

## LANGUAGE ATTITUDES AMONG COLLEGE-STUDENTS TOWARD ENGLISH IN STAI-JM TANJUNG PURA

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### ABSTRACT

This study deals with language attitudes among college students in STAI JM TanjungPura toward English. It was aimed in investigating the types of the attitudes among the college-students, the levels of attitudes by the college-students at STAI-JM Tanjung Pura towards English realized and the reason or the factors why do they have the attitude such the way it is. This study used descriptive qualitative method. The subjects of this research were the college-students from Islamic Economics Major (Ekonomi Islam) for second semester in STAI-JM Tanjung Pura. The objects of this study were the language attitudes of the college-students in STAI-JM Tanjung Pura towards English. The data were analysed by applying Interactive models techniques by Miles, Huberman& Saldana analysis. Based on the data analysis, the college-students in STAI-JM Tanjung Pura showed positive attitudes towards English. Then the college-students had positive attitude towards English in the level of receiving, valuing, and organizing values. On the other hand the college-students had negative attitude towards English in the level of responding and internalizing values. The college-students had positive attitude towards English because they are proud of using English and they were aware of English language norms. But on the other hand they were not loyal to use English in their daily interaction in the class.

*Keywords: attitude, English teacher, gender, languageand teaching activities.*

### INTRODUCTION

People use English for international communication more than any other language in the world. No doubt that English is enjoying a prestigious place as a global language. English is recognized as the lingua franca for communication across nations and cultures, and is the most desired second or foreign language in most countries in the world. There seems to be a consensus among many people that knowing English and being able to communicate in it can be a vital

factor that can influence their lives as individuals or professionals.

Attitudes of language learners are some of the indicators that affect language policy and language learning (Snow, 2007; Young, 2006). It is stated that attitude towards language learning plays a crucial role in language learning as it influences learners' success or failure. The learner's language attitude is a key factor contributing to the learner's acquisition of the language. Therefore, studies on attitudes of language learners are of crucial

importance for both language education researchers and language policy makers. Chamber (1999) asserts that learning occurs more easily, when the learner has a positive attitude towards the language and learning. Student's attitude is an integral part of learning and that it should, therefore become an essential component of second language learning pedagogy. Attitudes toward learning are believed to influence behaviors such as selecting and reading books, speaking in a foreign language etc. Especially in education, if the students have positive attitude towards any subject, they can achieve many things in that specific area. 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 foreign language learners influence their perspectives and their attitudes towards the target language.

According to Baker (1992) attitude is considered as mentality phenomenon which cannot be examined and observed directly but it is manifested in the form of action. It refers to a hypothetical construct used to explain the direction and persistence of human behavior. So it can represent internal thought, feelings and tendencies in behavior across a variety of context.

Based on the description above, positive and negative attitudes toward language can be identified through the following indicators.

- a. Positive language attitudes indicators:
  1. The speakers are loyal the language viability.

2. The speakers are proud and make the language as their identity.
3. The speakers are aware of language use.
- b. Negative language attitude indicators:
  1. The speakers are not loyal the language viability.
  2. The speakers are not proud and do not make the language as their identity.
  3. The speakers are not aware of language use.

In Indonesia, English is regarded and taught starting from Junior High School until University Level. At the University level, many non-English departments require that students take one or two semesters of English for two hours per week. The widespread use of English has had significant influence on language policy-making and practices concerning English education in Indonesia. The selection of the language of instruction is a vital decision for academic institutes and learners as well.

Some of school and institution use English as medium instruction during teaching-learning process. Such decisions impacts learners' academic performance in all subjects including STAI-JM (Sekolah Tinggi Agama Islam Jam'iyah Mahmudiyah) Tanjung Pura especially for Islamic for Economy majority. In 2015, STAI-JM held a new program that is International Class Program in which every college-student has to use English and Arabic as medium instruction during teaching-learning process. English is used for every subject except Islamic subject. The college-students in STAI-JM realize the importance of English for their

future development. They are extrinsically motivated by the factors such as the desire to get good grades, opportunities to further their study and career advancement to improve their English.

