

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. Background of the Problem

Attitude is one manifestation of learned behaviors. Attitude is considered as a tendency of students to act in a certain way. In this case the behavior of student learning will be marked by the emergence of a new trend that has been changed to an object. Attitude can vary from more specific to more general. Attitude is something that is learned, and attitude determines how individuals react to the situation and determine what people look for in life (Suryabrata, 1984, p.209).

In this study, attitude is considered as an essential factor influencing language learning. Learning is proficiency mastery, attitudes, and understanding. Proficiency contains of practice skills. Attitudes are the things that relate to the way of thinking and feeling to the problems that contains the value, while the understanding is related experience rational or common sense. Attitudes are important to us because they cannot be neatly separated from learning. It means that learning and attitudes have relation so that they can influence students' learning process (Carnduff and Reid, 2003, p.33). So, teachers and learners should take into consideration about factors of attitudes when designing English language training and instruction. This study looks into the concept of attitudes as one of the major affective factors for success in learning a foreign language. Students' attitudes towards learning English language are taken into consideration in the three aspects of attitudes such as

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emotional, cognitive, and behavioral. Additionally, they attempt to determine the influence of students' demographic profile i.e., gender, year and field of study on their attitudes towards learning English.

Language, especially English, is a significant instrument in the fields including scientific communications, business world, cultural interchanges, political issues etc. It is widely accepted that fluency in the English language is a key to succeed in life. In foreign Language learning context, there are various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc. (Gardner, 1960; Lehmann, 2006, cited in Shams, 2008 in Abidin, 2012). The matter of learners' attitude is acknowledged as one of the most important factors that impact on learning language (Fakeye, 2010, p.206). In this case attitude is seen as one of the personalities that affects the learning process. Attitudes are closely related to learning because they are internal factors that can affect learning English in the classroom.

Junior High School 14 Pekanbaru uses K-13 curriculum. According to K-13 curriculum, English is taught four times a week with duration of time 80 minutes for one meeting in SMP and MTS level. K-13 curriculum requires the students to study various kinds of texts: descriptive text, recount text and narrative text. In this school, English for the eighth grade is taught recount text. Based on the syllabus of the second semester of the eighth grade students, the purpose of learning English on recount text that must be attained by students are to compare the social functions, text structure, and character elements of some oral and written recout text by giving and asking for

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information related to personal experiences in ancient times, short, and simple.

The standard minimum score (KKM) that has been used by the school for English subject is 76. The explanation of rubric for standard minimum score (KKM) can be seen as follow:

Table I.1
Rubric of Standard Minimum Score

No	Score	Category	Competences
1	90-100	A (Very Good)	Students can tell orally and write their own experience based factual, procedural and conceptual of recount text very accurately and fluently.
2	76-89	B (Good)	Students can tell orally and write their own experience based factual, procedural and conceptual of recount text accurately and fluently.
3	75	C (Enough)	Students have limited skill to tell orally and write their own experience based factual, procedural and conceptual of recount text.
4	<74	D (Less)	Students have little skill to tell orally and write their own experience based factual, procedural and conceptual of recount text.

Based on the researcher's preliminary observation to students of the eight grade at Junior High School 14 Pekanbaru, some of the students were not able to reach the standard minimum score (KKM) that has been used by the school. Many of them only get 65-73. When doing teaching and learning activities, the teacher read for the students some recount text about personal experiences. Then, the teacher did question and answer about the events, activities that happened chronologically in the recount text. The teacher also ask the students to complete a summary of the experience with sentences derived from the text by correct spelling and punctuation. But, some of the students did not pay attention to the teacher's explanation about the recount text. Some of them were chatting with their classmates, made noise, and doing another activities while learning English at classroom. So, the researcher

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concludes the reason why students have little skill to tell orally and write their own experience based factual, procedural and conceptual of recount text caused by their attitudes when learning the text.

The researcher found some phenomena at the Eighth Grade students of State Junior High School 14 Pekanbaru as follows:

1. Some of the students use their phone to play games or anything else during learning process.
2. Some of the students talk with other students so that the classroom became noisy.
3. Some of the students are chatting with classmates, doodling in their textbooks or notebooks.
4. Some of the male students tend to make noise, while female students try to understand their teacher's explanation.

Based on the problems above, the researcher assumes that attitudes are one of the most important factors that impact on learning English. Consequently, related to the phenomenon above, the researcher is interested in carrying out a research which entitles: An Analysis of Students' Attitudes toward Learning English at the Eighth Grade Students of State Junior High School 14 Pekanbaru.

B. Problem of the Research

1. Identification of the Problem

- a. Why did students use their phone to play games or anything else during learning process?

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- b. Why did students talk with other students and make noise in the classroom?
- c. Why were students chatting with classmates, doodling in their textbooks or notebooks?
- d. Why did male students tend to make noise, while female students try to understand their teacher's explanation?
- e. Why did students feel bored and uninterested in learning English?

2. Limitation of the Problem

After identifying the problems stated above, thus, the researcher was necessary to limit and focused on the problems of the research students' positive and negative attitudes toward learning English at Eighth Grade Students of State Junior High School 14 Pekanbaru based on factors influencing the attitudes.

3. Formulation of the Problem

The problems of this research are formulated in the following research questions:

- a. What is the students' attitude toward learning English at the Eighth Students Grade of State Junior High School 14 Pekanbaru?
- b. What factors make students' positive and negative attitudes toward learning English at the Eighth Grade Students of State Junior High School 14 Pekanbaru?

C Objective and the Significance of the Research

1. Objective of the Research

The objectives of this research are following as:

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- a. To investigate the students' attitudes influencing learning English at the Eighth Grade Students of State Junior High School 14 Pekanbaru.
- b. To investigate factors, make students' positive and negative attitudes toward learning English at the Eighth Grade Students of State Junior High School 14 Pekanbaru.

2. Significance of the Problem

The significance of this research are follow as:

- a. Hopefully this research is able to benefit the writer as a novice researcher, especially in learning how to conduct a research.
- b. These research findings are also expected to be useful and valuable, especially for both teachers and students of English at the Eighth Grade of State Junior High School 14 Pekanbaru to be positive information for their future learning process.
- c. Besides, these research findings are also expected to be valuable findings, especially for those who are concerned in the world of teaching and learning English as a foreign or second language.
- d. Finally, these research findings are also expected to be practical and theoretical foundation to development of theories on language teaching.

D. Reason for Choosing the Tittle

There are some reasons why the researcher is interested in carrying out this research. The reasons are as follows:

1. The tittle of this research is not yet investigated by other researchers.

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2. The title of this research is relevant with the researcher's status as student of English Education Department.
3. The location of this research facilitates the researcher for conducting the research.

E: Definition of the Terms

In this research there are so many terms involved in this research, to avoid misunderstanding toward the terms used. The following terms are necessarily defined as follows:

1. Attitudes

Attitudes are determined by the individuals' believes about outcomes or attributes of performing the behavior (behavioral believes), weighted by evaluations of these outcomes or attributes. It can be defined as the important key of students' ability to achieve the proficiency in the learning language.

2. Learning English

Learning English is an activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing and understanding English. People learn English often by reading, writing, speaking, and listening or usually known as four skills of English.