

CHAPTER 1
INTRODUCTION

1.1 The Role of Islam in Moral Buildings and Socio-Cultural Developments in Indonesia

Before Islam came to Indonesia, most of Indonesian people adhered Hinduism, Budhism and such other beliefs as Animism and Dinamism. No matter when the coming of Islam was, and who had spread it, it has changed Indonesia. Islam gives high civilization and has performed identity to Indonesia (Hasymi,1980:38). Islam is adhered by most of Indonesian people. The coming of Islam did not destroy the kingdom of Hinduism and Budhism at that time because Islam is a religion for universal welfare and it loves peace. By such characteristics, Islam has gradually spread more and more in every part of Indonesia. Moreover, Islam has some contributions while struggling for freedom from colonialization.

The Colonists have become main enemies for Islam because they, especially Portuguese and Dutch, brought western traditions in which they introduced the concepts of secularization and individualism to Indonesia. Realizing the danger of such concepts, however, Islamic education in Indonesia has made a vigorous efforts to resist the spread of secularization by means of teaching and widespreading the Islamic concept of Tauhid (unity) - the testimony that there is no God but Allah (Nasr,1971:29). The separation of material world from religion and divinity according to the

concept of secularization is rejected by the belief in the truth of Allah as the only Creator and Regulator of the universe and its mechanism, and that the result of all kinds of effort made by mankind depends upon the predestination of Allah (Cholisi,1982:2).

Islamic education will always be improved to challenge such obstructions which can destroy the unity of Islamic people. In the early ages, the Islamic education was held traditionally in houses and mosques. Such education provided a sort of private religious school, where as far as an individual education was given as possible, formerly limited to religious instruction and the observance of religious duties (Bolland,1971:113), later on as the number of 'santris' or students get more and more increasing, it is improved to be a more progressive form of school called 'pondok pesatren'. It is a kind of Islamic boarding school in which there is a mosque, classrooms, a dormitory, a 'kyai' or religious leader who is considered to have profound knowledge of Islam. In performing the instruction, the kyai is helped by his staffs, usually they are chosen from his qualified students and usually they are more senior than the whole students. Each pesatren is characterized by the specialization of the kyai. Besides learning the law and knowledge of Islam, the students are also trained in self-reliance, self-discipline, self-defence - a kind of physical training that can protect them from dangerous attacks.

In the pesantren, the kyai, his staffs and the santri form a living and working community, cultivating the land of the pesantren in order to be self supporting, and other activities conducive to character and moral build-ings. Generally, the kyai does not only perform as a religious leader but also as a community leader who is very much respected by all the members. It is, therefore, not surprising that pesantren has brought forth many social and political leaders, so it is obvious that the pesantren has given a lot of contribution to the character and moral building in Indonesia. For ages, pesantren has been the basis of moral forces, the most resistant defence to the founding of the destructive foreign cultural elements. Nowadays, the pesantren is often called traditional pesantren.

Pesantren which has a sequence of material given to students in class and has grade-levels, from Ibtidaiyah - a kind of elementary school (sometimes from Riadhotul Athfal, kinder garten, level), to Aliyah (senior high school) even to University level, and has an adequate curriculum which integrates general and religious subjects, is often called Madrasah or modernized pesantren.

Because of its complexity, the whole levels cannot be held only by one institution but they are separated to basic, medium and high education. Basic education belongs to Ibtidaiyah or Madrasah Diniyah levels, medium education belongs to Tsanawiyah and Aliyah levels and high education

belongs to university levels (Institute of Islamic Studies).

Regardless to the difference between the two kinds of Islamic education, those educational institutions have obviously contributed a lot of moral and spiritual aspects to the socio-cultural developments in Indonesia.

