

The Language Attitude of English Department Students University of Muhammadiyah Gresik toward English

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Abstract

Language attitude has proven to reveal students' success and failure in learning language especially English. The aim of this research is to investigate the language attitude of students' University of Muhammadiyah Gresik Toward English and why they have those attitude. The participants are 95 students from academic year 2019 until 2021 in morning class there are first, third and fifth semester morning class. The design of this research is using descriptive qualitative research. A questionnaire and interview are used as an instrument to collect the data. This research reveals that the language attitude of all students of English Department University of Muhammadiyah Gresik was positive among three components of language attitude cognitive, affective and conative. They like to learn English, they proud to be an English Students, they like to practice using English inside and outside classroom, they interest to join organization and English contest. Nevertheless, 5 students are found with different language attitudes. In that sense, they have some reason and factor. The result from the interview indicates that the teaching and learning is difficult for them. They still afraid and do not confidence at all when using English. They still feel confused when they using English especially in speaking English using the correct grammar and with the right pronunciation. So, they do not like and desire to learn English in the classroom. They lack motivation to learn English from themselves and etc. that is some of the reason why they have a negative language attitude toward English. The conclusions are that the students attitude have a big role and it can influence on the success of learning English itself. The result and conclusion of this research are the actual results of this study, which is obtained from the data source itself.

Keywords: English Department Students; English Language; Language Attitude.

1. Introduction

Language is an important thing for human beings to explore ideas and emotion. Language is a tool for people to communicate each other. English language is one of the important languages that must be learned by many people in this era, because English has become lingua franca. If we look at the phenomenon in the society, many people not only use their first language or usually called by mother tongue but also, they use English language as their second language in daily life. Nowadays, English is an international standard language in the world. That is way our government makes a policy to learn English from an early age until University level.

Every schools and teachers have their own way to teach English. But the successful in learning English not only depends on the teacher or the school but also on the students itself. If the students have a positive attitude toward English, they will be enthusiast to learn English. And if the students have negative attitude toward English, they will be lazy to learn English.

Nevertheless, there is still a problem appearing in the reality about this phenomenon, that is about the attitude of the English learners towards English itself. Mayehoff (2006) defined that language attitude examines people positive and negative attitude to different language varieties and makes clear on the way people perceive the language, especially language to be organized. One of represent successful or unsuccessful in learning English is student language attitude.

According to McKenzie (2010:19) language attitude is a general feeling towards individuals, objects, institutions, events and abstract ideas such as language. Language attitude is a simple thing but it becomes a significant concept because it plays important roles in learning English and it also has a crucial impact on the success of language learning.

The study of language attitude has been done by many researchers. They analyze students' language attitude toward English and there are various results that show that the key to success in learning English is determined by the language attitude of the students whether their language attitude is positive or negative toward English. For instance, the study from Siregar (2010) shows that the students of maranatha Christian University had a positive attitude toward English as a language and English as a medium instruction. The similar study from Kurniasari and Mbato (2018) show that the participants had a positive attitude of Indonesian identity with positive reception of the importance of the English language. Sicam and Lucas (2016) they explored the different attitudes of bilingual high school students toward English and Filipino and examined the relationship of language attitude in terms of gender, age, and socio-economic status (SES).

Another study from Casil-Batang (2018) determined that students hold a positive overall attitude toward English language learning in all three aspects of language attitude that is cognitive, behavioral and affective. Here, it can be concluded that the language attitude toward English is a crucial part of learning the language that every student has in themselves to make them successful in English. The previous study only focused on the final result of the students. They do not reconfirm whether the students have a positive or negative language attitude. Therefore, the problem still often appears among students till now.

The research of language attitude is very important to do, even more for English Department students who have been using English in teaching and learning processes. Students in the English Department have to master English more than other students in different majors because they use English more often than the other majors. English students have to use English language in daily activities in the campus area or in the class when they are talking with the lecturers or their friends, writing, reading, etc. English students should practice using English in educational environments and society because they have to master English after graduating from university and getting a degree in the English Department. They are ready or not, they have to know and use English fluently.

