique challenges faced by students whose academic pursuits lie outside the linguistic field. These students often struggle to balance the demands of their specific disciplines with the necessity of mastering a second language, which can hinder their learning process (Burhanuddin et al., 2023). Moreover, the relationship between motivation and language attitudes remains under-researched, particularly in the context of non-English majors (Jingya, 2023). By investigating these dynamics, this study aims to contribute to the academic discourse on second language acquisition while also providing practical insights for educators and institutions seeking to improve English learning outcomes for a diverse range of student populations (Naeem et al., 2022). Previous research has underscored the critical role that learning motivation and attitudes play in language acquisition, indicating that factors such as students' interest levels, learning goals, and efforts significantly affect their ability to acquire new skills, including language proficiency (Kawa & Nidham, 2023). For instance, studies have shown that English proficiency is multifaceted, encompassing essential skills like speaking, listening, reading, and writing, all of which necessitate consistent practice and exposure (Elshahawy, 2020). Additionally, the importance of language attitudes has been highlighted, with positive perceptions of language learning, interest in English, and its perceived

utility in daily life identified as key determinants of successful language acquisition (Alnwaiem, 2023). However, while these studies provide valuable insights, there remains a limited focus on the interconnection of these variables, particularly concerning non-English majors.

By examining how motivation and attitudes collectively influence English proficiency, this study aims to bridge a significant gap in the literature. The interplay between these factors is particularly relevant for non-English majors, who may face unique challenges in their language learning journey (Ni'mah, 2020). Understanding these dynamics can enhance educational strategies and interventions aimed at improving English proficiency among diverse student populations, thereby contributing to a more comprehensive understanding of second language acquisition (Ahmad et al., 2024; Nevisi & Farhani, 2022).

Despite the increasing volume of research on language acquisition, there remains a significant gap in understanding how learning motivation and language attitudes collectively influence English proficiency among non-English major students. Most existing studies tend to analyze these factors in isolation or primarily focus on students enrolled in language-intensive programs, neglecting the unique challenges faced by those in non-language disciplines (Alnwaiem, 2023). These challenges often include balancing the demands of their primary fields of study with the need to master a second language, which can create barriers to effective language learning (Kawa & Nidham, 2023). Furthermore, the mediating role of language attitudes in the relationship between motivation and proficiency has not been thoroughly examined, leaving a critical void in the literature (Menggo & Darong, 2022).

This study seeks to address this gap by exploring the interconnectedness of motivation and attitudes within the context of non-English majors, providing a fresh perspective on how these dynamics influence language learning outcomes. By investigating how motivational factors and attitudinal influences work together, this research aims to contribute valuable insights and practical implications for enhancing English language education across various academic disciplines (Fang, Yeh, Luo, & Chen, 2021). Understanding these relationships can help educators develop targeted strategies that better support non-English majors in their language acquisition journey, ultimately improving their proficiency and confidence in using English (S. Chen, Zhao, de Ruiter, Zhou, & Huang, 2022; Tambunan, Tambun, & Harahap, 2024).

This study posits that learning motivation has a significant impact on English language proficiency among non-English major students, with language attitudes serving as a mediating factor in this relationship. The primary variables under investigation include learning motivation—characterized by interest levels, learning goals, and effort—English proficiency, which encompasses speaking, listening, reading, and writing skills, and language attitudes, defined by positive perceptions of language learning, interest in English, and its perceived utility in everyday life (Xiong & Wang, 2023). To test these hypotheses,

a quantitative research methodology was employed, utilizing a structured questionnaire to gather data from a sample of non-English major students. Statistical analyses were conducted to explore both direct and indirect relationships among the variables, thereby providing a comprehensive understanding of the factors that contribute to English language acquisition in this specific demographic (Liu & Wang, 2021).