In fact, even the policy of international class program in STAI-JM has obliged their college-students to speak English during teaching-learning process in the class but some of them are still reluctant to use it. Some of them said that it was difficult for them to speak English in the class even though their class program requires them to use English as often as possible. For example, when they held a discussion on such topic in the group discussion, they were still mix between English and Indonesia.

In the problems of the study, the objectives of this research are: first, to identify the attitudes of the college-students in STAI-JM Tanjung Pura towards English. Second, to describe the level of attitudes realization of the college-students in STAI-JM Tanjung Pura towards English realized and the last to explain the reasons why the college-students have such attitude towards English.

Based on the condition above, the researcher is interested in conducting the research relates to the language attitudes among college-students towards English in STAI-JM Tanjung Pura. In this case, the people can see the percentage of attitude and ability of the college-students towards English, whether stick with the English or mix up with Indonesian language? How are the levels of attitudes by the college-students at STAI-JM Tanjung Pura towards English realized? Why do

they have the attitude such the way it is?

## RESEARCH METHOD

This study was conducted in descriptive qualitative research design in order to describe language attitude toward English among college-students in STAI-JM Tanjung Pura. Bogdan & Biklen (1992:62) say that qualitative research is frequently called naturalistic because the researcher frequents places the event he or she is interest in natural occur. Qualitative research is characterized by describing in words rather than numbers, by exploring to find what is significant in the situation, by trying to understand and explain it, by beginning without structure but structuring the research as proceeds (inductive) and by working in natural situation.

The subjects of this research were the college-students from Islamic Economics Major (Ekonomi Islam) for second semester. Actually there were three classes for this major. Two classes were regular class, and one class was International Class Program. According to Mashun (2005) there are some criteria to get the representative data, to choose the respondents as subject of research base on: age, sex, have education and different background of family situation. All the participants in this study were the college-students in second semester and had the age around 18-19 years old. The researcher focused on the International Class Program as the subject of the study because this class program used Arabic and English as the medium instruction on teaching-learning process. The class consists of 25 college-students who

participate in this class. All the college-students in that class were chosen as the subject of the research. While the objects of this research were the language attitudes of the college-students in STAI-JM Tanjung Pura towards English.

During collecting the data in the field, the researcher was supported by interview transcript and some other instrument such as field note, this used in the purpose of to take note important things happen; audio recorder which was used to record information from the informant. Field note was contained some notes about the college-students' attitude towards English during teaching-learning in the class. The attitude was identified based on the 10 descriptors as follows:

1. Use English in the class
2. Use English with friends during teaching-learning process in the class
3. Use English with the lecturers during teaching-learning process in the class
4. Combine/mix English with Bahasa Indonesia or Arabic language during teaching-learning process in the class

5. Respond all the questions using English when a discussion held in the class
6. Giving opinion using English when a discussion held in the class
7. Feel ashamed to use English in the class
8. Listen enthusiastically when the lecturers explain using English
9. Able to read English textbook well
10. Able to speak English well

The descriptors were elaborated from the indicators of positive and negative attitudes which arranged by Fackhurozi (2011) based on theory of Baker (1992). Those are used to know the attitudes of the college-students in STAI-JM towards English.

The data was analyzed by using Interactive Model by Miles, Huberman, and Saldana (2014). It consisted of four steps namely data collection, data condensation, data display, and data verification or drawing conclusion. The data condensation consisted of selecting, focusing, simplifying, abstracting, and transforming.

