

A STUDY OF STUDENTS' ATTITUDE TOWARD LEARNING ENGLISH OF THE TENTH GRADERS IN SMAN 1 ABUNG SEMULI LAMPUNG UTARA

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Abstrak

Pembelajaran Bahasa Inggris sebagai bahasa asing banyak dipengaruhi oleh faktor baik internal maupun eksternal. Salah satu faktor internal yang berasal dari diri siswa yakni sikap yang direfleksikan siswa melalui tingkah laku mereka dalam proses pembelajaran Bahasa Inggris di kelas. Bagaimana sikap yang ditampilkan siswa akan menentukan tingkah laku, tindakan, dan keterlibatan siswa di dalam proses pembelajaran sehingga berujung pada tingkat pemahaman siswa atau kesuksesan siswa dalam mempelajari suatu materi. Oleh karenanya, agar dapat mengimplementasikan sebuah strategi yang baik, seorang guru penting untuk mengukur atau mengetahui bagaimana sikap siswa terhadap pembelajaran yang diimplementasikan sehingga akan menjadi bahan refleksi bagi guru untuk menentukan strategi yang akan diimplementasikan dalam rangka pencapaian target pembelajaran. Penelitian ini adalah penelitian kualitatif deskriptif yang akan menyelidiki sikap siswa terhadap pembelajaran Bahasa Inggris menggunakan metode observasi. Subjek penelitian yakni kelas X IPA 5 di SMAN 1 Abung Semuli yang terdiri dari 32 orang. Berdasarkan hasil observasi yang dilakukan selama 8 (delapan) pertemuan diketahui bahwa siswa kelas X IPA 5 di SMAN 1 Abung Semuli merefleksikan sikap positif terhadap pembelajaran Bahasa Inggris. Oleh karenanya, disarankan agar guru terus mendesain aktivitas pembelajaran yang mampu memunculkan sikap positif siswa terhadap proses pembelajaran Bahasa Inggris

Kata Kunci: Sikap, Pembelajaran Bahasa Inggris, Tingkah laku

English which is learned as a foreign language in Indonesia reveals different perception and attitude from the language learners during the teaching and learning process of the English subject at school. Some of the students might seem enjoy the process, but some others seem to reflect negative attitude. This condition might be one of the cause of the low achievement

obtained by the students in learning English. Besides, the other factors either internally coming within the students themselves or the external factors also contribute to the students' achievement in learning English. It is stated by Sparks, Ganschow & Javorsky in Bain et al, in Coskun and Tasgin (2018) that success in foreign language learning is influenced by

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affective and cognitive factors. The emotionally affirmative evaluation of an experience encourages an approach to similar experience in the future, but a negative evaluation that can develop against the same phenomenon leads to avoidance behavior. It is understood that what is meant in emotional variables in second/foreign language learning are the concepts like motivation, attitudes, anxiety, self-efficacy, self-perceptions, emotions, beliefs, uncertainty tolerance and self-confidence (Dornyei, 2005; Ehrman, 1996; Ehrman, Leaver & Oxford, 2003; Gardner, 1985; Gardner, Tremblay & Masgoret, 1997; Garrett & Young, 2009; Horwitz, Horwitz & Cope, 1986; Onwuegbuzie, Bailey & Daley, 2000) in Coskun and Tasgin (2018).

In the teaching and learning process, it is essential that the English teacher recognize their students' attitude toward the English learning process in order to help them predict what factors that might affect the students reflecting such attitude during the teaching and learning process. Therefore, the teacher could find the best solution to solve any problem that might inhibit the students to achieve the targeted achievement. It is as Gardner (1985) stated that investigating individual differences in foreign language learning is an essential thing to do because students in a foreign language course encounter a completely

different culture from their own culture, and need to reflect it in their behavior.

According to The Concise Oxford Dictionary, attitude is a "settled behaviour, as indicating opinion", or a "settled mode of thinking". Meanwhile, Baker (1992:10) defines attitude as "a hypothetical construct used to explain the direction and persistence of human behaviour." Similarly, nal, et al. (2003:41) state that "attitude refers to our feelings and shapes our behaviors towards learning". Thus, behavior is tied to attitude, as the latter highly affects and manifests itself in the former. "Attitude in language learning encompasses one's perception of oneself, of the culture, the language, and the people who speak it. Attitude includes one's like or dislike of someone or something, and includes an evaluation of whether that someone or something is good, bad, beneficial, harmful, valuable or not valuable" (Saeed, Iqbal, Akhtar, & Saleem in Santana et al.,:2017).

