STUDENTS' ATTITUDES TOWARD THE INTERFERENCE OF FIRST LANGUAGE IN ENGLISH DEPARTMENT STUDENTS STAINKEDIRI

THESIS

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ABSTRACT

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One part that can indicate the successful or unsuccessful learning foreign language is students' language attitude towards the language. Therefore, this research aims to portray the students' attitude toward the interference of first language in English and how they apply their attitude in their English class. In addition, it tries to find out the students' orientation in studying English. Subject of this research is the students of English Department of STAIN Kediri. The total number of participants is 100 students on sixth semester. Collecting data is done through five-point Likert scale questionnaire survey. The questionnaire consists of 19 items. The questionnaire was adapted from ElmetwallyandJafre.

The method used in this study was descriptive quantitative method.The data were taken through calculating the frequency, percentage, and mean score, and then analyzed by using theory of language attitude from Likert's scale.The objective of this study is to understand and learn more on the result of students' attitude in behavioral, cognitive, and emotional aspects toward English. The result of this study shows that: students of English Department of STAIN Kediri has positive attitude toward interference of L1 in learning English which can be seen from three aspect: behavior, cognitive, emotional.The result of data analysis showed that the overall mean score was 70.26. Based on those result, the researcher concludes that in the category of the students' attitude.

The result of the study shows that the participants tent to have positive attitude toward the interference of first language. They know studying English is important because it will makes more educated and English subject has the content that covers many fields of knowledge. But they rarely practice 4 (four) English skills (listening, speaking, reading and writing) outside the campus.It indicates that their attitude and behavior are different. However, for participants in their daily life, they tend need interference of L1 to learn English. So, the limited and judicious use of students' first language might be beneficial in learning English as a foreign language.

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