The significance of this research lies in its focus on non-English majors, a group that often faces unique challenges in language learning due to their primary academic commitments (Smajla, 2020). Previous studies have indicated that motivation and attitudes toward language learning are crucial for successful language acquisition, yet the interplay between these factors has not been extensively explored in this context (Apridayani & Teo, 2021). By examining how motivation influences proficiency through the lens of language attitudes, this study aims to fill a notable gap in the literature and offer insights that could inform educational practices and policies aimed at enhancing English language education across diverse academic fields (Kusrini, Trisna, & Mukaromah, 2022).

RESEARCH METHODOLOGY

This study focused on students from Panca Marga University who are not enrolled in the Faculty of English Language and Literature but are participating in English language courses. The sample consisted of at least 100 students from the Faculty of Economics and Business, selected through an accidental sampling method during in-person classroom sessions. Data collection involved a structured questionnaire designed to assess learning motivation, language attitudes, and English language proficiency. The questionnaire included validated indicators for motivation, such as interest levels, learning goals, and effort (Thao, 2024); for proficiency, it measured speaking, listening, reading, and writing skills (Devi, 2023); and for attitudes, it evaluated positive perceptions of English learning and interest in the language (Ahmed et al., 2021). The data collection process spanned an entire semester to ensure adequate participation and representativeness.

Using both outer and inner model assessments, the study used Smart PLS to probe the associations among the variables (Ghalda, Elly, & Rahmansyah, 2024; Rahmansyah, Hudzafidah, & Bahri, 2024). To validate the constructs, the outer model analysis evaluated composite reliability, discriminant validity, and outer loadings (Dhany, Wilamsari, Rahmansyah, & Musriati, 2024; Rahmansyah et al., 2024). To examine structural relationships, the inner model analysis concentrated on R-squared values, F-squared effect sizes, and model fit indices (Dhany & Rahmansyah, 2022). Using path coefficients and p-values, hypotheses testing investigated both direct and indirect effects (Rahmansyah & Dhany, 2023). The questionnaire was pre-tested with a pilot group to guarantee validity and dependability; findings were cross-validated with reference to set benchmarks.

The approach is constrained by the use of accidental sampling, which may add bias and limit the generalizability of the results even if it provides strong insights on the interactions among the variables. Still, this method offers a repeatable structure for investigating the mediating effects of language attitudes in different scholarly and cultural settings (Kithinji & OHirsi, 2022; Liu & Wang, 2021).

RESULT AND DISCUSSION

Result

Table 1. Outer Loadings

Indikacator	Outer loadings
X1 <- X. Learning Motivation	0.857041
X2 <- X. Learning Motivation	0.885763
X3 <- X. Learning Motivation	0.841238
X4 <- X. Learning Motivation	0.85921
X5 <- X. Learning Motivation	0.885516
X6 <- X. Learning Motivation	0.860464
Y1 <- Y. English Proficiency	0.859466
Y2 <- Y. English Proficiency	0.882038
Y3 <- Y. English Proficiency	0.846402
Y4 <- Y. English Proficiency	0.868353
Z1 <- Z. Language Attitudes	0.852986
Z2 <- Z. Language Attitudes	0.864063
Z3 <- Z. Language Attitudes	0.835647
Z4 <- Z. Language Attitudes	0.835811
Z5 <- Z. Language Attitudes	0.860043
Z6 <- Z. Language Attitudes	0.887759

Table 1 shows the three constructs' outer loadings—Learning Motivation, English Language Proficiency, and Language Attitudes. Strong relationships with their respective latent constructions are shown by all indicators showing outer loading values above 0.8. The outer loadings for Learning Motivation span 0.841 to 0.885, therefore stressing the accuracy of the indicators in expressing this construct. English Language Proficiency indicators also indicate outer loadings between 0.846 and 0.882, therefore validating their importance. Reflecting the stability of the construct, Language Attitudes likewise show strong outer loadings ranging from 0.835 to 0.887. These strong outer loading values confirm the suitability of the measuring model and imply that, in the framework of this research, the indicators fairly reflect their corresponding constructions.