1.2 The Relevance of English to Islamic Studies

As religion, Islam has been revealed by Allah to do with all aspects of human life. Islam is a code of honour, a system of law and encompassing ways of life. It is a comprehensive system of life that involves both the spiritual and the material aspects. Islam is not merely an emotional belief separated from the actual domains of human life, but it is also a systematic concept to organize all physical activities in parallel with rational ideas. Islam which has based its teaching in God's divinity, has been able to integrate all fields of human activities, and it has provided mankind with the rules of law which are adjustable to any situational changes and to the progress of human civilization.

The comprehensiveness of Islam and its involvement in the material world has been proved by the ability and the success of the Moslem leaders and scientists in the world of science in the first period of its history. In the pre-Islam period, the Arab countries did not show any dynamics of life and sign of intellectual growth. But the coming of Islam has made a great social change in those

countries. Islam has changed Arabian people from merely a nation of shepherds and trades-men to a great nation respected by other nations.

The key for the success of Islam in its prosperity was the open-minded view of its adherents towards the more advanced civilizations they found in the newly conquered nations, such as, the Roman and the Persian. It is from these nations that Moslems had inherited the enormous civilizations, which brought them to their peak of prosperity. This fact shows and proves that Islam is actually open to any progress, irrespective of the fact that it comes from a non-Islamic civilization. As long as such progress is irresistible to the faith of Islam, it is acceptable. Nothing in Islam, therefore, incompatible with technological and scientific advance. Islam believes that modern technology and science without being based on the faith of God will only call forth mischief and disasters.

The importance of science and knowledge in Islam and the obligation of their pursuit in the part of its adherents have been explicitly revealed in many verses of the Holy Qur'an, such as what Allah has declared in the Sura 'Az-zumar' (39):9 :

'... are those equal, those who know and those who do not know? It is those who are endued with understanding receive admonition.'

as well as in the Sura 'Al-Mujaadalah' (58):11 :

'... Allah will raise up to (suitable) ranks (and

degrees) those of you who believe and who have been granted knowledge ...'

moreover, in several hadiths, Islam has stressed the obligation of seeking for science, such as one hadith which says :

'Seek for science, even in China',

and another says :

'The search for knowledge is a strict duty for every Moslems men and women'

It is obvious then that there is no reason to say that Islamic teachings do not fit in with the modern age, especially with the scientific and technological advance. Every Moslems must realize that nowadays English is broadly used in the language of science and technology so they cannot deny the importance of studying the language.

1.3 English in State Institute of Islamic Studies, IAIN, Sunan Gunung Djati Bandung

From the beginning, the establishment of State Institute of Islamic studies was an integration from Government Academy for Religious Studies (ADIA = Akademi Dinas Ilmu Agama) and State Islamic Institute (PTAIN = Perguruan Tinggi Agama Islam Negeri), held in 1960. At that time there were only two State Institutes of Islamic Studies in Indonesia, namely in Jakarta and Jogjakarta, later on, in 1967, IAIN Sunan Gunung Djati was legalized by the committee of the opening of the IAIN, based on the Letter of Decision of the Minister of Religion (DPAI, 1986).

There are still changes in the division of the departments in the IAIN. The IAIN has three faculties, namely, the Faculty of Theology (Ushuludin) which consists of two departments - Summons Department (Jurusan Dakwah) and the department of the Comparison of Religions (Jurusan Perbandingan Agama), the Faculty of Law (Syari'ah) which consists of three departments - the Department of Criminal and Civil of Islam (Jurusan Pidana Perdata Islam), Islamic Justice Department (Jurusan Peradilan Agama) and Tafsir-Hadith Department, the Faculty of Education (Tarbiyah) which consists of five departments - Islamic Education Department (Jurusan Pendidikan Agama Islam), Arabic Department (Jurusan Bahasa Arab), Tadris Department which consists of four sub departments (Social studies, Science or Natural Studies, Mathematics and English Departments), the Department of the Literature of Arab (Jurusan Sastra Arab) and the History of Islamic Civilization Department (Jurusan Sejarah Kebudayaan Islam).