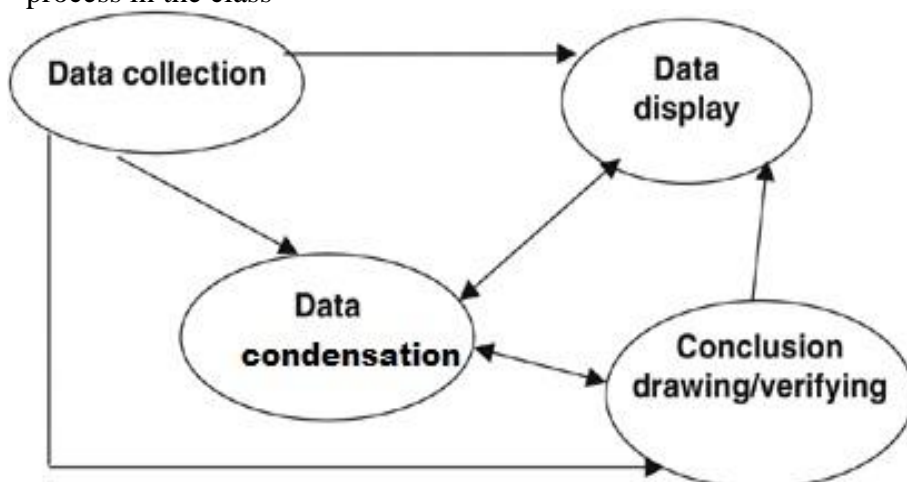


Figure 1: Components of Data Analysis: Interactive Model taken from Miles, Huberman, and Saldana (2014)

### 1. Data collection

Data collection is process of collecting the data. In this research the researcher used observation, questionnaires and interview to collect the data. Field note would be applied through observation, in this case the researcher made some list statement to observe the college-students to know their attitude towards English.

Questionnaires and depth interview used to get information about how were the attitudes levels of the college-students towards English and to know the reason or the factors that made their attitudes like way they did and applied the data in chapter IV as the result of the study.

### 2. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions.

#### a. Selecting

Selecting means the researcher select the appropriate data related to this study. In this part, the researcher selected the college-students' language during teaching-learning process in the class that showed the attitude toward English from the observation and interview.

#### b. Focusing

Focusing means the researcher paid attention to the appropriate data. In this part, the researcher focused on selected the college-students' language which has been selected and pays attention to the attitude

toward English based on the indicators in chapter II.

#### c. Simplifying

Simplifying helped the researcher to simplify the data. In this part by did the observation the researcher simplified the data by separating the college-students' language during teaching-learning process in the class into two categorization of attitude namely positive and negative.

#### d. Abstracting

Abstracting means summarize the data. In this part, the researcher compared the college-students' attitude toward English in the class with the indicators of attitude in chapter II.

#### e. Transforming the raw data

In this part, the researcher transformed the data into data display with the analysis of each of the college-students' language use.

### 3. Data display

Miles and Huberman argue that data display refers to a group of information which can be used as the guidance for the researchers to make a conclusion and as the base to take a further action. This step, data were organized. The organization guided to answer research problem by exploring and describing into detail description. In this study the college-students' language that contain the positive and negative attitude and the classification of the component was influenced. In this research, the data was displayed in tables which shown the attitude of college-students, the

levels of the college-students, and the reason or the factors that made their attitude like way they did.

#### 4. Conclusion

Conclusion was drawn or verification based on the data display. In this step, the data display explained conclusion about the college-students' attitudes toward English.

In qualitative research, the data must be trustworthy. Lincoln and Guba (1985) describe trustworthiness as the truth value of the findings of the study. The aspects of trustworthiness based on Lincoln and Guba (1985) are:

##### 1. Credibility

Credibility is confidence in the 'truth' of the findings. To make the data credible, the researcher will use triangulation technique. Triangulation is a process carried out with respect to data – a datum or item of information derived from one source (or by one method or by one investigator) should be checked against other sources (or by other methods or investigators). There are four modes of triangulation exist, they are the use of multiple and different sources, methodological, investigators, and theories. The data will be verified by using triangulation method and the finding will be analyzed by using negative case analysis. Credibility is in line with two aspects; the finding is not bias and it is not subjective. To verify the findings, the researcher gave the questionnaire subjects in order to confirm their attitudes.

##### 2. Transferability

Transferability is showing that the findings have applicability in other contexts. The applicability will be done by providing the detailed

description or displaying comprehensive description of both process and the result of the research. The function is to enable the readers in evaluating the extent to which the conclusion drawn are transferable to other times, setting, situation, and people.

