CHAPTER I

INTRODUCTION

This Chapter presents the background of the study, the research questions, the objectives of the study, the significance of the study, the scope and limitation of the study, and the key term.

A. Background of the study

English foreign language in Indonesia is categorized as a foreign language for indonesian people. The language taught to students since elementary school until university.This show the people of Indonesian needs to speak English as early as possible is very high. The policy ought to result in good students' skill in English. But, most of students' capability in English can be categorized in bad criteria. Many students still not confident and bravery to communicated in English. Some of them are shy to speak English with friends although they are students of English department.Because in learning English language students often make mistakes who influenced by Indonesian language, which one English with Indonesian is differences structure and rules.

The adoption of English language by Indonesia has brought about a tremendous change in the educational policies of the country. Consequently, some pedagogy relating to English language teaching, namely, the methodology, curriculum, and evaluation is been given substantial attention so as to improve the competency of its usage in the country. The ability of the teachers who are non-native speakers to disseminate instructions to

students effectively is a key factor in the effective learning of the language. Observes that though there are sometimes many contradictory and diverse opinions regarding the nature of English language and its teaching and learning, experts on curriculum are required to give consideration to data coming from teachers, learners and evaluation specialists in order to facilitate proper evaluation.[1]

Learning English foreign language (EFL) in Indonesia of course has its own challenge which is proved. English as the most widely used international language in the elementary school, in junior high school, senior high school and higher education. In English learning there are four abilities that must be mastered by students, among them are listening skill, speaking skill, reading skill, and writing skill. To have this ability the teacher should use the approach for these four skills. As the above explanation one of the main keys to the progress of a nation is education in this curriculum that has been made, but the implementation of education, especially the existing learning in school ranging from material explanation, the presentations, of examples of problem and solutions is still dominated by teachers who cause students to be inactive in the learning process.English teachers in Indonesia still use lecture methods, and not yet fully using interesting learning methods, teachers assume that not using models or using the same models, there are also some teachers who think using the model only spend time so that the curriculum is not achieved.

---

[1]Nunan, D. Task – Based syllabus design: Selecting, grading and Sequencing task, in G. Crookers, & S. M. Gass (Eds.), Task in Pedagogical Context, (Cleveland, UK: Multilingual Matters, 1993).

Furthermore, the problem that the learning of English in formal education institutions identified that English learning in general is still teacher oriented, and conventional. Teacher weakness during this learning process is weakness inlearning innovation, learning is always teacher-centered (teacher oriented) so that many creativity of students does not appear.[2] It is indicates the students can explore their knowledge in English class this condition makes the students have generally problem in learning that is confidence in learning English. Because the teacher never demands to learn independently sure the students only listen to their teacher in class and in outside of classes the students never study and practice to learning English.

English foreign language is differences with first and second language in Indonesia. Therefore, English foreign language has different obstacles or interferences. Interference is an obstacle as a result of speaker's habits onfirst language (L1) in the study of language acquisition of second language (L2).[3] Consequently, there are some transfers of negative elements from the mother tongue into the target language.

In other word, the speaker uses negative elements of first language in target language or second language. Interference only happens to speakers when they use second or foreign language in their speaking or writing.[4] It can be receipted interference (the use of second language receipted by

[2]Lubis, Syamsidah. Efektivitas Problem Based Learning untukMeningkatkanKemampuan Reading Comprehension: StudiKasusEksperimenpada Mata PelajaranBahasaInggrisSiswaKelas VIII SMP Negeri 29 Bandung. S2 Thesis (UniversitasPendidikan Indonesia 2014)
[3]Hayi, Abdul dkk..*InterferensiGramatikaBahasa Indonesia dalamBahasaJawa.* (Jakarta: PusatPembinaandanPengembanganBahasa, 1985), 8.
[4]Nababan.*Sosiolinguistik.*(Jakarta: GramediaPustakaUtama, 1991), 35.

the elements of first language) and productive interference (the use of first language by using element and structure of second language), exactly when they use both languages. A person who is bilingual may be said to be one who is able to communicate, to varying extents in a second language.

The students' success in second language learning involves the students' attitude toward the target language. The students' attitude whether favorableor un-favorable will affect the learning outcomes. The students' attitude is their reaction or tendency to respond something positively or negatively. The students' positive attitude means that they agree and enthusiastic in learning English.[5]

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.[6]

In this research, the writer observes the students' attitude toward the interference of L1. The population of this research is students of English Department STAIN Kediri. Then, they are selected randomly 100

---

[5]Ahmad, Juanda. *The Students' Attitude toward the Teacher Talks Use in English Class.* A Thesis: FBS UNM, 2000. 2.

[6]Montono, D. E. & Kasprzyk, D. Theory of reasoned action, theory of planned behavior, and the integrated behavioral model.In K. Glanz, B. Rimer& K. Viswanath (Eds.), *Health behavior and health education: Theory, research, and practice.* San Francisco, CA: Jossey-Bass, 2008. 67-96.

[6]Wicker, A Attitude Versus Actions the Relationship of Verbal and Overt Behavioral Responses to Attitude Objects. *Journal of Socio Issue.*25 (2), 1969. 71.

students. The participants will fill out a questionnaire. The limitation is applied to ease the data analysis. In addition, the sample has down a representative of student population at English Department.

