

LANGUAGE ATTITUDE OF STUDENTS ON EFL IN SENIOR HIGH SCHOOL AT SMAN 4 KOTA SERANG KASEMEN DISTRICT

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ABSTRACT

The aim of this research was to investigate students' response of EFL, students' language attitude on EFL, and the cause of students' language attitude on EFL. Researcher conducted a qualitative research through case study method. There were 35 students selected in this research at XI grade of SMAN 4 Kota Serang This study conducted on 16th of May 2018. The data collecting technique were questionnaire, observation, interview, and dicumentation. The analysis data with three characteristics of language attitude there were language loyalty, language pride, and awareness of the norms. The students' positive response of English language were favorable toward English language as FL. The data for the students' language attitudes revealed that most of students at XI grade had positive attitudes towards EFL. They used English language in the classroom situation that is instructed by the teacher, they also involved EFL in many kinds of media; entertainments, in the field of Education, and as tool for international communication that English is urgently used. The cause of students' language attitude on EFL revealed with positive attitude towards English language that students encouraged to learn English more as language loyalty. In addition, they proud of English language because of their awareness that it is very important used as general. Therefore, EFL must be owned by everyone. In conclusion, the students' response, language attitudes of EFL, and the cause of students' language attitude of EFL were interrelated each other between language loyalty, language pride, and awareness of the language norms.

Keywords: Attitudes, language attitudes, English as a Foreign Language (EFL)

INTRODUCTION

English as international communication all over the world and it as lingua franca language use in indonesia between all nations, people use English language as a foreign language in order to convey the meaning of the message. In the Banten of Kasemen District near of tourism object, English start urgently needed for

communication between native and non – native speakers. Thus, English as a lingua franca is very important to learn with minimal knowledge to master the English at least using for communication or conversation with native speakers.

In case of language attitude of students at SMAN 4 Kota Serang Kasemen on EFL. The researcher interviews English teacher he answered that the language use of SMAN 4 students in Kasemen Generally still limited, they use only in class without practicing outside classroom. The students practice their languages in daily activities by using local and Indonesian language. In truth, they have potency to develop their English usage. But in the 2013 of curriculum there is limited of the volume in decreasing time of English material that usually in KTSP curriculum four times in a week, now in 2013 curriculum decreased into twice in a week. Beside this problem, in SMAN 4 many activities outside classrom that omitting teaching learning activities. The activities happened always involved the learning activities in the classroom. So, the students less in receiving the subject material from the teachers. In this case, the language usage less practice in classroom.

Based on pre-observation, the researcher found that the data obtained from the English teachers of SMAN 4, while the researcher interviewed them, they were discussed about the language attitude or the language that the students use generally Indonesia and local language (Serang Javanese) at SMA 4 Kasemen. Indonesia as their priority in communication between peers to inhibit missed understanding of different region between peers with different language. Therefore Indonesia as a lingua franca. Serang Javanese was become local language between peers in one region. They use it's language as language behavior. They use English only while in the classroom interaction with English teachers.

Based on interview, the students have less practice of English outside classroom with the result only two students, unless in classroom with offering by the teacher to use English interaction. The teacher encouraged them to speak English while the subject material is running. Based on their wants in the future, most of them want to be an English teacher, taking S1 degree of English department, English speaker, or such as army, soldier, civil engineering, civil servant that English is urgently needed. Thus

the students were having favorable attitude toward English. Therefore, in this related case, the researcher want to see clearly about language attitude of students at SMAN 4 eleventh grade on EFL in Kasemen District.

Mentalists view the affective component of attitude to involve an emotional response to the attitudinal object, e. g., a love of English literature. Affective responses can be verbal or non-verbal in nature (McKenzie, 2010: 22). As stated by McKenzie that, the people who have emotional that is determines to an object of affective response. Whereas the language attitude in term of social language, (Ager, 2001: 20) Attitude toward language will shift to other languages if the native and non – native speaker meet, there the language will be changed into lingua franca for communication they use variative language and it could help the same or different political perception between nations in multilingual nations and contexts.

