

## **Chapter One**

### **Introduction**

This introduction underlines a research description. There are some important points presented in this chapter. The background of the study includes the reasons why the researcher was interested in researching the topic.

Identification and limitation of the research identify and limit the problem investigated clearly. Then, the research question and objective of the research describe the specific objects of the research. The significance of the research is explained as well.

### **Background of the Research**

English has been considered as one of the compulsory subjects since it is remarkably known that English is as an influential language with the status as the most spoken and written language in the world. It was argued by Ahmad (2016), at the end of 21<sup>st</sup> century English is started to appear as a language which was accepted at social, politic, and economic field. Therefore, he also mentioned that English has its crucial role as a ticket for people to have a better opportunity for both education and employment. Because of the background above, most of the high learning schools in the non-English speaking countries will require students to learn English as a Foreign Language (EFL) so that students will achieve English proficiency for both spoken and written. Accordingly, learning English will become a need to learn since it is obligated due to its status.

However, learning English will be successfully achieved if there are some factors considered. In teaching and learning English, there are two skills considered as factors to achieve the success which are known as productive skills

which include writing and speaking and receptive skills which include reading and listening (Harmer, 2001). Also, those skills are taught with different methodology and technique since each has a different objective. Furthermore, those two are not the only factors to achieve the successful learning process but also factors such as motivation, attitudes, anxiety, learning achievement, intelligence, personality, and age are also should be considered in the learning process (Shams, 2008).

Therefore, one of the factors of a successful teaching and learning English is students' ability and attitudes.

Attitude is one of the considerable factors in learning since it can influence language learning. Attitude plays an essential factor which can influence language performance since this is slightly correlated to the theory of Picken (2005) that attitudes allow us to see situation also to behave toward situation or object. Also, attitude is the way of someone' thinking and feeling toward something. It is supported that attitude is as set of beliefs that learners have toward the language they learn. In other words, attitude deals with how someone's feeling, thinking, and behaving toward something. In language learning, attitude can be defined as learners' feeling about language learning given and influenced by learning ability (Prosper, 2010). Hence, attitude will be on the list of consideration as a factor affecting on language learning.

Furthermore, there is a private university in Yogyakarta, Indonesia which provides English education as one of its majors which focuses on training English pre-service teacher. In this major, the learning process was divided into four bases namely, first year (skill based), second year (theoretical based), third year (practical based), and fourth year (research based). However, in the

implementation based on researcher's observation, many of the students have not achieved maximum results. In fact, several students still face difficulties in completing tasks. Besides, if the learning can be successfully achieved, there are several supporting factors stated above. This is in line with Inal, Evin, and Saracaloglu (2005) who stated that that learning might be easily achieved if positive attitude belongs to students toward learning itself.

Also, revealed from the researcher's experience in the process of learning English, it is found that there are attitudes shown by the students for some reasons. Some students do not choose English major as their willingness. For example, they are asked or sent by their parents, and they are not accepted to enroll in a state university. Because of such phenomenon, the motivation of the students will be different which in eventually change and shape their attitude toward English itself. Some students who have a positive attitude will give good performance in learning while in contrast, students who have negative attitude will struggle, show less of progress in learning English (Liu, 2014). Derived from this background of the study, the researcher intends to explore students' attitude in learning English as a foreign language.

### **Identification of the Problem**

The researcher believes that attitude is one of the components which will be on the list of consideration to achieve success in learning. In fact, attitudes are divided into three such as affective attitude, behavioral attitude, and cognitive attitude (Reivich & Shatte, 2008). Affective deals with students' behavior in learning. The component of this attitude is an emotional response such as, like or dislike about an object. Besides, behavioral attitude is the way someone behaves

when exposed to an attitude object. A concrete action of this attitude comes from an effect of affective attitude towards an object. The following attitude is cognitive attitude which involves knowledge and the development of intellectual skills; the way of how learners can understand subjects taught in learning.

Also, either it is positive or negative attitude, both will sometimes occur in a teaching-learning process due to some factors toward an object or situation. Every attitude has different function or role, but it always relates to one another (Long, 2016). Linked with the idea stated regarding attitudes, it also can be seen as real phenomena toward teaching and learning process in that department based on the experience of the researcher. The researcher notices that some students join the class enthusiastically and enjoyably which can be proven with the good interaction with the teachers. For example, the discussion between the teachers and the students are active, and some students also show good performances and achievements.

Additionally, some students also tend to be silent or passive and less of enthusiasm and discipline in the learning. For example, the students only join the class and do not involve in the discussion, or some students do not do the assignments or homework, and some students also do not come to the class regularly or late. With that phenomenon, learning process in class does not achieve satisfying result since students have those kinds of attitudes. Therefore, it can be concluded that every student in that major might has different attitudes in learning English regardless it is positive or negative. Revealed from the phenomenon about various attitudes showed by students, it raises researcher's

curiosity to explore more about students' attitudes in learning English as a foreign language.

### **Delimitation of the Problem**

The researcher realizes that there are many different attitudes in every individual, and they also play their role, positive or negative attitude will have its significance in learning implementation. The researcher realizes that every component of attitudes (affective, behavioral, and cognitive) are complex to be presented and will need more time to find more about attitudes, so that here the researcher will only focus on exploring students' cognitive and affective attitude in learning English as a foreign language. Thus, this study will only emphasize on how the researcher explores the cognitive and affective attitudes of the students in that department that have especially experienced in studying English.

### **Research Questions**

This study attempts to ascertain the students' cognitive and affective attitudes in learning English as a foreign language by answering the following questions:

1. What are the students' cognitive attitudes in learning English as a foreign language?
2. What are the students' affective attitudes in learning English as a foreign language?

### **The Purpose of the Research**

The purpose or objective of this study seeks to find out the answers to the questions. The answers to the questions will be about the result of exploring:

1. students' cognitive attitudes in learning English as a foreign language
2. students' affective attitudes in learning English as a foreign language

### **Significances of the Research**

The study intends to present some information for several people who are involved in the process of teaching and learning such as teachers, students, and other researchers.

**For teachers.** In teaching and learning process, teachers act as an important role since they will be a facilitator in class which will guide and teach students. Having this role, teachers must fulfill standard qualification like good pedagogical knowledge, and one of the components that also deal with pedagogical knowledge is students' attitude. Thus, this research will especially provide some information about students' attitude either it is positive or negative in learning English as a foreign language, so that teachers will gain more information about it and know how to handle gaps or problems that might be encountered in class.

**For other researchers.** Students' attitudes toward English have its concern because those will always be faced in teaching and learning activity. For some people who might be interested in researching about attitudes, this research will be one of resources that provide information, such as finding, literature, or some cases.

### **Organization of the Research**

Based on the title "Exploring Students' Attitude in Learning English as a foreign language", this research is divided into five chapters. The first chapter is called as Introduction which explains about the background of the study, identification of the problem, delimitation of the problem, research question, the purpose of the study, the significance of the study, and outline. The second chapter is Literature Review. This chapter accommodates theory and concepts

from the experts that will relate to the research; it is also known as the foundation of this research which will support every single judgment found by the researcher. The third chapter will be about Methodology. This chapter will describe research design, research setting, research participants, data gathering, data gathering procedure, and data analysis. The fourth chapter of this research presents the findings and discussion of the research. The fifth chapter highlights about the conclusion and recommendation of the research.