##### 3. Dependability

Dependability is showing that the findings are consistent and could be repeated. The consistency of the findings is shown at the dependability. All the process while conducting the research was reviewed by paying attention to the consistency and reliability of the data. To make sure that the data is dependable, the researcher deliberated checking and jotting down the process and result of the research. The researcher jotted down the process which is done during observation and interview. In line with trustworthiness criteria, the accurateness of the finding and the reality was confirmed.

##### 4. Conformability

Both of dependability and conformability cannot be separated, it relates each other. Dependability relates to the process of the research while conformability relates to the result of the research. The result of the research can be said fulfill the dependability and conformability if the result is real or the condition is as same as the fact in the field. In line with this research, the researcher prepared the instrument that was needed in doing the research such as the data description and data interpretation. Some appendices will be also attached to make the data confirmable.

## FINDINGS AND DISCUSSIONS

### Findings

After the analysis conducted, some findings were found as the answer for the questions in chapter one, it was found that:

**4.1.1 The attitudes of the college-students towards English**

To answer the problem number 1 the researcher did the observation to the college-students during teaching learning process in

the class. The researcher made 10 descriptors that were elaborated from the indicators of positive and negative attitudes which arranged by Fackhrurozi (2011) based on theory of Baker (1992).

The analysis result of the college-students' attitudes were analyzed based on the 10 descriptors:

**Table 4.2 The Percentage of Positive and Negative Attitude**

No	Positive		Negative	
	Respondents	Percentage	Respondents	Percentage
1.	1,2,3,6,8,9,11, 12, 13, 16, 17, 18, 20, 21, 22, 23, 24	68%	4,5,7,10, 14, 15, 19, 25	32%

**4.1.2 The levels of language attitudes among the college-students towards English in STAI-JM Tanjung Pura**

**4.1.2.1 Receiving**

Receiving is willing to pay attention and listen with respect, the level of attitudes in this area range

from the simple awareness that a thing exist to selective attention on the part of learners or users it means that the language users are respect to the language. Receiving represents the lowest level of learning outcomes in the affective domain.

**Table 4.3 The Percentage of Receiving Levels of Language Attitudes**

No	Positive		Negative	
	Respondents	Percentage	Respondents	Percentage
1.	1,2,3,4,5,6,8,9,10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24	88%	7, 15, 25	12%

From the table above, it can be seen that the college-students showed positive attitudes dominantly in the levels of receiving. They received on the importance of English and should be known since it is an International language. Some of the college-

**4.1.2.2 Responding**

Responding is the users of language attends to a particular

students agreed that English is necessary for communicating with other people. It meant that most of the college-students received and recognized English as medium instruction during teaching-learning process.

phenomenon and also reacts it in the some way, it means the users of the language interest to use the language.

**Table 4.4 The Percentage of Responding Levels of Language Attitudes**

No	Positive		Negative	
	Respondents	Percentage	Respondents	Percentage
1.	1,5,9,10, 11, 16, 18, 21, 22, 24	40%	2,3,4,6,7,8,12, 13, 14, 15, 17, 19, 20, 23, 25	60%

From the table above, it can be seen that the participants showed negative attitudes dominantly in the levels of responding. From the questionnaires showed that although almost the college-students said that English is interesting, but they did not practice English wherever there is a chance. They tend to combine English with Indonesian or Arabic language. They were seldom to practice English outside the class due

to feeling worry to make mistakes when they speak English. From the data the researcher also found that the participants were hard to give contribution in group discussion using English. They only spoke English to their lectures if the lectures forced them. It meant that the college students did not use English in daily interaction in the class.

**4.1.2.3 Valuing**

Valuing is the participants are values on a behavior, idea, person, institution and etc. It meant the users of language are proud to use the language.

**Table 4.5 The Percentage of Valuing Levels of Language Attitudes**

No	Positive		Negative	
	Respondents	Percentage	Respondents	Percentage
1.	1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 20, 21, 22, 23, 24	76%	6, 4, 14, 15, 19, 25	24%

From the table above, it can be seen that the respondents showed positive attitudes in the levels of valuing. In this level, the participants

feel proud when they speak English, they think that people who speak English fluently is very knowledgeable.