Based on the Regulation of the Minister of Religion of Indonesia (no.1,1972), IAIN Sunan Gunung Djati has functions and roles as follows :

1. To form intellectual scholar Moslems who have magnificent character, scientific mind, high capability and have responsible awarness to human welfare and to the future of the Republic of Indonesia based on Pancasila, not only to fulfil the needs of the Department of Religion and another agencies but also the needs of society in general.
2. To make an observation and the development of the knowledge of Islam and to apply it for the development of civilization and society (IAIN,1989).

To gain these objectives, the IAIN provides English and Arabic as two compulsory and prominent languages to be taught. Arabic is a language which is broadly used in many sources of Islam, so it is obvious that all students of the IAIN should know, understand and also speak the language fluently. Unless they know Arabic, they will not be able to understand the development of Islam accurately. English also has important roles, as we realize that technology usually comes from Nations which use English as their language. Moreover, to improve its educational grade, the IAIN usually sends its qualified graduates to continue their study abroad, such as in Mc. Gill University of Canada, Australia, USA, Middle East, Kartoum and Pakistan. Furthermore, it is important for the students to study English well, as realized that there are so many books written in English, books about science, technology, and even about Islam itself. There are so many books about Islam written in English not by Islamic writers but most of them written by Orientalists, who often misunderstand and make some mistaken facts. It is very desirable if ones who write the history and any aspects of Islam are Moslems because they will tell the truth of Islam so they will decrease the misunderstanding towards Islam among nations in the world. So Islam can be studied from the right sources without any intention to destroy Islam as always done by the Orientalists.

Besides, there is a new trend in the curriculum of the IAIN, based on the Decision of the Minister of Religion of Indonesia. It is to create what he calls 'Ulama Plus', that is an ulama or a scholar Moslem who does not only have profound knowledge about Islam but also has knowledge about technology, science and about every aspects of life. So besides he knows Islam he can also apply it in his life in order to gain Islamic welfare and happiness. To gain the objectives, the IAIN has balanced the ratio of the English and Arabic teachings, as we realize that before the new curriculum, the ratio of Arabic and its time duration are more than that of English.

1.4 The variety of the Educational Background of the Students of the IAIN

IAIN Sunan Gunung Djati Bandung has students who come from many kinds of Senior High School. The simple description about the kinds will be very important. There are two kinds of education in Indonesia, one is based on the curriculum of the Minister of Education called General School and the other based on the curriculum of the Minister of Religion called Religious School. The general one consists of Elementary school, Secondary school or Junior and Senior High School.

The kinds of the General Schools involved in Senior High School are State Senior High School (Sekolah Menengah Atas Negeri or SMAN) and other specific Senior High School:

Teacher Training Education (Sekolah Pendidikan Guru or SPG), Technical High School (Sekolah Teknik Menengah or STM), etc. The curriculum of the Minister of Education is more far emphasized on general subjects than that of religious one. The Islamic subject is only studied in two hour instructions a week, whereas English and other general subjects are studied more, sometimes four to six hours instruction a week.

The religious school, especially Islamic School, consists of Islamic Elementary School (Ibtidaiyah), Islamic Junior High School (Tsanawiyah) and Islamic Senior High School (Aliyah). The kinds of Islamic school involved in Senior High School levels are State Islamic Senior High School (Madrasah Aliyah Negeri or MAN), State Islamic Teacher Training (Pendidikan Guru Agama Islam or PGA), etc. The curriculum is nearly balanced, there are general and Islamic subjects studied in a week. There is also one kind of the Islamic School which is sometimes neither based on the curriculum of the Minister of Education and the Minister of Religion, but it has its own curriculum that has more emphasis on Islamic subjects than the general subjects usually called Pesantren.

