

# CHAPTER I

## INTRODUCTION

This chapter focuses on junior high school students' attitude in learning English as a foreign language. It presents the introduction of the research which covers the background of the study, research questions, purpose of the study, scope of the study, significance of the study and clarification of terms. The discussion of the points above is elaborated in the following sections.

### 1.1 Background

English is taught as a foreign language in Indonesia. A foreign language is not widely used in the learners' immediate social context which might be studied as an elective in school (Saville-Troike, 2012, p. 4). In learning English as a foreign language, there were several problems. First, the limitation of teaching hours. In Indonesia, students only get 4 hours per week for regular English learning. Then, the limitation of exposure that makes the students lack confidence when learning English. Those matters lead students to have a negative attitude to learning English as a foreign language.

In learning English as a foreign language, attitude is one of the factors that influence students' competence. According to Abidin et. al. (2012) motivations, attitudes, anxieties, learning achievements, intelligence, and personalities can influence students in learning English. Khan (2016) also states that attitude is one of the most crucial factors in learning a foreign language and he adds that attitude has a major role in rousing students' interest and motivation to learn. In addition, the students who have good attitudes mean that they have a good motivation and feel enthusiastic in learning target language. In relation to this, Al Noursi (2013) finds that the students who lack of positive attitude have low achievement and vice versa. Consequently, the learners' attitude plays a big role in English learning.

There are many researchers who conduct a study on investigating the attitude of students in learning English as a foreign language. Al Noursi (2013) administered a study on the attitudes of Technology High School students towards learning English. The findings of this research show that most subjects of the study have

positive attitude toward English language learning. Moreover, the findings reveal that native or nonnative teacher of English does not influence students' positive orientation toward the English language. The same result is also found by Eshghinejad (2016) study on male and female Kashan University students' attitude towards learning English as a foreign language in terms of the behavioral, cognitive, and emotional aspects. The finding shows that most of male and female Kashan University students' attitude is positive toward English learning. In contrast, the study conducted by Abidin et al. (2012) which takes Libyan secondary school students as participants and investigates their attitudes towards learning English in terms of the behavioral, cognitive and emotional aspects. From the data gained through the questionnaire, it is found that the participants have a negative attitude towards learning English. In addition, on the demographic profile, there are statistically significant attitudinal differences regarding gender and field of study but not year of study.

Research related to students' attitudes toward learning English has been widely conducted in various countries. Nevertheless, this issue is still rarely carried out in Indonesia. However, Jaliyya & Idrus (2017) investigate EFL students' attitudes and perception towards English learning and their English proficiency at Assa'adah Islamic boarding school in Banten, West Java. The researchers use a qualitative research design and in-depth semi-structured interviews for 12 students as instrument in collecting data. The findings indicate that students have positive attitude and are motivated to learn English. In addition, they are aware of the importance of learning English.

Based on the explanation above, students' attitude toward learning English is also a crucial factor that influences students' English learning process, but it is rarely studied in Indonesia. Therefore, there is a need to conduct a study focusing on this matter. This study uses questionnaire, interview, and classroom observation to collect the data from 30 students of 7<sup>th</sup> grade in a public junior high school. This study focuses on students' attitudes to learning English as foreign language and how it is reflected in their English learning.

## 1.2 Research Questions

This study tries to analyze Junior High School students' attitudes in learning English as a foreign language. Therefore, the research question were formulated as follows:

1. What are Junior High School students' attitudes in learning English as a foreign language?
2. How are the students' attitudes reflected in their learning English?

## 1.3 Purposes of the Research

Based on the research questions above, the study aims to:

1. Discover the attitude of Junior High School students in learning English as a foreign language.
2. Find out how the students' attitudes are reflected in their learning English.

## 1.4 Scope of Study

To narrow down issues discussed in this research, the participants of the research were limited to seventh grade students of Junior High School in one of the public schools in Bandung. Moreover, this study also only focusses on identifying the attitudes of Junior High School students in learning English and as reflected in their learning behavior.

## 1.5 Significance of Research

This research will give three significances for theoretical, practical, and professional benefits. Theoretically, the research's finding can be used to support the theory of Junior High School students' attitudes to learning English as a foreign language. Practically, the research's finding can give benefit for students in Junior High School of their attitude, when the attitude of students in learning English is positive, then they will get positive thing as well and vice versa. In addition, the students' attitudes is also revealed in their learning behavior. Professionally, the research's finding is expected to be able to help English teacher in understanding the attitude of students and teach English better so that the students easily understand the material delivered by the teacher.

## 1.6 Classification of Terms

The key terms in this research proposal will be presented in this section. The terms as follows:

### 1. Attitude

Attitude is person's opinion related to thinks, feels, and reacts to a person or an object. According to Kim (2001) that attitude as a positive or negative response of person to an object or concept in the particular. Therefore, there are no correct and incorrect answers on the examination of attitudes.

In this research, the terms "attitudes" is how students perceive in learning English as a foreign language that were investigated by students' questionnaires, students' interview, and classroom learning observation.

### 2. EFL (English as a Foreign Language)

EFL (English as Foreign Language) is a language which is used by non-native speaker where English is not usually spoken. Gebhard (2006) defines EFL is English which is learnt by persons in a country where English is not their native language. According to Brown (2001), states that foreign language is not used by students in communicating beyond their classroom.

In this research, the terms of "EFL" refers to the context employed by this research to bolster the aims of study in which the target language considered as a foreign language.

## 1.7 Organization of the Paper

The research paper is organized into five chapters. Each chapter describes different subtopics in details. Further elaboration of each chapter is described in the following paragraph.

### a. Chapter I

Chapter one is introduction. This chapter covers background of the study, statements of the problem, aims of the study, scope of the study, significances of the study, clarification of terms, and organization of the research.

b. Chapter II

Chapter two includes the related literature review. It presents theories, ideas, and issues that are in line with the research. This chapter consists of principles and justifications used in conducting the research.

c. Chapter III

Chapter three offers research methodology. It discusses research method used in conducting this research. It will develop approaches and procedures, research design, participants, data collection, and data analysis established in this research.

d. Chapter IV

Chapter four is finding and discussions. It tells the result of the research that has been interpreted and discussed. The analysis is carried out based on the research question.

e. Chapter V

Chapter five is conclusions and recommendations of the study. It depicts the conclusion drawn based on the research finding. In the end of this section, it presents some recommendation for further researchers in the selected field.