**4.1.2.4 Organizing**

Organizing is the participant priorities values. It meant the

participants are responsible to use the language.

**Table 4.6 The Percentage of Organizing Levels of Language Attitudes**

No	Positive		Negative	
	Respondents	Percentage	Respondents	Percentage
1.	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20,21, 22, 23, 24, 25	92%	1, 2	8%



From the table above, it can be seen that the respondents showed positive attitudes in the levels of organizing. It realized from students' desire to follow International Class Program. Almost of the college-students stated that they need English to their future in seeking good jobs.

#### 4.1.2.5 Internalizing Values

Internalizing values is internalized controls the respondents' behavior, it meant that the respondent are consistent to use the language.

**Table 4.7 The Percentage of Internalizing Values Level of Language Attitudes**

No	Positive		Negative	
	Respondents	Percentage	Respondents	Percentage
1.	1,2,9,10,11, 16, 18, 21, 22, 25	40%	3, 4, 5, 6, 7, 8, 12, 13, 14, 15, 17, 19, 20, 23, 24	60%

From the table above, it can be seen that the respondents showed negative attitudes in the levels of internalizing values. It meant that most of the respondents were not consistent to use English. It was reflected when almost of the college-students can read English textbook well, they can pronounce English well but they can write and speak English well.

#### 4.1.3 The Characteristic of Language Attitude

##### 4.1.3.1 Language Loyalty

Language loyalty is the feeling owned by the community or the learners of a certain language. Overall, the percentage of language loyalty can be seen on the following table:

**Table 4.9 The Percentage of Language Loyalty**

No	Positive		Negative	
	Respondents	Percentage	Respondents	Percentage
1.	4, 10, 11, 12, 16, 18, 20, 21, 22, 23, 24	44%	1, 2, 3, 5, 6, 7, 8, 9, 13, 14, 15, 17, 19, 25	56%

From the table above it can be seen that participants had negative attitudes dominantly on the characteristics of language loyalty. It caused of many factors such as their ability in English so that they were not loyal to use English in many chance. For examples when they spoke to their friends and when they had to give opinion or present their topic in front of the class.

##### 4.1.3.2 Language Pride

Language pride is the people's feeling of how people of a certain language encourage themselves to spread and use the language as a symbol of identity. Overall, the percentage of language pride can be seen on the following table:

**Table 4.11 The Percentage of Language Pride**

No	Positive	Negative
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	<b>Respondents</b>	<b>Percentage</b>	<b>Respondents</b>	<b>Percentage</b>
1.	4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 20, 21, 22, 23, 24	72%	1, 2, 3, 14, 15, 19, 25	28%

From the table above it can be seen that participants showed positive attitudes dominantly on the characteristics of language pride. From the interview above it can be found that the college-students recognized that English is important for their future and for seeking good job. It also showed that they chose English more than Arabic because of

some of them know English more than Arabic.

#### 4.1.3.3 Language Awareness of the Norm

Awareness of the language norms is an attitude that encourages the use of language carefully, corrective, polite, a descent by the speakers. Overall, the percentage of awareness to the norms can be seen on the following table:

**Table 4.13 The Percentage of Awareness of the Norms**

<b>No</b>	<b>Positive</b>		<b>Negative</b>	
	<b>Respondents</b>	<b>Percentage</b>	<b>Respondents</b>	<b>Percentage</b>
1.	4, 5,6,7,8,9,10,11,12,16, 17,18, 20, 21, 22, 23, 24	68%	1, 2, 3, 13, 14, 15,19,25	32%

From the interview that the researcher asked to the respondents, it is found that 68% of participants have positive attitudes and 32% have negative attitude to the characteristics of language awareness of the norms. Some of them force themselves to using English as their consequences to choose International Class Program even they cannot speak English fluently. Some of the college-students did many ways to increase their ability in English such as listening English music, reading English textbook, and practice English as often they can. It showed that they responsible and aware to the norm of English.