It is seen from the condition of SMAN 4 Kasemen District in Indonesia nation which is part of the world Country where one day will be faced with the world community in using different and variative languages. It considers that is necessary for the research and in-depth. Therefore, the researcher want to see clearly about the language attitude of students on EFL at SMAN 4 Kasemen District.

THEORETICAL FRAMEWORKS

English as a Foreign Language (EFL)

English as a foreign language (EFL) is used for non-native English speakers learning English in a country where English is not commonly spoken. The term of ESL has been seen by some to indicate that English would be of secondary importance. For example, where English is used as a Lingua franca in a multilingual country. According to Mayo (2003: 1) the effect of the introduction of English as a foreign language at three different ages on general proficiency in English, attitude toward learning English and code mixing. She finds that younger learners show better attitudes and motivation toward language learning. However, older learners progress more quickly in FL acquisition, which may due to cognitive maturity and different input types at different ages.

Mayo found in her research about EFL in different ages that the younger show better attitude than older in language learning, but older the most quickly acquire the FL directly such as conversation between foreign or native speaker.

Through mobility of people and capital, global technologies, and its global information networks, globalization has changed English has been widely acknowledged as an international language (Tsui & Tollefson, 2006) cited in Shafei (2010: 356). The importance of English language has been established universally as a tool for social, economic, and political success (Philipson, 1992). The important of English is even more prominent at the university level in this era of globalization. English is the main or only language for the vast majority of the population of all social classes and is used for all types of activities, from the most public and formal (legislation, education, etc.), to the most private and informal (family, friends).

Attitudes

On a general level Sarnoff in Westphal (2017: 36) defines an attitude as “a disposition to react favorably or unfavorably to a class of objects”. In this vein, it is an evaluative orientation to certain social objects, which, in the more specific case in the language attitude, are all connected to language. Attitude are not measurable directly because they are hypothetical constructs, a fact which is central to Oppenheim’s (1982: 39) definition:

A construct, an abstraction which cannot be directly apprehended. It is an inner component of mental life which expresses itself, directly or indirectly, through much more obvious processes as stereotypes, beliefs, verbal statements or reactions, ideas and opinions, selective recall, anger or satisfaction or some other emotion and in various other aspects of behavior.

To be identified and measured, an attitude must be inferred indirectly from the observaions of the overt process through which it is expressed. Direct approaches involved direct questioning of informants about their knowledges, beliefs, and feelings toward languages, language varieties, and their speakers. This approach is geared toward documenting the more open and concious attitudes of the respondents. In contrasts, indirect approaches aim to elicit the more covert attitudes “behind

individuals' social facade" (McKenzie, 2010: 45). To know the people's attitude of measurement, doing analysis response such as questioning or interview, observation or some kind of gathering the data attitude. Because attitude could not detect directly unless using several method and approaches.

Johnson & Boynton (2010) in Lanos (2014: 94) The relevance of attitudes was probably best conveyed by Allport (1935) who explained their central role in making sense of the environment and interacting with objects and people:

Without guiding attitudes the individual is confused and baffled. Some kind of preparation is essential before he can make a satisfactory observation, pass suitable judgment, or make any but the most primitive reflex type of response. Attitudes determine for each individual what he will see and hear, what he will think and what he will do. To borrow a phrase from William James, they 'engender meaning upon the world'; they draw lines about and segregate an otherwise chaotic environment; they are our methods for finding our way about in an ambiguous universe (Allport, 1935: 806).

From the theories above, it can be inferred that the attitude of someone can be measured based on the background of someone's knowledge from what the people feel, think, believe, do, idea or opinions towards objects such as language. Because attitude cannot be observed directly unless with several methods to collect the data.

