

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problem, research objective, significance of the study, scope and limitation of the study, and the definition of key terms.

A. Background of the Study

English is as a global language that learned by students all over the world. There are some students who are interested in studying English in the college and university. English as an international language refers to a paradigm for thinking, for research and practice.² As a global and international language, the people motivated to learn and master English as a second or foreign language.

In our country, English is still a foreign language. As a foreign language English is learned in the formal situation for example in the school, college and university. Although English is as a foreign language, there are people are interested in English. They learned and studied English as hard as possible although they have to face several problems.

Teaching and learning English as a foreign language is difference with teaching and learning English as a second language. Shams stated that in foreign language learning context, there are various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, attitudes, intelligence, age, personalities, etc.

² Farzad Sharifian, *English as an International language Perspectives and Pedagogical Issues*,(Canada: Techset Composition, 2009), 2.

Teaching learning is the process interaction between two elements, both are teacher and student. Fachrurrazy stated that teaching learning should be interactive activities between teacher and students and among students.³ Gvozdenko discuss the current issues, pedagogical implications and new directions in beliefs about language learning including social, cultural, contextual, cognitive, affective, and personal factors among which attitudes have an important place.

Learning English involves some aspects. There are cognitive, behavioral and emotional aspects. These aspects are related to the attitudes, and attitude relates to the language performance. One of the most important goals of foreign language teaching and learning is to foster positive attitudes toward English learning.⁴

Students' attitude toward language learning is important. For instance, Weinburgh believe that attitudes toward learning influence behaviors such as selecting and reading books, speaking in a foreign language. Learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one.⁵

Dörnyei and Clement conclude attitude as an important factor in language learning in their study on the internal structure of language learning motivation and its relationship with language choice and learning

³ Fachrurrazy, *Teaching English as A Foreign Language for Teacher in Indonesia*, (Malang: State of University Malang Press, 2011), 62.

⁴ R. Gardner and W. Lambert, *Attitudes and motivation in second language learning*, (Rowley, MA: Newbury House, 1972), 48-49.

⁵ M. H. Weinburgh, "Gender, ethnicity, and grade level as predictors of middle school students' attitudes toward science". *Journal of Education*, 5(1998), 27.

effort, which was put forward previously as the Process Model of L2 Motivation⁶.

Wenden sees attitudes as including three components: First, attitudes tend to have a cognitive component. This could involve beliefs or perceptions about the objects or situations related to the attitude. Second, attitudes have an evaluative (emotional) component. This means that the objects or situations related to the attitude may generate like or dislike. Third, attitudes have a behavioral component for instance certain attitudes tend to prompt learners to adopt particular learning behaviors.⁷

In foreign Language learning context, there are various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc. The matter of learner's attitude is acknowledged as one of the most important factors that impact on learning language.⁸

Attitudes towards language are likely to have been developed by learners' experiences. They may change during the passage of time. The attitudes can be positive, negative and neutral. The students will show positive attitudes, negative attitudes or neutral, it relies on the behavioral, cognitive, and emotional conditions.

⁶ Z. Dornyei and R. Clement, "Motivational Characteristics of Learning Different Target Languages: Results of a nationwide Survey" . Paper presented at the AAAL Convention, Vancouver, British Columbia, Canada, March 12, 2000.

⁷ A. Wenden, *Learner Strategies for Learner Autonomy*, (London: Prentice Hall, 1991),59.

⁸ R. Gardner and W. Lambert, *Attitudes and motivation in second language learning*, (Rowley,MA: Newbury House, 1972), 53-55.

In Indonesia, the students face several problems in learning English, although they have learned English at the beginning stages. Almost every student feel nervous when they are learning English. Because of this condition, they can not enjoy when they are learning English inside or outside of the classroom. This condition influence to the attitudes toward English as a foreign language.

The writer is interested in this study because of the social phenomena on English learning in STAIN Kediri. The writer found the fact, there are several students of English Department of STAIN Kediri who joined in English Department, but they are actually not interested in Learning English. They joined to the English Department because of the some aspects, for example the parents' desire, friends' influence, social trending and other social factors. These phenomena is interested to explore and discuss.

STAIN Kediri is chosen as object of this study, because it is the only one State College in Kediri, and English Department is chosen as the main object because English Department is an Education Program that has the high progress rather than the other Education Programs.

B. Research Questions

Based on the background of the study, there are some research questions of this study. The research problems can be stated as follow:

1. What are the students' attitudes toward English learning in English Department of STAIN Kediri in terms of their behavioral, cognitive, and emotional aspects?
2. How are the levels of the students' attitudes toward English learning in English Department of STAIN Kediri by semester of study?

C. Objectives Of The Study

In relation with the background of the study and the statements of the research problems, the objectives of this study as follows :

1. To identify the students' attitudes toward English learning in English Department of STAIN Kediri terms of their behavioral, cognitive, and emotional aspects.
2. To know how the level of the students' attitudes toward English learning in English Department of STAIN Kediri by semester of study.

D. Significance of the Study

Generally this study is expected to give contribution for the students of English Department of STAIN Kediri, the writer hope that this study can give more information and can help them in English learning process and can be used as a consideration for the next researcher who are

interested in the similar study. The writer also hopes that this study can provide some information about Students' attitudes toward English learning and it can help them in English learning process.

E. Scope And Limitation of the Study

The scope of the problem is important to avoid some understanding. The scope in this study is limited to identify the students attitudes toward English learning in English Department of STAIN Kediri in terms of their behavioral, cognitive, and emotional aspects based on the theory of Richard Gardner, and to know how the students' attitudes toward English learning in English Department of STAIN Kediri by semester of study. To make the effectivity of this study, the writer makes the limitation of the problem, the writer only involves the 98 participants consist of male and female students of English Department of STAIN Kediri.

F. Definition of Key Terms

1. Attitude

Attitude means a feeling or opinion about something or someone, or a way of behaving that is caused by some conditions. Attitude is a variable thing and it can be changed governing to many external as well internal personality factors of a person.

2. English Learning

English learning is the acquisition of English knowledge, English skill through study, experience or being taught.⁹

3. English Department of STAIN Kediri

English Department of STAIN Kediri is one of the Department of Education Program where located in Kediri. It is one of the Programs in State Collage for Islamic Studies (STAIN) Kediri.

⁹ <https://en.oxforddictionaries.com/definitionoflearning/> access on Saturday, March 18, 2017 at 8 am