### **Discussions**

After having analysis the data, there are some points as the important ones to be discussed in this study. According to Baker (1992) attitude is considered as mentality phenomenon which cannot be examined and observed directly but it is manifested in the form of action. It refers to a hypothetical construct used to explain the direction and persistence of human behavior. So it can represent internal thought, feelings and tendencies in behavior across a variety of context.

Learning a language is closely related to the attitudes towards the languages (Starks & Paltridge 1996: 218). The ability of the students to master a second language is not only influenced by the mental competence or, language skills, but also on the students' attitudes and perceptions towards the target language. Attitude concept could enhance the process of language learning, influencing the nature of student's behaviors and beliefs towards the other language, its culture and community, and this

will identify their tendency to acquire that language. Thus, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner will possess a negative attitude and will not be motivated and enthusiastic in language learning. Therefore, learners' attitudes could incorporate in language learning because it may influence their performance in acquiring the target language.

Positive attitudes and negative attitudes may lead to decreased motivation and in all likelihood, because of decreased input and interaction, to unsuccessful attainment of proficiency". The relation between the concept of attitude towards language can be concluded that (1) people's attitude towards language has responses of readiness to react in a certain way, it means that people can react as well as their partner in the conversation, (2) people's attitude towards language is learned through their experience and interaction with their environment, it means people can learn their language attitude and sometimes it is influenced by their surroundings, (3) people's attitude towards language is dynamic or changeable, it means people can change their attitude for a current situation.

The attitude towards language can be concluded that (1) when people belief that particular language has a benefit to them, they will use it, (2) when people feel like to variety of language, they will use it, (3) people's belief and feeling towards a particular language will make them react (action) to use the language or to learn it. The three components of language attitude are

normally goes together, but sometimes (action) reacts conversely.

In this research, it was found that the college-students in STAI-JM Tanjung Pura had positive attitude toward English although the percentage only 68% of the respondents. Then the researcher found that the level of attitude of the college-students toward English realized on the level of receiving, valuing, and organizing. The college-students recognized the global status and importance of English language in this era of globalization and global communication network. The college-students realized that English offers many advantages when getting a good job and securing a better social position. Because of that reason they followed International Class Program. It meant that the college-students are received, proud and responsible to use English. On the other hand the college-students had negative attitude in the level of responding and internalizing values. They tend to use Indonesia or Arabic because of their habits on the boarding school. Some of them combined English-Indonesia or English-Arabic because of their ability to use English.

The college-students had positive attitude toward English in the characteristic of language pride and awareness to norms. It strengthened the theory of Gravin and Mathiot (1986) who stated that people who had positive attitudes were pride to have language and had the awareness to the language norms. Further more in this research, the researcher found that the college-students have negative attitude in the characteristic of language loyalty. It

meant that the college-students did not loyal and use English in their daily interaction.

The comparison of findings to the relevant studies Khaled (2014), Chew (2013), Smadi (2013), Al-Mamun and Rahman(2013) and Soleimani and Hanafi (2013). The results of the relevant studies implied that overall the college-students highly positive attitude regarding English language learning. Those relevant studies gave some insight and contribution that all the college-students in many countries realized the importance of English in this era. Then in line with the relevant studies the researcher also found that the college-students in STAI-JM Tanjung Pura had positive attitude that influenced by language pride and awareness of the norm

## CONCLUSIONS

Based on the data analysis, there were some important points that can be concluded, they were:

1. The college-students in STAI-JM Tanjung Pura showed positive attitudes towards English. There were 17respondent or 68% of respondents showed positive attitudes towards English in STAI-JM meanwhile there were 8 respondents or 32% of respondents showed negative attitudes
2. The college-students had positive attitude towards English in the level of receiving, valuing, and organizing values. On the other hand the college-students had negative attitude towards English in the level of responding and internalizing values

3. The college-students had positive attitude towards English because of some reasons such as: they are proud of speaking in English and they aware of language norms. But on the other hand they were not loyal to use English.

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