

THE STUDENT-TEACHERS’ ATTITUDES TOWARD EFL LEARNING

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Abstract. This paper outlines the results of a survey which was carried out, to identify English Study Program UNIROW Tuban students’ attitudes towards learning the English language as a foreign language. The study investigated students’ motivation in terms of three motivational constructs: instrumental motivation, integrative motivation, and personal motivation. In determining what attitudes college students at UNIROW have towards learning English as a foreign language. The 30 students involved in this project were from 2017A class. The students were asked to explain why they wished to become English teachers. A questionnaire and interviews were used for data collection. The students’ reasons for studying English revealed a wide array of attitudes and motivations. Surprisingly, almost half of the students exhibited negative attitudes towards learning English and entering the teaching profession. Other students demonstrated more positive attitudes. Personal reasons were also regarded as important motives by the students. However, regarding the integrative reasons, the results provided evidence that learning English as a part of the culture of its people had the least impact in students’ English language motivation. On the other hand, the data for the students’ attitudes revealed that most of students had positive attitudes towards the social value and educational status of English. Finally, some pedagogical implications that would help tap the students’ motivation and attitudes were presented.

Keywords: Attitudes, Foreign Language, Learning English.

INTRODUCTION

Attitude becomes the interesting issues in psychology. It does not only talk about behaviour but also about individual speech. The definition of attitudes can be taken from Allport in Garret (2010, p.19), he claims that attitude is the disposition of learning to think, feel, and behave to someone (or object) with the particular way. It can be said that attitudes is more important than just affecting, and extend to thought and behaviour too.

Another definition of attitudes also has defined by Menseh et. al (2013). They claim that attitudes are like encompass emotions, beliefs, values, and behaviour and affect individual way of acting, thinking, and behaving which has many implications in teaching and learning. Attitudes have three components which vary in direction and strength which include the emotional components, a cognitive component, thoughts and beliefs, a behavioral components, action, experiences.

Some researches have been conducted related to attitude in teaching and learning process. The first research has been conducted by Langat, C Alphine (2015) under the title Students’ Attitudes and their effect on learning and achievement in mathematics: a case study of public secondary schools in Kiambu County, Kenya. The findings shows that most students have positive attitude towards mathematics and they perceived it as doable, learnable, and important yet this did not transate to good grades. This research gives the reinforcement that having the positive attitudes can influence the achievement in teaching and learning process. From this research then the researcher have the intention to continue to held the research in attitudes but in different lesson, that is English.

The second research is conducted by Awang Moh M. et al (2013) under the title Students’ Attitudes and their academic performance in nationhood education. This research investigates to contribute factors to students’ academic achievement an also examined students attitudes towards that subject. It shows that students’ perception of their lecturers play a significant role in determining their learning outcomes in Malaysian Studies, while the lecturers are the factor which contributes significantly to the students’ achievement in this subject.

From those two researches above, the researcher is interested in conducting the research with the purposes are to know the students’ motivation in learning English, to know the

Attitudes of the students toward learning English as a foreign language, and to know how these attitudes influence the outcomes of the students’ learning process.

METHODOLOGY

The purpose of the research is to describe the attitudes of the English students department of UNIROW Tuban toward learning English as a foreign language. This can be categorized as a descriptive qualitative research design. The characteristics of the descriptive research is there is no control of treatment in the experimental research. The researcher uses interview and questionnaires as the instrument which will be analyzed. The sample is taken by using random sampling technique. The 30 students of 2017 class from English department is being a sample of this research.

RESULT AND DISCUSSION

The researcher gets three kinds of the data from questionnaires and interview, they are the students’ motivation in learning English, the students’ attitudes towards learning English as a foreign language, and the influence of attitude to the outcomes of the students’ learning process.

a) *The Students’ Motivation in Learning English*

Here, the researcher requires open responses, the students often give multiple answer for each question or statement and give extended answer which led them to note several points related to the questions.

Table 1. Percentage of the Students’ Motivation in Learning English.

Response Category	Responses	Percentages (%)
I like English	30	100%
Because English is an international language	27	90%
I go to or want to be an English teacher	18	60%
I learn something about the target culture	8	26,7%
I want to get a good job	22	73,3%
I am interested in tourism travel	12	40%
I want to communicate with foreign people easily	21	70%
Because speaking a second language has prestige	18	60%
I have to learn English	23	76,7%

From the data above, it is shown that the Integrative Motivation of the students is higher than their Instrumental Motivation because all of the students like English, and also many students show their interest in target culture and communicate with foreigner.

