

LANGUAGE ATTITUDE OF THE ENGLISH DEPARTMENT STUDENTS TOWARD ENGLISH

Marlina Muhammad Tangke

Dept. of English Education, Teacher Training and Education Faculty, Christian

University of Indonesia Toraja

marlinamuhammادتangke@yahoo.com

ABSTRACT

The objective of this research was to determine the language attitudes of the English Department students towards English. The research method applied in this research is quantitative method. The subjects of this research were students of the English Department at UKI Toraja from the 2017, 2018 and 2019 academic years. Data collection was carried out through distributing questionnaires consisting of 12 statements. Furthermore, the data obtained were analyzed using a Likert scale calculation used to measure these aspects which consisted of 5 (five) scales. The results of this research found that there were two main categories of students' language attitudes, namely positive and negative attitudes. Respondents consisted of 25 students in the 2017, 2018 and 2019 academic years who filled out a statement questionnaire. Most of the students strongly agree and agree or have a positive attitude towards English. They know the importance of English in this global era, are proud to learn English, and love to use English. Therefore this study suggests, to do more research and studies on the language attitudes of English Department students towards English.

Keywords: *language attitude, learning English*

INTRODUCTION

Language attitude is a mental position or feeling towards one's own language or the language of others. The state and process of attitude formation are not far from the state and process of attitude formation in general. With the help of attitude, the attitude of language also represents psychology so that it cannot be done directly. Chaer and Agustina (2010:149) stated that "Language that can be learned through the behavior requested or learned". When someone learns a language and his attitude is positive, the attitude will be followed by good action and indicate a good result in studying the language. In contrast, the negative attitude is followed by negative action. So, the result of language study will be surely bad (Jendra, 2010:113).

In Indonesia, English is categorized as a foreign language. This language is taught to students from elementary school to university. This policy was made by the Ministry of Education by considering the importance of English as a lingua franca in this globalization era. Many students still lack the confidence and courage to learn English. Some of them are embarrassed to speak English to their friends even though they are English Department students.

The problem that the writer found was that some students were confused about defining their attitudes, and what they thought about what they were doing was different. They rarely practice 4 (four) English language skills-speaking, listening, reading and writing-off-campus. In fact, they rarely use English as a communication tool with their classmates. Furthermore, the writer observed that some students rarely spoke English even in English classes. This shows that students have problems with attitudes towards the language being studied by them. Although they take the English Department as their study program, that does not mean they have a positive attitude towards the language(Sampelolo & Atmowardoyo, 2016). They might have a negative attitude. On the other hand, students seem to study English only to fulfill the requirements.

Based on the phenomenon above, the importance of this research is that students are aware of the language attitudes of English majors towards English, help students to be able to know how to address language in learning English and the importance of language attitudes in line with thoughts and actions.

This study aims to describe students' language attitudes towards English and the analysis describes what the students' attitude is. English is the language used as a medium of communication and as the first international language used to interact with others throughout the world. English is the mother tongue in the United States, United Kingdom, Great Britain, Ireland, Australia, South Africa, New Zealand and British Commonwealth Countries such as Singapore and Malaysia.

English is the first Germanic language spoken in the United Kingdom in the early Middle Ages. This language has also become an official language in almost 60 countries around the world. English has undergone many changes, its vocabulary also experienced a very rapid addition. In the television world too many films that use English subtitles.

Researchers in the fields of psychology and education, especially language learning, consider several definitions of attitude which mention different meanings from different contexts and perspectives (Alhmali, 2007). Based on the theory of planned behavior, Montano and Kasprzyk (2008, p. 71) stated that, "Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes". Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.

Based on the definition above it can be concluded that attitude is a tendency to act in connection with a particular object. A person's attitude to an object, situation, concept, other people and themselves is caused by the results of the learning process and experience in the fields that express love (positive responses) and dislike (negative responses). Attitude is one type of affective characteristics that determine a person's success in the learning process.

Attitude has three components, namely (1) cognitive component, involving

knowledge about the environment and ideas which are usually the categories used in the thought process; (2) affective component, involving the problem of good judgment, likes or dislikes, of something or a situation; (3) conative component, involving behavior or actions as a “decision end” reactive preparedness for a situation (Lambert through Chaer, 2004: 150).

Language attitude is a mental position or feeling towards one’s language or the language of others (Kridalaksana, 2001:197). In Indonesian, words that can be taken on the shape of the body, standing upright, behavior or gestures, and actions taken based on views (formation, beliefs, or opinions) as a reaction to what is produced by things or incident. Positive and negative language attitudes can be identified through the following indicators (Chaer, 2004: 153).