Referring to the definition of attitude, it is found that attitude becomes an important aspect that contributes to the students' behaviors in following the teaching and learning process such their action taken to learn, their effort, their motivation, and so on. Oxford (1990) pointed out that attitude toward English can determine the students' motivation in which then affect their performance in their language skills: listening, speaking,

reading, and writing. Beside that, the attitude of the learners towards foreign language learning influences the level of its success and at the same time learners are also affected by this success. In other words, the positive attitude of the learners towards the foreign language is reinforced by the success in the foreign language lessons. In the same way, the negative attitude of learners results in failure to learn a foreign language.

There are several previous conducted reaserch by several researchers emphasized that attitude becomes an important aspect in the foreign language learning (Fishman & Cooper, 1977; Gardner, Ginsberg & Smythe, 1976, Genesee & Hamayan, 1980). Many researchers mention certain factors that influence attitudes in the foreign language learning process. According to Chambers (1999: 25), students do not come to foreign language lessons as 'tabula rasa'. They bring with them their families', their friends', the media's and their own attitudes towards the foreign language. According to Brown (2000), attitudes occur as a result of communicating with family, peers, and other people in the neighborhood during childhood, or being affected positively or negatively by various affective factors.

Moreover, the attitude concept has three components i.e., behavioral, cognitive and affective. These three attitudinal aspects are based on the three theoretical

approaches of behaviorism, cognitivism and humanism respectively (Abidin:2012). First, The behavioral aspect refers to the way one behaves and reacts in particular situation. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community. Kara (2009) stated that, "Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally." Second, cognitive aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations. Last, emotional aspect of attitude refers to every emotional acticitivies where the students and teacher engage in during the teaching and learning process. As it is stated by Choy and Troudy in Abidin (2012) that attitude can help the learners to express

whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language.

Method

This research belongs to a descriptive qualitative research in which the researcher applied an observation as the research instrument to investigate the students' attitude toward learning English or during the learning process. The research subject was the X IPA 5 consisting of 32 students. In this case, the researcher observed the students' attitude covering the three aspects of language attitude: behavioral aspect, cognitive, aspect and the emotional aspect of the attitude.

Result and Discussion

Based on the research result, it is found several information as described on detail below:

From the behavioral aspect of attitude, several indicators of positive attitude reflected through their behaviors during the teaching and learning process. First, all of the students are actively involved in the discussion activity when the teacher instructed them to discuss and finish certain task in group, all the group members seem to be actively involved to give their idea,

every student in group took their turn to finish the task, so none of them seen quite passive in group. Second, all of the students focused on the teacher's explanation during the material presentation from the teacher. They seriously paid their attention on the teacher's explanation, and asked questions whenever they did not understand about the material. Last, in the reflection activity, when the teacher delivered more question to measure their material understanding, all of the students looked enthusiastic to answer the questions. In short, refereing to the indicators reflected by the students through their behavior, it can be concluded that the students reflect positive attitude toward learning English.

Second, from the cognitive aspect of attitude in which it covers the aspect of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations, it is found that most of the students applied all those cognitive aspects in the process of comprehending the learning material. For instance, they tried to finish the task given by connecting what they've already known such vocabulary, situation, information, and so forth to predict the answer, then they confirm their prediction to check whether it is right or not, finally they could give or explain what they've known or have just found with different example or context

henn the teacher asked them to present different example with different context from the one they know. Therefore, it can be concluded that in regard with the cognitive aspect the students also reflected positive aatitude during the teaching and learning process. The last, from the aspect of emotional, during the teaching and learning process all the students were seen to show their fun feeling joining the teaching and learning process. Every student look happy in their group discussion, and in performing the certain task given in which those indicated that they emotionally felt happy and enthusiastic joining the learning process which reflected their positive attitude during the teaching and learning process.

Conclusion

Referring to the research findings, it can be concluded that the X IPA 5 students of SMAN 1 Abung Semuli reflected positive attitude toward learning English. Their positive attitude were reflected from the three aspects of attitude: behavioral, cognitive, as well as the emotional aspect of attitude. Having known this information, it is then suggested that the English teacher keep mantaining the teeaching and learning activity which supported this condition, as well as conduct further investigation to find out what might the factors affect their positive attitude toward learning English in order that they could apply best strategy to maintain this such condition.

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