Table 2. Construct Reliability And Validity

Variable	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
X. Learning Motivation	0.932631	0.932994	0.946888	0.74826
Y. English Proficiency	0.886872	0.886939	0.921836	0.746776

Variable	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Z. Language Attitudes	0.927091	0.927351	0.942782	0.733145

Table 2 shows the validity and reliability of the constructs: English Language Proficiency, Learning Motivation, and Language Attitudes. High Cronbach's alpha values—above 0.85—showcase great internal consistency among all variables. For every construct, composite reliability (rho_a and rho_c) values surpass 0.9, thereby attesting to the dependability of the constructions. Furthermore showing strong convergent validity are the average variance extracted (AVE) values, which all exceed the 0.7 criterion. These findings confirm that the measuring model consistently and legitimately reflects the constructs, therefore guaranteeing the data's robustness for next investigation.

Table 3. Discriminant Validity

Variable	Heterotrait-monotrait ratio (HTMT)
Y. English Proficiency <-> X. Learning Motivation	0.893677
Z. Language Attitudes <-> X. Learning Motivation	0.89822
Z. Language Attitudes <-> Y. English Proficiency	0.896733

Table 3 shows for the constructs Learning Motivation, English Language Proficiency, and Language Attitudes the discriminant validity assessment utilizing the Heterotrait-Monotrait ratio (HTMT). Since all HTMT values are below the 0.9 threshold, the constructs are different and do not cross too much. This guarantees the discriminant validity of the measuring model and supports the structural integrity of the study by confirming that the variables in the model measure various concepts successfully.

Table 4. R-square

Variable	R-square
Y. English Proficiency	0.720348
Z. Language Attitudes	0.698801

Table 4 offers English Language Proficiency and Language Attitudes' R-square values for the dependent variables. With an R-square value of 0.720 for English Language Proficiency, the predictors in the model explain 72.03% of the variation. Analogous to this, the R-square value for Language Attitudes is 0.698, indicating that the independent variables explain 69.88% of its variance. These results show a significant explanatory ability of the model, therefore proving its efficiency in capturing the relationships among the constructs.

Table 5. f-square

Variable	f-square
X. Learning Motivation -> Y. English Proficiency	0.211289
X. Learning Motivation -> Z. Language Attitudes	2.320061
Z. Language Attitudes -> Y. English Proficiency	0.211302

Table 5 shows the f-square values, thereby gauging the effect size of every predictor on the dependent variable. Learning Motivation indicates its major impact on both constructs since it has a medium effect on English Language Proficiency (f-square = 0.211) and a very large influence on Language Attitudes (f-square = 2.320). Furthermore, confirming its significant role as a mediator, Language Attitudes has a medium effect on English Language Proficiency (f-square = 0.211). These results show the significant contributions of Learning Motivation and Language Attitudes to the model; Learning Motivation is especially important in determining Language Attitudes since it shapes them significantly.

Table 6. Model fit

Fit summary	Saturated model	Estimated model
SRMR	0.041972	0.041972

Table 6 offers the Standardized Root Mean Square Residual (SRMR) model fit evaluation. With an SRMR value of 0.041 — much below the threshold of 0.08 — both the saturated and projected models show outstanding model fit. This outcome confirms that the structural model is a good fit of the data since it implies that the difference between the observed and expected correlations in the model is minimum.

Table 7. Direct Effects

Variable	Original sample (O)	T statistics	P values
X. Learning Motivation -> Y. English Proficiency	0.442915	5.32416	1.06E-07
X. Learning Motivation -> Z. Language Attitudes	0.835943	32.53508	5.68E-14
Z. Language Attitudes -> Y. English Proficiency	0.442928	5.349615	9.21E-08

Table 7 lists the model's direct impacts between variables. English Language Proficiency (original sample = 0.443, T-statistics = 5.324, p < 0.001) and Language Attitudes (original sample = 0.836, T-statistics = 32.535, p < 0.001) benefit much from Learning Motivation. Furthermore, greatly affecting English Language Proficiency (original sample = 0.443, T-statistics = 5.350, p < 0.001) are Language Attitudes. All p-values are quite low, suggesting quite strong correlations. These findings show how important Learning Motivation and Language Attitudes are in determining English Language Proficiency; Learning Motivation acts both directly and indirectly via Language Attitudes.