- 1) Indicators of positive language attitude, are as follows.
 - a) Students are proud to use English language.
 - b) Students consider English is important.
 - c) Students like to use English language.
 - d) Students believe that English can exist in the era of globalization.
 - e) Students assume mastery of English in schools need to be developed.
 - f) Students prefer to use English in learning English.
- 2) Indicators of negative language attitudes, namely as follows.
 - a) Students are not proud to use English.
 - b) Students think English is not important.
 - c) Students don’t like to use English.
 - d) Students are not convinced that English can exist in the era of globalization.
 - e) Students assume mastery of English in schools no need to develop.
 - f) Students don’t like to use English language in learning English.

English language is the expression of human personality in words, whether it is written or spoken. Language is a vehicle to communicate, to convey messages, to share ideas, opinion, etc. It is the universal medium alike for conveying the common facts and feelings of everyday life.

Language is a system of communication; it can be gestures and especially words relating meaning, as a tool to communicate, to interact with other. People live in the world. They belong to their own nationality. Their country has their own national language. Therefore people use many different native languages depending on where they live. Because of the characteristic of human who is a social creature, who communicate and do many activities such as trading, business, education, entertainment, even though politics and diplomacy, people need an international language which is used to interact.

English is used spread over the world. It can be orally and written. Many books are using this language, such as science, medicine and so on. It is also written in mass media, for example newspaper, magazine, and internet. English has often become as a requirement in a number of fields, occupations and profession. The massive growth of using English can not be separated from the influence of globalization. Since everyone knows and uses English, people are

almost forced to learn it better. While English is not an official language in most countries, it is currently the language that most often taught at school around the world.

METHOD

In this quantitative research, the research instrument is a questionnaire. The elements listed in this research questionnaire, namely, the questionnaire used to measure students' language attitudes towards English. This questionnaire contains questions that can be used as benchmarks to measure students' attitudes towards English. In the questionnaire, there are questions that include statements (SA) strongly agree, (DA) disagree, (A) agree, (SDA) strongly disagree and (Db) doubt. The primary source of this research is students who majored in English from academic year 2017, 2018 and 2019 using a questionnaire. The secondary source were from books, journal and articles both online and offline repository from website. In collecting data the researcher used questionnaire is a list that contains collection a question about an issue or area to be discussed, to receiving data, questionnaires were distributed to respondents answers the questions raised for research purposes especially in survey research. In this case the researcher made the questions raised later, answered by respondent. Finally, the researcher collects data from the sample of this research and then analyzes it to get results about the students' language attitude towards English. In analyzing the data, the researcher calculates the answer from students and analyze the using the Likert scale calculation produce.

FINDING DAN DISCUSSION

Findings

In this quantitative research, the research instrument is a questionnaire. The elements listed in this research questionnaire, namely, the questionnaire used to measure students' language attitudes towards English. This questionnaire contains questions that can be used as benchmarks to measure students' attitudes towards English. In the questionnaire, there are questions that include statements (SA) strongly agree, (DA) disagree, (A) agree, (SDA) strongly disagree and (Db) doubt. The primary source of this research is students who majored in English from academic year 2017, 2018 and 2019 using a questionnaire. The secondary source were from books, journal and articles both online and offline repository from website.

In collecting data the researcher used questionnaire is a list that contains collection a question about an issue or area to be discussed, to receiving data, questionnaires were distributed to respondents answers the questions raised for research purposes especially in survey research. In this case the researcher made the questions raised later, answered by respondent. Finally, the researcher collects data from the sample of this research and then analyzes it to get results about the students' language attitude towards English. In analyzing the data, the researcher calculates the answer from students and analyze the using the Likert scale calculation produce.

Discussion

The results of the study have similarities from the results of the research (Setyo Wati, 2018) entitled "Language attitude of Indonesian undergraduate students towards English at English Education Department". A positive attitude was seen in some respondent's cognitive attitude. They claim a neutral stance to it, although they studied English at the Department of English Education for their bachelor's degree. That means they learn English not only to get a bachelor's degree, but they also strongly believe that they can create new ideas by studying English. In addition, they think that they can become more knowledgeable by learning English. They do not agree that learning English is a waste of time because they believe that playing English plays an important role in their life. They agree on that being good at English can help them learn other people's subjects. They also believe that learning English important for their future career. The language's prestigious status may be the reason they think they should learn English.