Defining Language Attitude

Ratus in Campos (2011: 638) states "Attitudes are enduring mental representations of a person, place, or thing that evokes an emotional response and related behavior". Language attitudes are mediated by the ideological system, and positively correlate with attitude toward speakers of the language along the favorable / unfavorable continuum. Garrett (2010: 20) defined language attitudes based on the general attitude definition provided by Sarnoff, who stated that an attitude is "a disposition to react favorably or unfavorably to a class of objects" (Sarnoff, 1970: 279). He concluded that an attitude is an evaluative orientation to a social object of some sort, whether it is a language, or a new government policy, etc. In other words, language attitudes are distinguished from other attitudes through their object (Sarnoff in Fasold, 19970: 279). Therefore, language can be considered an object being seen as favorable

or unfavorable. Subsequently, language attitudes reflect tendencies to evaluate languages favorably or unfavorably.

In addition, Moreno in Lanos (2014: 128) suggested a wider definition of language attitudes: Language attitude is a manifestation of the social attitude of the individuals, distinguished by focus and specific reference to both language and its use in society; and when discussing 'language' any type of linguistic variety is included. From whole of the theories above can be inferred that language attitudes may also show what people feel about the speakers of that language. It was language interaction in social force. The important way, language attitude used with aims delivering language for communication and distinguished from other attitudes through their object even they have positive or negative response or it may called as favorable or unfavorable attitude to language. In the SMAN 4 Kota Serang Kasemen District., it is necessary to consider the attitudes toward objects such as attitudes toward foreign language, local language, language pride, language learning, language society, language code, learning situation, and attitudes toward language behavior of students.

Characteristic of language Attitude

Fisman in Lakawa and Walaretina (2016: 90) describes four characteristics of language attitude of a particular community, namely:

1. Language loyalty - the attitude of the community towards securing the independence if its language.
2. Language pride - attitude towards making the language as a symbol of personal identity.
3. Awareness of the language norms - a language attitude towards using a language carefully, politely, correctly, appropriately, and decently.
4. Language use - public attitude that emphasizes the usefulness of the language in carrying out its functions in society.

The four characteristics of language attitudes described above become important in analyzing how strong the attitude of the speaker community is towards its language as an individual uses a language as first or second language (Gass & Selinker, 2001).

The Cause of Students' Language attitude towards English as a Foreign Language (EFL)

Attitude is considered as an essential factor influencing language performance and received considerable attention from both first and second language researchers. There are many reasons why students' attitude toward language learning is important. For instance, Weinburgh in Eshghinejad (2016: 3) believe that attitudes toward learning influence behaviors such as selecting and reading books, speaking in a foreign language. Generally, it is believed that learners' attitudes dictate whether or not they will be able to absorb the details of language. In other words, achievement in a target language relies not only on intellectual capacity but also on the learner's attitudes toward language learning. This means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one.

METHODOLOGY

The researcher conducted the research with a qualitative research through case study method. The researcher used interview, observation, questionnaire, and documentation as data collecting technique. This research intends to collect information regarding the language attitude of students at SMAN 4 on EFL in Kasemen District.

The researcher's research procedure used the Miles and Huberman model for data analysis technique in this research performing directly after collecting the data. Miles and Huberman (2014: 12) stated in their book that, we see analysis as three concurrent flows of activity: (1) data reduction that refers to the process of selecting, focusing, simplifying, abstracting, and/ or transforming the data that appear in the full corpus (body) of written up field notes, interview transcripts, documents, and other empirical materials, (2) data display, generically, display is an organized compressed assembly of information that allows conclusion drawing and action of the data. And (3) Conclusion drawing and verification. Conclusions are also verified as the analyst proceeds. Verification may be as brief as fleeting second thought crossing the analyst mind during writing, with short excursion back to the field notes. From the data have

to be tested for their plausibility, their sturdiness, their confirmability – that is, their validity of data.

FINDINGS AND DISCUSSION

Based on the result of students' response towards EFLscore. The data indicated that the students' attitude scale result of questionnaire were strongly agree, agree, neutral, disagree, and strongly disagree. There were number of items who had chosen with the provided answers of questionnaire. The data seen below:

Students' Response of EFL

Based on questionnaire of students' positive response of EFL, the most of students like English with 61.14%, they were also responded that English was very important to them and their future job with 70.28%.