Table 8. Indirect Effects

Variable	Original sample (O)	T statistics	P values
X. Learning Motivation -> Y. English Proficiency	0.370263	5.412263	6.52E-08

Table 8 shows via Language Attitudes the indirect influence of Learning Motivation on English Language Proficiency. With an original sample value of

0.370, T-statistics of 5.412, and a p-value of 0.001, the indirect impact is noteworthy. This implies that via affecting Language Attitudes, Learning Motivation enhances English Language Proficiency. Emphasizing its relevance in the whole model, the major indirect impact highlights the mediating function of Language Attitudes in improving the link between Learning Motivation and English Language Proficiency.

Discussion

The Effect of English Learning Motivation on Language Attitudes of Non-English Major Students at Panca Marga University.

The study indicates a positive influence of learning motivation on the language attitudes of non-English major students at Panca Marga University. Learning motivation encompasses factors such as interest levels, learning goals, and the effort students invest in their studies. Research has shown that a high level of motivation can lead to more favorable attitudes towards language learning, which in turn enhances the learning experience (Mustafah Hussain, Nik Anuar, Abdul Jalil, & Sulaiman, 2023). For instance, students who are motivated tend to develop a positive perception of English learning, exhibit greater interest in the language, and recognize its utility in everyday life (Khajavy, MacIntyre, & Hariri, 2021). This aligns with findings that suggest positive language attitudes encourage learners to engage more deeply with the language, ultimately fostering a more effective learning environment (Elshahawy, 2020). Moreover, the relationship between motivation and language attitudes is further supported by studies that emphasize the importance of these variables in language acquisition. Positive attitudes towards learning English can significantly enhance students' motivation, leading to improved language proficiency (Trabunan et al., 2024). For example, research has demonstrated that students with positive attitudes towards English are more likely to persist in their learning efforts and achieve better outcomes (Liu & Wang, 2021). This interplay suggests that fostering a motivating learning environment can positively impact students' attitudes towards English, thereby enhancing their overall language acquisition process (Alnwaiem, 2023).

The Effect of English Learning Motivation on English Language Proficiency of Non-English Major Students at Panca Marga University.

The study reveals a positive influence of learning motivation on the English language proficiency of non-English major students at Panca Marga University. Learning motivation is characterized by factors such as interest levels, learning goals, and the effort students exert in their studies. Research has consistently shown that higher levels of motivation correlate with improved language skills, including speaking, listening, reading, and writing (Idris, Yusuf, Mohd Hanif, Adekunle, & Kayode, 2021). For instance, motivated learners are more likely to engage actively in language practice, which enhances their overall proficiency (R.

Chen, 2022). This aligns with findings that indicate a strong relationship between motivation and language achievement, suggesting that students who are driven by clear goals and a genuine interest in learning tend to perform better in language assessments (Mahendra, Dewi, & Utami, 2021).

Moreover, the connection between motivation and language proficiency is further supported by studies emphasizing the importance of intrinsic motivation in language learning. Intrinsic motivation, which stems from a personal desire to learn and improve, has been shown to significantly impact language acquisition outcomes (Netta, 2023). Additionally, learners who perceive the utility of English in their daily lives tend to exhibit greater motivation, which in turn facilitates their language development (Alnwaiem, 2023). This interplay suggests that fostering a motivating learning environment can lead to enhanced language proficiency among non-English major students, thereby contributing to their overall academic success (Alghameeti, 2022; Yücel, Aras, & Korkmaz, 2023).