The students’ motivation in learning English can also be seen by the results of the interview given to five interviewees. The result shows that the students have the instrumental reasons in learning English. For example, many of them are agree that English is important especially in getting a job easily and communicating with foreigners. The result also shows that the personal motivation of the students mostly in reading an English Book and want to be as native speaker in their place but they do not want to be a part of the west culture.

b) *The Students’ Attitudes towards Learning English as a Foreign Language*

The researcher shows the result of the students’ attitudes in two tables, table 2.1 and table 2.2. The table 2.1 shows the students’ experiences both positive and negative experience about their need to understand or use English. Whereas the table 2.2 shows what the students liked and disliked about their past English learning experiences.

Table 2.1. The Percentage of the students’ experiences when they needed to understand or use English.

Response Category	Responses	Percentages (%)
Could not help and communicate with foreign people	6	20%

Met foreign people, tourists	15	50%
Spoke with tourists/ became friends	17	56.7%
Assisted foreign people, tourists with English	6	20%
Not used the language correctly	18	60%
Got a difficulty in listening, speaking	19	63.3%

From the data above, it can be said that two highest percentages of negative experiences of responses are they got difficulty in listening and speaking and did not use the language correctly.

Table 2.2. Percentage of what students liked or disliked about their past English learning experiences.

Response Category	Responses	Percentages (%)
Enjoyed learning English	26	86.7%
Lessons too hard in English	18	60%
Teachers were not very good at English	14	46.7%
Secondary school teacher gave courage and inspiration	18	60%
Been unsuccessful in the target language	6	20%
The English education was not good	10	33.3%
Got pronunciation problems	17	56.7%
People laughed at my English	8	26.7%
The negative effect of the tasks (difficult questions)	14	46.7%
Got difficulty in understanding English	23	76.7%
Got difficulty in listening and speaking	23	76.7%

From the table 2.2 it can be said that while many students reported simply that they enjoyed learning English, many also recounted specific negative aspects about the teachers, the lessons, and being laughed at because of their English. Additionally, several students disliked the overall difficulty of English, mainly the speaking and listening skills. Some students noted the inspirational and positive effect teachers had had on their goal of learning to speak and teach English. However, other students noted that their teachers were not good and could not teach English properly. The result of interview shows that the students have positive attitudes in learning English although they do not want to have the west culture and be a part of them.

c) *The Influence of the Attitudes to the Outcomes of Students’ Learning Process*

Here, the researcher uses only interview to get the data. It is done because the researcher wanted to obtain accurate and reliable data. The result of the interview indicates that many students get an increase in their English skill, especially in speaking and listening after entered in the university. Although some students get difficult in learning English, they still motivate to study more as they want to be. Some students claimed to have no reason at all for choosing to become an English teacher, while several others admitted that they had chosen English teaching by default because they were not successful in mathematics or physics.

The students’ reasons for studying English revealed a wide array of attitudes and motivations, including the belief that teaching English was an easy, comfortable, and well-paid job, and that a teacher has more respect and advantages than people with other jobs. Some students revealed that their parents had insisted on this choice of profession for them; another expressed dislike English or the teaching profession, even to the degree of disliking reading and writing, considering them an unnecessary waste of time.

Some students claimed to have no reason at all for choosing to become an English teacher, while several others admitted that they had chosen English teaching by default because they were not successful in mathematics or physics. Surprisingly, almost half of the students exhibited negative attitudes towards learning English and entering the teaching

profession. Other students demonstrated more positive attitudes by stating that they enjoyed learning about new people, cultures, and languages such as English. They believed that English is an important international language. Some students felt that their English language skills would give them the means to travel and communicate with others. Some female students stated that becoming a teacher is a suitable job, as teaching incorporated their love and nurturing of children.

All of these attitudes exhibited a range of extrinsic and intrinsic motivations for learning English and becoming an English teacher, as well as some negative attitudes that could impede students' progress and interfere with classroom harmony.

CONCLUSION

In conclusion, this study was a serious attempt to figure out the general positive or negative attitudes students of English Study Program may have towards learning English as a foreign language. Furthermore, the study attempted to find out the real reasons behind students choice of English as a major field of study exploring other possible social and personal factors affecting their decisions. Regardless of students' attitudes towards learning English or their real reason for choosing it as a major, there is absolutely no doubt that English will remain the international language of the world for a long time to come and people will have no choice but to learn it regardless of their native language, culture, religion, or geographical location.

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