English Department is a major which learn about the use of English language for academic or English teaching purposes. Actually, English Department students should have a positive attitude toward English not only in the learning process but also in using English because it is a part of English students. They have to apply English in academic activities. English Department students, especially in University of Muhammadiyah Gresik, are expected to have a good attitude in English because the attitude can determine the achievement of the students in this Department.

To know the language attitude of English Department students is a way to know the quality of English Department students in learning and teaching process. The English Department consists of many people from different economies, culture, religion, status, city, and intelligent background. The whole students are given the same curriculum from the Department. It means that all the students should be able to use English fluently. According to Prodromou (1992), a successful learner is one who possesses positive attitudes towards the target language. The English Department can be successful learners if they have a positive attitude on English as a target language. In this research, the writer observes the language attitude of English Department students toward English. The writer will focus this research on the students' language attitude toward English based on the three components there are cognitive, affective, and conative.

There are some academic years that are still active in the teaching and learning process at University of Muhammadiyah Gresik, they are from 2018 until 2021. But here the researchers are only focusing on the first, third and seventh grade in the morning class. The researchers choose these three semesters for some reasons. First, because they were still active in the teaching and learning process. And the researchers want to know more deeply about their language every semester. The first semester is a new semester that classified as basic because its just entered and joined the classroom in this year. The third semester was classified as intermediate who had been following the teaching and learning process for three semesters. And the last the fifth semester as the advance because it's the final semester that will prepare for thesis proposal.

Based on the writer's pre-observation of this phenomenon, the English Department students in University of Muhammadiyah Gresik still do not show a good attitude toward English.

Therefore, this research aims to investigate the language attitude of English Department students of University of Muhammadiyah Gresik towards English. To measure whether they have positive or negative attitude toward English using 3 significant components of attitude that are cognitive, affective, and conative, Baker (2010). Furthermore, to prove the result the researcher will reconfirm and clarify why the students have those attitudes.

All explanations above bring the researchers to observe more deeply about the language attitude of University of Muhammadiyah Gresik toward language. How the language attitude and what makes them have those attitudes. And finally, hopefully this research can picture out student attitude toward English. So, the students and English Department can take the benefit from it.

2.Method

In this research, the writer using descriptive qualitative method. Faidah and Muyassaroh (2018) state that it deals with the understanding of social phenomenon emerged in natural setting and tries to examine the phenomenon in detail.

In the other words, qualitative research focuses on describing a phenomenon from participants of the study in order to get deeper understanding and information about it. The technique to measure language attitude in this research using direct method. This study was identified and analyzed students' attitude with their responses to the statement from questionnaire and interview and classify their responds to component of language attitude.

The research subject is an important part of a research which included population and sample. The selection of the subject is based on characteristic of the population known previously. The population for this research took from the morning semester grade of English language students in Muhammadiyah Gresik University were located in Sumatera Street No.101, Gn. Malang, Randuagung, Kec. Kebomas, Kabupaten Gresik. The samples are from all English students was chosen based on separate online questionnaires by using Google form which some criteria: they are English students' college; they should have been active in teaching and learning process. According to one of administration staff, total of students' English language who active studied in Muhammadiyah University of Gresik are 181 students. But the researcher takes 3 classes from academic year 2019 until 2021 as a sample which consist of 95 students.

To get the accurate data, in this study the writer will use two ways in collecting the data, the first way is using questionnaire and using interview. The first instrument is a questionnaire which means to measure language attitude of students that consist of three significant components that is cognitive, affective and conative. The questionnaire consists of 30 statements related to these components of language attitude. 30 statements are divided into 10 statements in each component. Each of the statements was measured on a four-point Likert-type scale. The four points scale are: 1= Strongly Disagree (SD), 2= Disagree (D), 3= Agree (A), 4= Strongly Agree (SA). This approach gives a statement to participants with an explanation that if their answer is getting to the left (disagree and strongly disagree) then they tend to have negative likewise if their answer is getting to the right (agree and strongly agree) then they tend to have a positive. The questionnaire used was created by adopted from the previous study that is the study from Zainol Abidin, et al. (2012).