1.5 Reasons for Choosing the Topic

English and Arabic are two compulsory and prominent languages for students of IAIN to learn. There are certainly so many problems faced both by the students and the

teachers - the lecturers of the two languages, realizing the variety of the students' educational background, moreover the two languages come from very different places, culture and ways of life; Arabic comes from East, whose speakers are mostly Moslems, whereas English comes from West, whose speakers are mostly Christians. The students must study the languages in the first four semesters simultaneously, regardless to their educational background, so they must try hard to tolerate such differences to overcome the difficulties in studying the languages. This is due to the importance of them for their future study when the Institute sends them to study abroad to improve its educational grade.

The writer wants to know, therefore, how far the difficulties faced by the students especially in studying English, and also she wants to investigate the language attitudes of the students at the same time to know whether such attitudes influence their achievement in studying English.

1.6 The Aims of the Research

The writer has a clear knowledge about the description of their attitudes and problems faced in learning English, realizing that attitude is a prominent aspect that should be investigated, because it is closely related to motivation and can serve to maintain the desire and effort in the long and tedious process of acquiring the language,

so the teaching-learning activity can be successfully reached by both of the students and the teachers.

1.7 Statement of the Problem

To specify the problems which will be investigated, she states the problems as follows :

1. Is there any relationships between the students' attitudes towards a language and their language achievements ?
2. Is there any differences between the students with Islamic school background and those with General school background involving their attitudes and their achievements ?
3. Is there any differences among Education, Theology and Law faculties involving their attitudes and their achievements ?

1.8 Hypothesis

She tries to provide some hypotheses as follows :

1. There is a positive relationship between the students' attitudes towards a language and their language achievements; students who have positive attitudes towards English will gain good achievements in English.
2. There is a significant difference between the students' educational background and their attitudes towards English; students with general school background have more positive attitudes towards English than those with Islamic school background.

3. There is a significant difference between the students' educational background and their English achievements; students with General school background have better English achievements than those with Islamic school background.
4. There is a significant difference of attitudes towards English among Law, Theology and Education faculties.
5. There is a significant difference of English achievements among Law, Theology and Education faculties.

1.9 Limitation of the Scope

The broadness of the scope of the problems covering the topic has made it helpful for the writer to limit the scope in terms of internal and external possibilities, capabilities, facilities and time allotted to the study. From the whole faculties existing in the IAIN, she only chooses students who have been studying in the Institute for five to six semesters - the students in the third grade, because they have learned English as well as Arabic in their first four semesters and will soon apply their knowledge and capabilities appropriately to their fields in society.

1.10 Problems to be investigated

In this research, the writer wants to investigate :

1. The students' socio-cultural background, such as, their educational background and any aspects considered to be important.
2. The students' attitudes towards English. In this term

she provides some items correlate with every aspects that can measure their attitudes, such as, their attitudes towards English and its teaching-learning process, their integrative and instrumental orientations, their efforts and their external supports.

3. Problems encountered by the students and their achievements in learning English for their first three or four semesters.

1.11 Methods and Techniques of the Research

In writing this paper, the writer uses Descriptive Method considering that it is the most applicable in terms of the topic and the nature of the research. Besides, to make the research go smoothly, she carries out Library Research to probe some theoretical foundation related to the topic and also Documentary Research to collect the students' English achievements for their first four semesters, and of course, Field Research to investigate the students' attitudes towards English and Bibliographic studies to find out some related researches done by another experts.

Questionnaires are used in this term, considering that they are very suitable for this research - in the limited time, abundant information can be drawn. The questionnaires will include the sequences of like to dislike or agree to disagree levels as stated in Likert's Scale, and several blanks to be filled by the students.

1.12 Population and Sample

For the sake of the limitation of the time and her capability, she only chooses the students of IAIN at the third grade as the population.

