

CHAPTER I

INTRODUCTION

A. Background of the Study

The competence standard of English subject at Junior High School is to increase the students knowledge. The competence standard of English subject is orienting on the essence of the teaching language English that learning English is learning to communicate. The students trained more using language to communicate and not demanded more mastery the language knowledge. Based on Curriculum 2013, the competence standard of English subject tries “to increase the knowledge, use the language, and implant the positive attitude of the students on English. Therefore, the teaching English is directed to increase the students communicating ability in English, orally or written”.¹

In order to the students can communicate in English, the teaching English does not contain the language knowledge only, or the students demanded to master the language knowledge. The teaching English besides increasing the use of language, it is also increasing the thinking and enlarge perception ability, especially relating by real life of the students. Similarly, the students can connect and apply the learning English result in daily life, whether on speaking, reading, listening, or ability aspects.

To increase the teaching English quality, it is needed the teaching that oriented on teaching strategy can increase the students learning result, give

¹Departemen Pendidikan dan Kebudayaan, *Kurikulum SMP – Mata Pelajaran Bahasa Inggris* (Jakarta: Departemen Pendidikan dan Kebudayaan, 2013), 2.

occasion for the students to build their knowledge. This teaching is very important for the students, because the principle of teaching is mental working actively, it is not the teaching passively from the teacher. The teacher giving support, practice, and giving the thinking defiance to the students. The teaching like this needs to be carried by the English teacher because according to Sardiman is “learning is doing, doing to change behavior. No learning if no activity. That’s why the activity is the important principle in teaching learning interaction”.²

In Junior High School Curriculum 2013 is explained that the teaching English contains four skills domain, namely (1) listening, (2) speaking, (3) reading, and (4) writing. From the four language skills in teaching English mentioned must be achieved in balance by the students. That meaning that the four language skills mentioned must be understood in balance by the students because they are unity inseparable one and each others. Therefore, the English teacher must involve four skills in implementing the teaching English, in order to the students achieve good learning English result.

In increasing four language skills for the students, the English teacher must carry out the teaching English well by involving the teaching components, covers mastery of subject material will be conveyed to the students, choosing and using the teaching media truly, using the learning sources, and evaluating the students learning result. However, the English teacher may not dominate the teaching activity, because the essence of the teaching is giving opportunity for the students to do an activity. Lucy Pollad said “when you are presenting language

²Sadriman A.M., *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: Raja Grafindo Persada, 2015), 95-06.

you should try to get explanations from your students (elected) rather than giving all the explanation yourself”.³ Besides that, the English teacher needs to choose the teaching strategy effectively. The teaching strategy is the tactic of teacher to be effective, efficient, and to be optimal the function and interaction among the students with the teaching components in teaching activity to reach the teaching goals.

The important thing that must be noticed by the English teacher in the students learning English activity so that reach optimal learning result from the four language skills (listening, speaking, reading, and writing) are the students attitude. The students attitude are an integral parts of learning, therefore the students attitude become an essential component of the second language learning pedagogy. There are several reasons why research on the students’ attitude towards language learning is very important. It seems that attitudes are a great importance to language teachers and learners in that they are inseparable from study. Gardner and Lambert have declared that:

The ability of students to master a second language is not only influenced by the mental competence or language skills, but also on students’ attitudes and perceptions towards the target language. They also advocated that attitude concept could enhance the process of language learning, influencing the nature of student’s behaviors and beliefs towards the other language, its culture and community, and this will identify their tendency to acquire that language.⁴

Language attitude is an important concept because it plays a key role in teaching and learning language included in teaching English. A successful the

³Lucy Pollad, *Teaching English – A Book to Help You Through Your First Two Years in Teaching* (London: University of London, 2013), 8.

⁴R. Gardner and W. Lambert, *Attitudes and Motivation in Second Language Learning: The Role of Attitudes and Motivation* (London: Edward Arnold, 2010), 59.

learners or the students are the one who possess positive or favorable attitudes towards the target language. Therefore, the students attitude can be utilised by the English teacher in learning English for the students so that they get good result in learning English, that is they can speak, reading, listening, and writing well and get good score appropriate mastery learning score which has been determined by the English teacher at school.