After collecting the data with the questionnaire and interview, the data analyzed by following procedures in analyzing the data. The student's responses in the questionnaire were identified every statement whether positive or negative after grouped into the components.

3. Findings and Discussion (Capitalized 1st letter, New Romans, Bold, 12pt)

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The students may express their attitude towards a particular language in a positive or negative one. Positive language attitude is followed with positive action, enthusiasm, knowing the importance of using English, etc. while negative language attitude followed with negative action, not motivated and enthusiastic in language learning, they did not have the desire to learn the language, they did not know the importance of using English, etc. The result shows the positive and negative language attitude of English department University of Muhammadiyah Gresik toward English.

Positive Language Attitude

Positive language attitude involves three components it means that if the students have a positive attitude likewise, they have those three components in themselves. Those components obtained from the completed questionnaire. Each component consists of 10 statements. The following explanation shows respondents' component of positive language attitude toward English.

Cognitive Component

The cognitive component refers to the knowledge, belief or thought of respondents about English. Among the statements, the number 1-10 items have a purpose to know the cognitive components of language attitude. In statement number 1, most of respondent strongly agree (72%) and agree (26%) that they think English is important in this globalization era. Only 1% of the respondents disagree and strongly disagree with this statement. Meanwhile, in statement number 2, there are only 5% of the respondents who disagree that they have no more knowledge and understand when studying English. Besides, the respondents agree (40%) and strongly agree (55%) opined that they have more knowledge and understanding when studying English. From the result of the two statements, the respondents can be categorized to have a positive language attitude.

The next statements indicate the respondents' desire to learn more English in the future and the ability to speak English in class and everyday life. The statement number 3 there are 46% of the respondents agree and 50% strongly agree with the statement "I look forward to studying more English in the future". As seen in statement number 4, the respondents disagree with the percentage of 67% that they are think that English is not difficult and complicated to learn.

In the statement number 5 it is about respondent the benefit of learning English in communicating effectively. There are 53% respondent agree and 26% strongly agree with this statement. It can be concluded that they have a good attitude toward English. Statement number 6 is negative statement toward English so if the student strongly disagrees or disagree its mean they have positive attitude toward English. It can be seen there are 71% agree and 5% disagree and the total 76% respondent disagree with this statement. So, it can be concluded that they have positive attitude because not studying English just for pass the exam. Statement number 7 show that 44% respondent agree and 28% strongly agree

that they satisfied with their performance. Only a few respondents deny this statement. The respondents can be categorized as having a positive language attitude.

Statement number 8 is about student opinion toward English. There are 42% respondent agree and 51% strongly agree that they were easy and fun when learning English. The respondent can be categorized as having a positive attitude toward English. The next statement number 9-10, the respondents show that they can understand English words in all formal and informal activities in campus and they have their ability to write the stories, speeches, and all activities in English. In statements number 9, the respondents agree (51%) and strongly agree (42%) that they can understand English words in all formal and informal activities in boarding school. The rest of the respondents disagree (7%) with this statement. Meanwhile, in statement number 10, the respondents agree (37%) and strongly agree (47%) that they can write stories, speeches, etc. in English. Whereas (16%) did not agree with this statement. Both statements show that the respondents have a positive language attitude, they can understand English in formal and informal activities and they can write stories, speeches easily.

From the result of each statement show that the students have a positive attitude towards English. And based on the overall percentage of the cognitive component there are 85,6% of students have a positive attitude towards English and 14,4% students have a negative attitude towards English. The score discussed above illustrates that the respondents have a positive language attitude toward English cognitively. The respondents know that English is important in this globalization era, they also have a big desire to learn more English in the future, they have that learn English helps them to communicate in English effectively in boarding school, they can understand English both formal and informal activities and they also opined that English easy and fun to learn.

