

CHAPTER 1

INTRODUCTION

A. Background of The Research

In this era of globalization, people are expected to compete and cooperate with other countries to achieve success, thus their need to learn English is extremely high. Indonesian government has also put English as a compulsory subject in Indonesian education particularly in junior and senior high school. It is formally introduced into primary schools from year 4 and continues to year 6. At university level, English is a requirement for all faculties and undergraduate majors (Yulia, 2013, as cited in Sulistiyo, 2016).

Further, even though English has been introduced since elementary schools, nevertheless, it seems hard to achieve the goals of English learning, especially for Indonesian students in which they are lack of exposure. By learning English, it is expected that students do not only learn the language in the classroom but they can use the language for their daily communication or as a medium of instruction. Unfortunately, English in Indonesia is more likely to be taught and learnt only as a foreign language. It means that they do not use the language outside the class.

In addition, this is in line with the statement written by Jacobs M George (1997), English is taught indiscriminately at junior and senior high school levels as this policy is a must, but it is very difficult to be successful since the majority of the students does not feel that English is useful for their future life.

The majority of Indonesian population also live in environments where the knowledge of English is not mandatory.

Knowing that reason, it is very crucial to create fun learning, in which students are active and motivated. However, such situation seems hard to find especially in junior high school where students still have lack of knowledge and exposure of English. They feel nervous to speak, do not pay attention in the classroom, make joking with their friends even play their cellphone. Those behaviours affects to the failure of English learning as stated by Lie (2007) as cited in Sulistiyo (2016), although English is taught and used as a foreign language in Indonesia, and there have been many years of English instruction in formal schooling, the outcomes are unsatisfactory.

Another facts of the failure of learning English nowadays is that, students just master the material but they can not apply it in real life situations. It can be seen through the frequency of English language they use in the classroom. Most of students do not use English language for medium of instruction. The same case happens when they are not in the classroom, they avoid to speak English to the teacher or their friends. Otherwise, they tend to speak the first or second language. Further, their learning merely focuses on the material memorization. This fact is supported by Sawir's statement, the teaching and learning activities conducted in these classrooms mostly involve memorizing vocabulary, studying grammar and reading English texts. This tends to focus on learning the rules of the English language, rather than using English for communication (Sawir, 2005, as cited in Sulistiyo, 2016).

There are some factors that might affect the learning outcomes. It can be from the students or the environment like teacher, learning, achievement, etc., as stated, “in achieving the goal of learning a foreign language, there are some factors that might influence the learning process such as motivation, attitudes, anxiety, learning, achievements, aptitudes, intelligence, age, personalities and etcetera” (Shams, 2008, as cited by Jafre, Mohamad Zainol Abidin, 2012).

Within several factors, it is argued that attitude is the most important factors that contributes to learning success as stated by Fakeye, “The matter of learners attitude is acknowledged as one of the most important factors that impacts on learning language (Fakeye, 2010 as cited by Jafre, Mohamad Zainol Abidin, 2012).

Attitude can really affect on students’ performance and achievement during learning process like Gardner and Lambert as cited by Jafre, Mohamad Zainol Abidin, 2012), says that achievement in foreign language learning is not merely depend on learner’s intellectual capacity and study skills but also on their attitude toward a target language. Thus, due to the importance of revealing Students’ attitude in learning English, an investigation of it becomes a fruitful thing to conduct. Therefore, a research entitled EFL Students’ Attitude Towards Learning English is needed to do.

B. Reason for Choosing the Topic

The reason in choosing the topic are as follows :

1. Identifying students attitude is very crucial not only for the learners themselves but also other stakeholders. It can help teachers, syllabus

designers, and curriculum developers to select better teaching strategies, design lesson plans, and develop better language curricula for a particular group of students.

2. Students attitude becomes one of essential aspects that affect to the successful of English learning process. In fact, attitudes does not only relates to students behavior or act towards something but it can be observed through their aspect of cognitive and affective as well.

C. Problem of the Research

The problems proposed in this reserach are as follows :

1. What are the attitudes of EFL students towards learning English language in terms of their affective, behavioral and cognitive aspects?
2. What are the factors influencing students' attitude of learning English?

D. Aim of the Research

The research is aimed at revealing the two following points :

1. The attitudes of EFL students towards learning English language in terms of their affective, behavioral and cognitive aspects.
2. The factors that influencing students' attitude of learning English.

E. Significant of the Research

It is expected that researcher can give contribution for teacher to find the solution about how to make better learning process that are able to motivate students to learn English. On the other hand, if the teachers know and

recognize their student's feeling, needs and behaviors, they are able to fit appropriate activities with their needs and finally will encourage them to have possitive attitude towards English learning.

F. Clarification of Term

This part comprises the description of terms covered in the title of this research. They are :

1. EFL Students

EFL (English as a Foreign Language) Students is nonnative-English-speaking students who are learning English in a country where English is not the primary language (Squire, James R: 2008).

2. Attitude

According to Baron & Byrne (1984) as cited in Jain, Vishal 2014, attitude is defined as relatively lasting cluters of feeling, beliefs and behavior tendencies directed towards specific persons, ideas, objects or groups.

3. EFL Learning

Berns (1990) as cited in Sulistiyo, 2016, defined foreign language learning as learning a target language in a country that does not use this language as a speech community. EFL Learning in this case case should not be separated from the real live (Rogoff & Lave, 1984, as cited in Soni, 2012). "What learners need, therefore, is not only instruction but access to the world (in order to connect the knowledge in their head with the knowledge in the world)", (Norman, 1993, as cited in Soni, 2012).