Population refers to a group persons (or objects) about which the investigator wants to draw conclusions; it refers to the complete set of observations or measurements about which the investigator would like to draw conclusions (Minium,1978:15). The total number of the population is 992 persons.(for detail see table 1)

No	Faculty	Department	Number of Students	Total
1	Theology Faculty	a. Summon Department	150	199
		b. Comparison of Religion Department	49	
2	Law Faculty	a. Criminal & Civil of Islam Department	103	253
		b. Islamic Justice Department	114	
		c. Tafsir-Hadith Department	36	
3.	Education Faculty	a. Islamic Education Department	201	540
		b. Arabic Department	45	
		c. Tadris Department	210	
		d. Arabic Literature Department	31	
		e. History of Islamic Civilization Department	53	
Total			992	

Table 1 : The number of population

A sample consists of a part of the population. There are some techniques to reach an adequate sample, one of them that she wants to carry out is 'Stratified Random Sample'. The number of the population is about one thousand, so for the sample she only takes twenty percents from all the population. She determines the stratum of the population and she makes a ratio from every strata according to the number of the population of each (Surakhmad, 1980:100).

1.13 Variables

In conformity with the limitation of the problems, the variable used in the investigation can be categorized into two main variables, namely, attitudes as independent variable (X) and achievements as dependent variable (Y). Both the students' attitudes and their achievements are regarded as dependent variables as compared with each other on the basis of Islamic and General school background and on the basis of programmes of studies.

1.14 Clarification of Operational Main Terms

To avoid and keep away from the possibilities of misunderstanding the problem which the writer investigates, the main terms used in the topic are clarified as follows :

1. Attitude is a desposition to react favourably or unfavourably towards an objects or a class of objects.
2. Language Attitude is the attitude of students towards the target language, in this term English language, and

in the context to language learning and language teaching refers to the way in which learners view, evaluate, and respond emotionally to target language and the society or societies in which it is spoken.

3. Achievement refers to the outcome of formal instruction. It is often thought of as a sample of indicators of a student's knowledge taken at a particular point in time. The English learning achievements are actual abilities that can be seen from the students' mastery of English materials. The outcomes of the students' actual ability is indicated by academic record. To reveal the actual ability, the achievement test is used. The result of such test is made from A to E arrangement. In this context, the achievement is the achievement of English of students of IAIN Sunan Gunung Djati Bandung at the third grade for their first four semesters.
4. Islamic Schools refer to schools based on the curriculum of the Minister of Religion, or schools which have their own curriculum agreed by the Minister, which have far more emphasis on religious subjects than general subjects. Schools involved in this context are Pesantren, Madrasah Aliyah (MA), and Pendidikan Guru Agama (PGA).
5. General Schools refer to schools based on the curriculum of the Minister of Education which have far more emphasis on general subjects. The kinds of school are Sekolah Menengah Atas (SMA), Sekolah Pendidikan Guru (SPG), etc.

6. Fakultas Syari'ah is a Law Faculty which concerns about Islamic laws in every aspects of life.
7. Fakultas Ushuluddin refers to Theology Faculty which concerns about every knowledge of Islam and Its development in our society.
8. Fakultas Tarbiyah is an Education Faculty which concerns about Islamic education and have some responsibilities in the development and improvement of Islamic education.

1.15 Organization of the Paper

The writer organizes the paper as follows :

Chapter 1: Introduction. This part tries to introduce the problem as clearly as possible. It consists of eleven issues: Situational background, Reason for choosing the topic, the aims of the research, statement of the problem, hypotheses, limitation of the scope, problems to be investigated, method and technique of the research, population and sample, variable, clarification of operational main terms and organization of the paper.

Chapter 2: Theoretical Foundation. This part tries to place the problem into the frame work of the existing theories. It consists of some widely accepted beliefs.

Chapter 3: The Influence of Attitudes on English Language Learning Achievements in IAIN Sunan Gunung Djati
It consists full description of the research,

from the preparation and administration of the instrument to the processing and interpretation of the data. It also contains the description about the instrument.

Chapter 4: Conclusions and Suggestions. This last part concludes the results of investigation and their possible implications.