The Effect of Language Attitude on English Proficiency of Non-English Major Students at Panca Marga University.

The study indicates a positive influence of language attitudes on the English language proficiency of non-English major students at Panca Marga University. Language attitudes encompass positive perceptions towards language learning, interest in English, and the perceived utility of English in daily life. Research has shown that students who hold favorable attitudes towards learning English are more likely to engage actively in their studies, which enhances their speaking, listening, reading, and writing skills (Udu, 2021). For example, students with a positive attitude towards English are more inclined to participate in language activities, leading to improved language proficiency (Burgos, 2023). This aligns with findings that suggest a strong correlation between positive language attitudes and successful language acquisition, as students who appreciate the relevance of English in their lives tend to perform better academically (Marjerison & Yang, 2022).

Moreover, the relationship between language attitudes and proficiency is further supported by studies that emphasize the importance of students' perceptions in their learning outcomes. Positive attitudes towards English not only motivate students to learn but also facilitate their engagement with the language, resulting in better performance in various language skills (Mahmoodi & Narafshan, 2020). Additionally, research has indicated that students who are interested in English and recognize its practical applications are more likely to achieve higher levels of proficiency (Burgos, 2023). This interplay suggests that fostering a positive attitude towards English can significantly enhance the language learning experience for non-English major students, ultimately contributing to their overall academic success (Jacinto, Galvez, & Salonga, 2024).

The Effect of English Learning Motivation on English Language Proficiency of Non-English Major Students at Panca Marga University with Language Attitude as a Mediating Variable.

The study highlights a positive influence of learning motivation on English language proficiency among non-English major students at Panca Marga University, with language attitudes serving as a mediating variable. Learning motivation is characterized by factors such as interest levels, learning goals, and the effort students put into their studies. Research indicates that motivated students are more likely to engage in language learning activities, which enhances their speaking, listening, reading, and writing skills (Tambunan et al., 2024). For instance, students who are highly motivated often exhibit a greater interest in English and recognize its practical applications in daily life, leading to improved language proficiency (Banafi, 2023). This aligns with findings that suggest a strong correlation between motivation and language achievement, where students with clear goals and a positive attitude towards learning tend to perform better academically (Mahmoodi & Narafshan, 2020).

Moreover, the role of language attitudes as a mediating factor is supported by studies that emphasize the importance of students' perceptions in their learning outcomes. Positive attitudes towards English not only motivate students to learn but also facilitate their engagement with the language, resulting in better performance across various language skills (Arif & Handayani, 2021). For example, students who perceive English as useful and enjoyable are more likely to invest effort in their studies, which in turn enhances their proficiency (Lasekan & Godoy, 2020). This interplay suggests that fostering both motivation and positive language attitudes can significantly improve the language learning experience for non-English major students, ultimately contributing to their overall academic success (Sulistiyo, Al Arif, Handayani, Ubaidillah, & Wiryotinoyo, 2022).

CONCLUSION

The results of this study show how closely learning motivation, language attitudes, and English language proficiency interact among non-English major Universitas Panca Marga students. Emphasizing the need of elements such as interest, goals, and effort in forming good learning outcomes, learning motivation directly improves both language attitudes and English proficiency. In the same vein, language attitudes favorably affect English proficiency, proving that students who view English favorably are more likely to be language skillful experts. Moreover, language attitudes work as a mediator between motivation and proficiency, therefore magnifying their influence. These findings highlight the need of encouraging both motivation and good attitudes in building an efficient learning environment and provide insightful analysis for teachers and

legislators in formulating plans to help language acquisition for students in many different academic fields.

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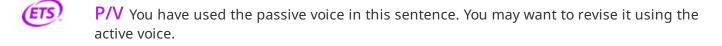**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

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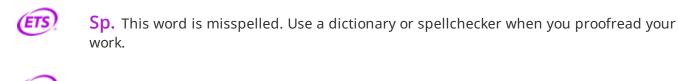
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