Means that English as their necessary life with the sophisticated technology that currently spread. From the students' response could be classified into three characteristics of students' language attitude toward EFL; there were language loyalty, language pride, and awareness of the language norms. Based on interview the students responded like and important about English. Means they were proud to use English as their necessity. English was one of students' identity that they were able in English that functioned as tool of communication.

Students Language Attitude of EFL

Based on questionnaire, the students who have positive language attitude they were who communicate with English teacher in 62.28% with category agree. they proud to English 57.14%, and English was fun for them in 63.42% with category agree. Based on interview based on desire or awareness, more than that, they always involved in English debate competition, through games or entertainment they aware to keep English always in mind and they want to learn more about English, they also aware that English was very needed for them and considered that English also as part of their language need in life.

The cause of Students' Language Attitude on EFL

The cause of students' language attitude on EFL, they answered that English was very important with category 55.42% neutral, They need English in 57.71% neutral, English was difficult 66.85%, they felt shy in speaking English with English teacher and native speaker with category 66.85%.

Discussion

Based on the findings from interview, questionnaire and observation during the research at SMAN 4 Kota Serang, then the researcher tried to give correlation to some theories used with the method of the data collecting technique to achieve the results of this research.

Students' Response of EFL

The numbers of percentage of students' response about English as a their foreign language (EFL), it can be considered from the students' interest and the beneficial about English. The data known from the questionnaire instrument and interview that, most of them had positive response with category agree or like in 61.14%, and 70.28% they agree with how important English for them and for their future job, means that the students have positive response on EFL. Students like English they were responded that English was very important to them and their future job. Means that English was important as their necessary life with the sophisticated technology that currently spread. This data supported by the theory from Westphal that he defined an attitude as "a disposition to react favorably or unfavorably to class of objects". Based on students' answers of interview, more than half of class who have favorable of English.

From the students' response could be classified into characteristics of students' language attitude toward EFL; there were language loyalty, that students always keep in touch towards EFL, so they want to learn English more. Language pride, students responded like and important about English. Means they were proud to use English as their necessity, English was one of students' identity that they were able in English that functioned as tool of communication. This also became as language use of students. Students aware that English was very important to use for them and for future. This data supported what the theories described four characteristics of language attitude of

a particular community by Fisman in Lakawa and Walaretina that: 1). Language loyalty - the attitude of the community towards securing the independence of its language. 2). Language pride - attitude towards making the language as a symbol of personal identity. 3). Awareness of the language norms - a language attitude towards using a language carefully, politely, correctly, appropriately, and decently. 4). Language use - public attitude that emphasizes the usefulness of the language in carrying out its functions in society.

Students' Language Attitude of EFL

Each student had a different language attitude towards English, in this discussion of the instrument, the attitude to language that exposed was the language learning in classroom. The students' language learning use in the classroom majority they were mix language or bilingual; Indonesian and English. In the learning situation, language variety used. As supported by Troike, Language attitude studies may be characterized as: 1). Those which explore general attitudes toward language and language skills (e. g., which languages or varieties are better than others, to what extents to literacy is valued); 2) those which explore stereotyped impression toward languages and language varieties, their speakers and their functions; and 3) those which focus on applied concerns (e.g. language choices and usage, and language learning).

Moreover, the students spoke by using English while the teacher invite them to speak English for their development ability more than that to maintain English utterance in classroom communication with the teacher. Means that, students aware to English language norms that claimed by the teacher in the classroom instruction. Based on data of research, it was supported by Garvin and Mathiot of the students' characteristics of language attitudes.