Based on observation result at the eight class of Junior High School of Mambaul Ulum Tebul Timur Pegantenan Pamekasan showed that the teaching English result is not maximal, whether from process or teaching result aspect. From the teaching process aspect, the teaching English activity cannot raise the students motivation and interest. Because there are some students has positive and negative attitude from each component. Students with positive learning attitudes are happy toward learning and thus they would actievly engage in learning. While those with negatie learning attitudes may feel anxious in learning, they would get bored easily and difficult to enjoy their learning. It means that positive or negative the students attitude depends on their perception and their interest about learning english. If the have high willingness to learn, they will enjoy the learning process and try to learn and it can create a p;easant atmosphere. However, if they are lazy to learn, dont have willingness to learn, it will form a negative attitude for the students.

Majority of the students motivation and interest are very low, such as they are not enthusiastic in learning English, they do not have will to ask, they are lazy in doing the tasks, discussing the lesson, etc. So majority of the students behave

passive in teaching English activity. On the teaching result aspect, majority of the students do not achieve mastery learning yet because the score that they got is under the mastery learning score which has been determined by English teacher or school that is 70 score. Similarly the students understanding on the four language skills (speaking, reading, listening, and writing) in teaching English are very low.

To overcome the problem mentioned, the English teacher at Junior High School of Mambaul Ulum Tebul Timur Pegantenan Pamekasan makes some efforts to repair students learning English result. One effort is made by English teacher for the eighth grade students is repairing students attitude when learning English. The attitude is very important in students learning English. According to Z. Kasijan, the importance of attitude is as “the important motivation on behaviour and influencing the humanity values. The high result is if a person motivated by his attitude to begin, to continues, and to perfect the working planning that better so he avoids the job dislike”.⁵

By good attitude in learning English will bring the students to get good learning result. Similarly the four language skills are learned by the students in teaching English activity will be reached in balance. Therefore the students attitude in learning English need to get attention from the English teacher, particularly the students negative or unfavorable attitude seeked the solution in order that they behave positive or favorable in learning English, likes diligent, discipline, and having high spirit. Thereby the students getting result maximally in learning English.

⁵Z. Kasijan, *Psikologi Pendidikan* (Surabaya: Bina Ilmu, 2010), 350.

Based on the problems mentioned, the researcher is interested to carry out the research at eight class of Junior High School of Mambaul Ulum by the title: **“Analysis of Students Attitude in Learning English at the Eight Class of Junior High School of Mambaul Ulum Tebul Timur Pegantenan Pamekasan”**.

B. Reseach Focuses

Based on the problems on the background of the study above, this research is focused on some problems as follow:

1. How are students attitude in learning English at the eight class of Junior High School of Mambaul Ulum Tebul Timur Pegantenan Pamekasan?
2. What are the attitude types used of students in learning English at the eight class of Junior High School of Mambaul Ulum Tebul Timur Pegantenan Pamekasan?

C. Objectives of the Study

Based on the research focuses above, the objectives of this research as follows:

1. To describe students attitude in learning English at the eight class of Junior High School of Mambaul Ulum Tebul Timur Pegantenan Pamekasan.
2. To describe the attitude types used of students in learning English at the eight class of Junior High School of Mambaul Ulum Tebul Timur Pegantenan Pamekasan.

D. Significance of the Study

This research result giving useful, both of theoretically or practically as follows:

1. Significance of theoretic

This research result expected can be used to add and enrich the knowledge treasury and reference in developing the science, especially about the students attitude in learning English so that can be used by the English teacher in teaching English to the students so that they getting good learning English result.

2. Significance of practic

a. For the headmaster

This research result can be used as information for the headmaster in increasing the English teacher competence as executor and manager of the teaching through direction, guidance, and participation on upgradings in order to be able to teach effectively in teaching English activity and succeed maximally.

b. For the English teacher

This research result is expected can be used as information for the English teacher in increasing the learning English result for the students through the implementation of the pleasant teaching in order to be able to grow the students positive attitude in teaching English so that they get maximally in learning English.

c. For the students

The students are expected to be aware the importance of good attitude in learning English and then practicing the good attitude mentioned in every learning English in order to get maximal result, wheteher on speaking, reading, listening, or writing aspecr.

d. For the other researchers

This research result can be made comparison for the other researchers on the next research by the same theme by using the other method in order that the research result mentioned can be used refference in increasing the students learning English.

e. For researcher

This research result can be made a reference for the reseacher in increasing the teaching English for the students through good attitude so that they get result maximally.