Al Mamun et al. (2012) conducted a study to investigate students' attitudes towards English in the Life Sciences of Khulna University Bangladesh. This study applies a five-point Likert scale questionnaire survey. They found that the respondents had a positive attitude towards English. Respondents reported that they recognized the global status and importance of English. They also argue that English should be a medium for tertiary studies, and they need English to succeed in higher education. This means that respondents are instrumentally motivated towards English.

CONCLUSIONS

Based on the finding that had ben discussed, the researcher finally extended the conclusion that the students' language attitude are falling in to a agree category (positive attitude) because the index percentage is 82% it means that language attitude of the English Department students toward English is positive.

REFERENCES

- Alkaff, A. A. 2013. Students' attitudes and perceptions towards learning English. Arab World English Journal AWEJ, Vol. 4(2), 106-121.
- Aziz, Mohd Sallehudin Abd. 1994. "Attitude towards English: A Survey of UKM Undergraduates." *Akademika*. 44: 85-99.
- Baker, Colin.1992. Attitudes and Language. UK: Multilingual Matters.
- Bhaskar, V.C., & Soundiraraj, S. 2013. A study on changein the attitude of students towards English Langage Learning. Canadian Center of Science and Education Journal, Vol. 6(5).
- Budiawan. 2008. Pengaruh Sikap Bahasa dan Motivasi Belajar Siswa terhadap Prestasi pada Mata Pelajaran Bahasa Indonesia dan Bahasa Inggris siswa SMA Se- Bandar Lampung. Depok: Universitas Indonesia.
- Colak, Ahmet. 2008. Attitudes, Motivation and Study Habits of English Language

- Learners: The Case of Baskent University Second-Year Students. Turkey: Baskent University.
- Eshghinejad, Shahrzad. 2016. RETRACTED ARTICLE: EFL students' attitudes toward learning English language: The case study of Kashan University students. *Journal of Cogent Education*, Vol. 3(1): 1236434. doi: 10.1080/2331186X.2016.1236434
- Jafre, Mohamad Z.A. 2012. EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students. Article in *Acian Social Science*, Vol. 8(2). doi: 10.5539/ass.v8n2p119
- Jaliyya, G.F., & I, Faizah. 2017. EFL Students' Attitudes and Perception Towards English Language Learning And Their English Language Proficiency: A Study From Assa'adah Islamic Boarding School, Indonesia. *Journal of Education and Learning*, Vol. 11 (3): 219-228.
- Khoir, Mohammad. 2014. The Language Attitude of Learners of English Department UIN Sunan Kalijaga Toward English (Honours dissertation). Sunan Kalijaga Islamic State University Campus, Kalijaga.
- Lubis, Tasnim. 2015. Students' Language Attitude Towards English. *Jurnal Bisnis Administrasi*, Vol. 4(1): 17-21.
- Mat, S.S.C., & Melor M.Y. 2014. Attitudes and Motivation towards learning English among FELDA school students. *Australian Journal of Basic and Applied Science*,s, Vol. 8.5:1-8.
- Mamun, Sk. Abdullah, et. al. 2012. Students' Attitudes towards English: The Case of Life Science School of Khulna University. *International Review of Social Sciences and Humanities*, Vol. 3 (1). Pp: 200-209.
- Sampelolo, R., & Atmowardoyo, H. (2016). Learning Strategies and Styles of a Part Time Job Student With Good Achievement (A Case Study of a Successful Part Time Job EFL Learner). *ELT Worldwide: Journal of English Language Teaching*, 3(1). <https://doi.org/10.26858/eltww.v3i1.1883>
- Siregar, Fenty L. 2010. The Language Attitude of Students of English Literature and D3 English at Marantha University toward American English, British English and Englishes in Southeast Asia, and Their Various Contexts of Use in Indonesia. *Philippine ESL Journal*. Vol. 4. Pp: 66-92.
- Tsuda, Sanae. 2003. Attitudes toward English Language Learning in Higher Education in Japan (2): Raising Awareness of Notion of Global English. *Intercultural Communication Studies*. Vol. 12 (3). Pp: 61-75.
- Zulfikar, T., Dahliana, S., & Sari, R.A. 2019. An Exploration of English Students' Attitude towards English Learning. *English Language Teaching Educational Journal (ELTEJ)*, Vol. 2(1):1-12.