The Cause of Students' Language Attitude on EFL

From the case, the researcher found the data information by using questionnaire, Interview, and observation that the cause of students' language attitude of EFL were two factors; positive and negative. The positive factors came from internal and external factors there were could come from period demand, media, entertainment,

technologies, educational field, etc. Internal factors were self-desire, self-awareness, etc. The students who have desire and awareness they were who encouraged to learn English more, means students loyal and proud with English, it caused that students liked or interested, also as the priority in the international use such as in the field of the work claimed to face English examination or test as requirements. Besides, good teachers' methods of teaching influence student interest. The innovative of teachers' method in teaching mainly greatly affects students' had positive language attitude. As stated by Holmes that attitudes to language are strongly influenced by social and political factors, language planners must take account of attitudes when they select a suitable language for development as an official or national language. Attitude to pidgins and creoles, for instance, present major impediments to their promotion and acceptance as official languages, or for use in schools.

In addition, the negative cause, based on interview the factors came from students themselves. Most of students said that English difficult to learn, difficult to understand or to pronounce, limitation of English learning time allocation, it was decreased only 2 times per week i.e., reading and writing subject that only learned. This caused that could students lack of leaning English or need in learning English more, the limited media or facilities also one factor that could made students having negative attitude toward English. With media and facilities, the students could develop English faster. So, students could have some kind of many reasons towards EFL whether it positive or negative language attitude.

CONCLUSION

After conducting the research, the researcher concludes about the students' response of EFL, the students' language attitude of EFL, and the cause of students' language attitude on EFL in XI grade SMAN 4 Kota Serang.

Students' response toward EFL a, it can be proven from the data collecting through observation, questionnaire, and completed with interview to make the data credible. Based on the questionnaire statement that students who have a positive response about they have interest and talent or ability to EFL. Most of them agree with the positive statement that they like with English with category agree in 61.14%, the

importance of English for them and for future job with category agree in 70.28%, English is fun 60.57%. And the students who have positive response towards EFL, then they have favorable towards English which classified of three characteristics there were 1). Students' language loyalty toward EFL, 2). Students' language pride toward EFL, and 3). Students' awareness of EFL as language norms.

Moreover, the result of the students' language attitudes can be concluded that, based on the results of the questionnaires, interviews, and observation, students who have positive language attitudes towards EFL, they have a positive attitude when they asked to speak English, it can be proved students have positive attitude from their interest towards English with the interesting or appropriate media and method of teaching. But they were chosen disagree while researcher asked them to debate by using English, means that the level of debate was hard for them with the result only in 40% category neutral, whereas 3.39% is the point of disagree. So, the students who have positive language attitudes towards English they were have the response and the cause positively.

In addition, there are causes of students' language attitude of EFL. There were the factors derived from the school of social factor and from the student's own condition or psychological factor. Based on questionnaire, interview, and observation that the cause of positive and negative language attitude. From the positive factors, came from internal and external factors there were could come from period demand, media, sophisticated technologies, educational field, etc. Internal factors were self desire, self awareness towards English as language necessity, so the students felt proud that they were able Learn and use English language, they aware about their need of English for their life necessity as the loyal language which sometimes the use English again. The students who have desire and awareness they were who encouraged to learn English more, it caused that English also as the priority in the international use such as in the field of work people claimed to English examination or test as requirements. Beside, good teachers' methods of teaching. The innovative of teachers method in teaching mainly greatly affects students' had positive language attitude.

Recommendation

Based on the results of the study found several problems unsolved, so the researchers put forward some recommendations as follows:

1. For the students have to create their own of English language practice. Moreover, to add the knowledge by using the supported media that could encourage students ability and interest towards EFL.
2. For the teachers should develop more learning strategies that can make students interest, enjoy, fun learning, actively learn and practice to develop English subject in the school environment and the teachers should create group of EFL outside school of environment or extracurricular of English development in order to encourage students English language ability, fun and interesting learning English in terms of formal and informal language.
3. The teacher and students should pay attention to the object of tourism in Old Banten. It might take as beneficial of the situation place can develop students while they are meet and greet to communicate with the foreign people as the requirement to be fluent in English ability. In addition, have to use English for classroom interaction without leaving Indonesian language as the language standard.
4. For the next researcher, have to do the research classroom action research (CAR) in order to improve the students' language attitude toward EFL without eliminating students' first language (L1) and second language (L2).

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