E. Definition of Key Terms

To avoid misunderstanding or unclearing to the key terms that used operationally in this research, the following is explained some definition of terms.

The terms mentioned are:

1. Analysis is researching carried out to know the students attitude in learning English.
2. Students attititude is characterized by a large proportion of emotional involvement such as feelings, self, relationships in community.

3. Learning English is behaviour change includes knowledge, skill, and attitude because of experience and training.

F. Previous Study

The following exposed some previous studies result that having smilirity with the research is carried out by the researcher by expectation can explain the authenticity of this research result and to support the research result validity. Some of the previous research mentioned as follows:

The journal is written by Florin Gaesianu by research title is: “Attitude as Expressible Info-Operational Reaction to a Perceived/Purposed Object/Objective”, on 2020.

In journal mentioned explained that attitude is a result of the informational interaction with the environment or to own body. It was shown that attitude is mainly expressible by the cognitive center suggestively defined as I want, either if the attitude is manifested in the external environment by vocal, facial mimic, gesture or corporal posture and action, or deliberately stored in memory in a tacit way for latter utilization. The attitude is therefore a reactive info-operational process, expressible as a reaction to the environmental/inner stimuli received/proposed as input information, and represents actually an output of the informational system of the organisms for adaptation and survival. The attitude is expressible as an evaluation process especially of a perceived object/situation, or a

contemplating/self-engaging operational process, when it is referred to a proposed mental objective.⁶

The previous research mentioned have equality and difference with the research carried out by the researcher. The equality of the previous study by research done the researcher is reseaching the students attitude in learning English. While the differences of the research mentioned are the research is carried out by the researcher focusing on problems of the students attitude in learning English and the attitude types used of the students in learning English.

The thesis is written by Lailatul Badriyah by the research title is: “The Attitude of Students in Teaching Reading at the Tenth Grade of Senior High School Miftahul Ulum Panyepen Palengaan Pamekasan”, on 2018. The problem in the research mentioned is: what are the attitude types used by the students in teaching reading at the tenth grade of Senior High School Miftahul Ulum Penyepen Palengaan Pamekasan?

The previous research mentioned used qualitative approach . Data sources used in the research mentioned are English teacher and the tenth grade students. Data collection methods used are observation, interview, and documentation. Data analysis used is descriptive analysis.

The research result showed that the attitude types used by the students in teaching reading at the tenth grade of Senior High School Miftahul Ulum Penyepen Palengaan Pamekasan are positive or favorable: discipline, enthusiastic, and negative or unfavorable attitude: lazy, no spirit, and no interest. However, the

⁶Florin Gaesianu, “Attitude as Expressible Info-Operational Reaction to a Perceived/Purposed Object/Objective”, *International Journal on Neuropsychology and Behavioural Sciences*, Volume 1 Issue 1 – 2020, 15.

attitude type used by the students in teaching reading is negative or unfavorable attitude.⁷

The previous research mentioned have equality with the research that carried out by the researcher, that is reseaching the same topic about the attitude types of the stduents in learning English. While the differences of this research are the research which carried out by the researcher are focuses on the students attitude problem in learning English and the attitude types used of the students in learning English.

Mohamad Jafre Zainol Abidin by research title is: “EFL Students’ Attitudes towards Learning English Language: The Case of Libyan Secondary School Students” 2017.

The result of the study shows that the informan has positive attitudes towards English language. The result also shows that the informan realized that knowledge of English offers advantages in this era of globalization when getting a good job, securing a better social position and personal establishment is very competitive. The informan reported that they want to choose and use more English in the domain of media, office and education.⁸

The previous research mentioned have equality and difference with the research carried out by the researcher. The equality of both the research is reseaching the students attitude in learning English. While the differences are the

⁷Lailatul Badriyah, “The Attitude of Students in Teaching Reading at the Tenth Grade of Senior High School Miftahul Ulum Panyepen Palengaan Pamekasan” (Thesis: Unisma Malang, 2018), 55.

⁸Mohamad Jafre Zainol Abidin, “EFL Students’ Attitudes towards Learning English Language: The Case of Libyan Secondary School Students”, *Education Journal*, Volume 2, No. 3, 2017, 27.

research carried out by the researcher focuses on problems students attitude in learning English and the attitude types used of students in learning English.