Affective Component

Another component of language attitude is affective. This affective component refers to the emotional and feeling toward the attitude object. In the questionnaire, the statements which tend to show the affective response are number 11-20. Statement number 11 shows the respondents' feeling of pride when learning English and feeling happy when they can communicate in English with other people. Most of the respondents agree (35%) and strongly disagree (61%) state that they are proud of learning English. The total percentage in the option agree and strongly agree is 96%. Only some of the respondents disagree with this statement. In statement number 12, the respondents consider that they feel excited when they communicate in English with others. The result shows the respondents agree (41%) and strongly agree (54%). In brief, the respondents can be categorized as having a positive language attitude because most of them tend to be proud and happy when communicate in English.

Statements number 13 and 14 are to obtain the respondents' responses about feeling confident when studying English and the concern when having to communicate in English. The statement number 13 shows most of the respondents agree (48%) and strongly agree (50%) that they felt confident when studying English. The total percentage in the option agree and strongly disagree is 98%. In statement number 14, the respondents agree (37%) and strongly agree (40%) that they don't get anxious when communicating in English. Here, most of them indeed have a positive language attitude toward English (The total score in the option agree and strongly agree is 77%).

Statement number 15 refers to negative attitude toward English, so if the respondent answer strongly disagrees or disagree its mean they have positive attitude. And the result there are 77% respondent disagree with this statement. It can be concluded that they are have positive attitude toward English because most of them prefer to speak using English in the classes. In statement 16 about 43% of the respondents agree that they feel confident when speaking English in front of people. However, 17% of respondents are doubt themselves that they do not feel confident when speaking English in front of people. It can be drawn that in statements 16 the respondents show a positive language attitude.

Statement number 17 is refers to negative attitude toward English, so if the respondent answer strongly disagrees or disagree its mean they have positive attitude. And the result there are 70% respondent disagree with this statement. It can be concluded that they are have positive attitude toward English because most of them prefer to read English book rather than Indonesian. In the statement number 18 explain the respondent interest in learning English and their enthusiasm when there is competition in English. In the statement number 18, 48% Strongly agree and 35% agree with the statement "I am always excited when there are competitions that use English". so the total 83% respondent agree that they excited when there are competition use English.

The next statement number 19 and 20 are to obtain respondents' responses about having emotion or feeling when learning English and their curiosity about English. The statement number 19 shows the respondents agree (41%) and strongly agree (51%) that they have good emotions when learning English. Meanwhile, most of the respondents agree (48%) and strongly agree (50%) in statements "My curiosity about English is very large". Only a few respondents disagree with this statement. It can be seen that the respondents have a positive language attitude toward English.

According to the result from statement 11-20, most of the English Department Students that become the respondents in this research have a positive language attitude affectively. They are proud of learning English, they feel enjoy doing activities in English, their curiosity about English was very large and they feel happy when they speak English with their friends. And the total based on the overall percentage on affective attitude there are 87,7% students have a positive attitude and 12,3% have a negative attitude towards English.

Conative Component

The third component of language attitude is conative. The conative components refer to the way people behave and react in a particular situation which was related to the language learned. This component can be seen in the statements number 21-30. The statement number 21 aims to know the respondent's attitude when speaking English. In statement number 21 is chosen by respondents as much as 38% with the option agree and 51% with the option strongly agree that they can speak English without feeling worried. So, the total percentage of respondents who agree with this statement is 89%. Hence, the respondents have a positive attitude toward English.

The statement "I can speak English because I am used to obeying the rules" has been responded by the respondents 39% agree and 45% strongly agree, but there are 15% of the respondents who doubt these statements. In this result, the respondents tend to speak English because they are accustomed to obeying the rules. It shows a positive language attitude toward English.