The object of this research, the students' attitude, is chosen because of some reason. First, the research is conducted in English Department where the writer studies. It will lack the obstacles to find participants during the research. Here, the participants are frequently met by the writer. It means the writer can observe them closely, thus the data will be more complete. In addition, the schedule can arranged easily whether it is for the pilot project or the main project.

Another reason is significant of the research. The writer observes that some students seldom speak English even in English classes. It indicates the students have problem with the attitude towards the language which is being learnt by them. Although they take English Department at their study program, it does not mean they have positive attitude towards the language. They may have negative attitude. Moreover, the writer's observation shows that some students are confused to define his/her attitude, and some of them are being tripped in a gap that what they think and what they act different. Therefore, the result of the research will help the students to understand how they should do into the object of their study.

Hence, in this research, the researcher is analyzing the students' attitude toward the interference of L1 in learning English. The analysis describes what the students' attitude is and how they apply it in their

English class. Finally, the researcher hopefully can picture out the students' attitude toward the interference of L1 in learning English, so the students and English department where the research is conducted will get the benefit from it.

Based on this statement above, the researcher is interested in doing analysis entitled **"STUDENTS' ATTITUDES TOWARD THE INTERFERENCE OF FIRST LANGUAGE IN ENGLISH DEPARTMENT STUDENTS IN STAIN KEDIRI".**

B. Research Problem of the Study

Based on the background of the study, the research question can be formulated as follows :

1. What is the attitude of English Department students STAIN Kediri toward interference of their first language in cognitive aspect?

2. What is the attitude of English Department students STAIN Kediri toward interference of their first language in behavioural aspect?

3. What is the attitude of English Department students STAIN Kediri toward interference of their first language in emotional aspect?

C. Objectives of the Study

The main objective of this research was the researcher's attempts to find out the students' attitude toward interference of first language. It is also to investigates, how to apply their attitude whether it is positive or negative attitude in English class. The researcher's hypothesis is students tend to have

the gap between first language and foreign language. It will be the problem to learning English in the class. In addition this research explores the cognitive, behavioural, and emotional aspects, which influences the students' attitude.

D. Significance of the Study

The result of this research is expected to be useful for the teacher, the students, and the reader.

a. The teachers

Teacher is an important person in teaching learning process can be success or no. By knowingthe result of this study the teacher of EFL should be understand the link between strategy use and success in target language better and, in their instruction, stress on the specific strategies that more successful learners use while learning English.

b. The students

The result this research is to help them know their attitude toward interference and recognize their own problem in the process of learning especially English foreign language. It is expected that the awareness of interference of first language will encourage them to gradually elimination the production, so they can minimized the mistake.

c. The readers

This research can give the information and add their knowledge about interference of first language in foreign language.

E. Scope and limitation

To make this study is more effective and be better thesis, the researcher makes the scope and limitation of this research. The scope of this research is a foreign language which is focused on analyzing student's attitude towards the interference first language in foreign languages class. The limitation of this study is students when application foreign language in the class in English department of STAIN Kediri.

F. Definition of Key Terms

In order to avoid misunderstanding among the readers, it is important for the researcher to give a definition related to the variables:

1. Attitude

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. This, a person who holds strong beliefs that positively valued outcomeswill result from performing the behavior will have a positive attitude towards the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.[7]

---

[7] Montono, D. E. & Kasprzyk, D. Theory of reasoned action, theory of planned behavior, and the integrated behavioral model.In K. Glanz, B. Rimer& K. Viswanath (Eds.), *Health behavior and health education: Theory, research, and practice.* San Francisco, CA: Jossey-Bass, 2008. 67-96.

2. Behavioral Aspect of Attitude

   The behavioral aspect is a verbal or overt (nonverbal), behavioral tendency by an individual and it consists of actions or observable responses that are the result of an attitude object.[8]

3. Cognitive Aspect of Attitude

   The cognitive aspect is evaluation that constitutes an individual's opinion (belie/disbelief) about the object. Cognitive refers to the thoughts and beliefs an individual has about an attitude object.[9]

4. Emotional Aspect of Attitude

   The emotional aspect is about the feeling response (like/dislike) towards an attitude object.[10]

5. Interference

   interference is the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. Interference is the deviation of target language as a result of their familiarity with more than one language. They differentiate interference into two parts, the psychological and sociolinguistic.[11]

6. First Language

   First language is a person's mother tongue or the language acquired first. In multilingual communities, however, where a child may gradually shift from the main use of one language to the main use of

---

[8]Wicker, A Attitude Versus Actions the Relationship of Verbal and Overt Behavioral Responses to Attitude Objects. *Journal of Socio Issue.*25 (2), 1969. 71.

[9] Vishal Jain. 3D Model of Attitude.*International Journal of Advanced Research in Management and Socio Sciences.* 3 (3), 2014. 6.

[10]Ibid, 6

[11]Dulay, H., Burt, M. and Krashen, S., *Language Two.* (New York: Oxford University Press, 1982), 98.

another.[12] Where in this research the researcher use Indonesian language as first language.

7. Foreign Language

Foreign language is one not widely used in the learners' immediate social context which might be used for future travel or other cross-cultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application.[13]

---

[12]Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (Longman Group UK Limited, 1992), 213.
[13]Muriel Seville T. *Introducing Second Language Acquisition*. (Cambridge University, 2012) , 4.