Conative components also can be seen from the desire to be better by practicing talking with friends and confidence when learning English. Most of the respondents agree (51%) and (40%) strongly agree shows that they like to practice speaking English with their friends. Meanwhile, in statements number 26, 51% of the respondents agree and 44% strongly agree that they have more confidence in expressing themselves when learning English. This attitude showed that the respondents have a positive attitude.

The statement number 27 and 28 describes respondents' attitudes about relaxed and enthusiastic when speaking English. Statements number 27, 51% of the respondents agree and 37% strongly agree on state that they relaxed whenever they speak in English. In statement number 28, the majority of respondents strongly agree 48% and disagree 8%, it shows that they enthusiastic in English activity. Here, the respondents have a positive language attitude toward English.

The statement number 21 aims to know the respondent's attention when teaching class. In statement number 21 is chosen by respondents as much as 57% with the option agree and 39% with the option strongly agree that they can speak English without feeling worried. So, the total percentage of respondents who agree with this statement is 96%. Hence, the respondents have a positive attitude toward English.

And the last statement is number 30 refers to negative attitude toward English. so, if the students answer strongly disagree and disagree it can be show that they have positive attitude toward English. and the result there are 80% disagree and 13% strongly disagree. The total there are 93% respondents disagree with this statement so it can be seen that there are have a positive attitude toward English.

Based on the previous discussion, the respondents of this research have a positive language attitude toward English cognitively, affectively and conatively. In cognitive response, the respondents have known the importance of English in the globalization era, they have knowledge when studying English, they like studying more English in the future, and they opined that learning English is easy and fun, they can speak English both in the classroom and in daily life. Further, in affective response, they also have pride in learning English, feel excited, confidence and enjoy when learning English, and their curiosity about English was very large. In a conative response, the respondents mostly opined that they speak English because they used to obey the rules, they pay attention to the teacher when explaining the lesson. And the total based on the overall percentage on affective attitude there are 78,7% students have a positive attitude and 21,5% have a negative attitude towards English.

Negative Language Attitude

Negative language attitude is if the learners does not have the interest and tendency to acquiring the target language, not motivated and enthusiastic in language learning. It can be drawn that there are 5 students have a negative language attitude toward English. Reviewing the percentage of the statements in the questionnaire. The result of the respondents in the statements that shows a negative language attitude there are 2 statements they are number 22 and 24. It shows the students' option in giving the opinion and the tendency in using English because of the compulsion of the lecturer. Statement 22 the respondents disagree (47%) and strongly disagree (4%) that they did not like to give opinion during the English lesson. So, the total of negative option is 51%. The next statement number 24 the respondent disagrees (58%) and strongly disagree (20%) that they speak English not accustomed to obeying the rule but they speak English because of the compulsion of lecturer. Based upon the result above, they have a negative language attitude toward English.

Based on the previous discussion, the respondents have a negative language attitude in statements number 22 and 24. They did not like giving opinions during English lesson and they also speak English because of the compulsion of lecturer.

4. Conclusion

In sum, this research was carried out with the aim to find out the language attitude of English department students toward English and to describe the reason why they have those attitude. Based on the result obtained from the questionnaire and interview, there are some conclusions can be drawn from this research. English department students of University Muhammadiyah Gresik who became the respondents in this research tend to have a positive language attitude toward English with the total score 9255. They also have a positive language attitude among three components cognitive,

affective and conative. Cognitively, they have known the importance of English in the globalization era, they have knowledge when studying English, and they like studying more English in the future. Affectively, they also have pride in learning English, feel excited, confidence and enjoy when learning English. Conatively, the respondents mostly opined that they speak English because they used to obey the rules, they pay attention when English teacher is explaining the lesson, and they also like to practice English. However, this research found 5 students with different language attitude. This case shows that not all students have a positive language attitude toward English. The reason will prove with the interview to describe why they have those attitude. And the results of the interviews showed that most of them still rarely use English properly and correctly in their daily life on campus and outside campus because they still feel confused about grammar and are not fully confident when using English. They only use English when they want to talk to the lecturer or because of the policy that they have to use English.

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