

# CHAPTER I

## INTRODUCTION

### A. Research Background

Communication was the most important thing that humans needed to stay connected to other people in the world. Communication was an activity of conveying information through the exchange of thoughts, messages, or informations, as by speeches, visuals, signals, writings, or behaviors (Danesi, 2004: 106). In general, communication was done verbally and it could be understood by both of the communication doers. To make the communication connected the doers needed the component of communication. The common component of communication was language.

Language was a communication tool in the form of sound system or the voice system which was produced by human's vocal organs. According to Akmajian (2001: 362), "language uses are instrument for human communication". Furthermore, each language had sign, rule in its using, and others that surely had meaning and purpose. It purposed to make the communication be interactive, because language itself was used in a group of civilization.

The language for every group of civilization was different. For example Bahasa and English as International languages were far different, but it did not mean that Indonesian could not learn and speak English. Learning process was a complex and long one, especially when learning

process dealt with a second language like English. According to Brown (2000: 7 cited in Ghania, 2012: 6), “Learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting”. Moreover, when a person wanted to get a new language knowledge through study, it was truly whether there would be physical or mental involvement. “Learning a language is closely related to the attitudes towards the languages” (Starks, Paltridge, 1996 cited in Tamimi, 2009: 33).

There was exact relationship between attitude and the result of learning process. In a school for example, achievement did not only rely on intellectual ability, but also on students’ attitude towards the target language. According to Tamimi (2009: 33), “Attitudes may play a very crucial role in language learning as they would appear to influence students’ success or failure in their learning”. Meanwhile, Gardner (2001, cited in Dornyei, 2006: 4) claimed that language learning without sufficiently positive language attitudes to support it was a futile attempt.

There were some components that could define an attitude towards whatever an object was. According to Abidin (2012: 121), there were three components of attitude, first was behavioural (predisposition to act towards the attitude object in a certain way); second, cognitive (beliefs about the attitude object); and the third was affective (feelings about the attitude object). The behavioural component of attitude dealt with

students's reaction and behavior toward situations students encountered. Cognitive component of attitude, was the beliefs of students regarding acquired knowledge, comprehension and understanding toward the process of language acquisition. The last, affective or emotional component of attitude could help students expressing whether liked or disliked English or surrounding situations related to learning English language.

In education, Indonesia gave opportunity to the students of Junior High School, Senior High School and Vocational High School to study English. It had been for long time English was studied there, but it surely should be known how exactly students' attitude towards that second language, to know the students' reaction for everything that related to a language that did not become daily communication tool in Indonesia where students lived, besides, it was important to know because the attitude that students had might influence learning process of that second language itself.

Knowing the students' attitude towards learning English language gave benefit for the teacher. Paying attention at how the students behaved towards English; how the students felt at situation with English atmosphere, and how the students' thoughts towards English were, showed the teachers about the students' needs, students' condition during learning English. In fact, had not been known the level of attitude the students of a Junior High School have towards English, SMPN 1 Boyan Tanjung exactly. There had not been found any similar research about Students'

Attitude towards learning English language. Furthermore, an additional information that had been seen was difference between male and female students while learning English language, such as female students liked to make a note of trying to understand new English words that were heard and seen compared with male students who seemed did not want to have it or to do it.

Considering the above concern, the researcher decided to investigate the students' attitude in a Junior High School towards learning English language, SMPN 1 Boyan Tanjung, the eighth grade students exactly. What level of attitude the eighth grade students of SMPN 1 Boyan Tanjung had towards learning English language that had been being learned. Furthermore, the researcher would also investigate about male and female students itself that might have different attitude towards learning English language.

## **B. Research Questions**

Based on the background above about the Students' Attitude towards Learning English Language, the research questions formulated by the researcher were:

1. What level of attitude do the Eighth Grade Male Students of SMPN 1 Boyan Tanjung have towards Learning English Language?
2. What level of attitude do the Eighth Grade Female Students of SMPN 1 Boyan Tanjung have towards Learning English Language?

3. Is there any significant difference in attitudes toward Learning English Language between male and female students of the Eighth Grade of SMPN 1 Boyan Tanjung?

### **C. Research Purposes**

Based on the research questions that the researcher formulates, the research purposes in this research were to find out:

1. The level of attitude the Eighth Grade Male Students of SMPN 1 Boyan Tanjung have towards Learning English Language.
2. The level of attitude the Eighth Grade Female Students of SMPN 1 Boyan Tanjung have towards Learning English Language.
3. Whether there is significant difference in attitudes toward Learning English Language between male and female students of the Eighth Grade of SMPN 1 Boyan Tanjung or not.

### **D. Research Significances**

The research that would be conducted was expected to give contribution for both theoretical and practical side. Theoretically, the research would give a benefit to enrich the literature about Junior High School Students' Attitude towards Learning English Language. Meanwhile practically, this research would help teachers, students and give ideas to other researchers, such as:

## 1. For the Teacher

- a. This recent research would help the English teacher to know for sure students' attitude towards a second language the teacher taught scientifically. So, the teacher would know how students' attitude that might influence learning process in that teacher's teaching process.
- b. This recent research would show the English teacher the whole of the Eighth Grade Students' Attitude towards Learning English Language, so, the result would make the teacher thought and even acted towards teaching process, such as building a learning environment that could sustain students' good attitude if the result showed positive attitude or building a learning environment that could make students had positive attitudes towards English.
- c. The result of this recent research would ask the English teacher to consider the role of gender in teaching process.
- d. The result of this recent research would also ask the English teacher to review the content of the materials to meet the needs and the interests of the students.

## 2. For the Students

For the students, the result of this research was expected to show the students how exactly attitude that was being had while attitude itself could influence the result of students' learning process.

### 3. For other Researchers

This research could be reference for further research and could give ideas to other researchers about students' attitude towards Learning English Language, other researchers might think about further research that related to, useful for improving students' positive attitude, etcetera.

## **E. Scope of Research**

Scope of research consisted of research variable and terminology which would be discussed below.

### **1. Research Variable**

Variable was where the researcher sought to collect information which became research purpose. "A variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied" (Cresswell, 2012: 112). This research was entitled Analysis on Students' Attitude towards Learning English Language Based on Gender, a Descriptive Study at the Eighth Grade Students of SMPN 1 Boyan Tanjung, so this research used single variable to be studied, the variable of this research was students' attitude towards learning English language based on gender.

## 2. Research Terminology

To avoid misunderstanding of the terms used, the researcher limited the explanation as follows:

### a. Students' Attitude

Students' attitude meant that all students' reactions and behaviors; students' beliefs regarding acquired knowledge, comprehension and understanding; and all feelings students had toward the process of learning English language. First, cognitive component, the cognitive component of attitude, was the way students acted toward situation related to. Second, cognitive component, the cognitive component of attitude, was the. The last was affective component, the affective component of attitude could help students expressing whether liked or disliked learning English language or surrounding situations related to English.

### b. Learning English Language

Learning English language here would be considered as the target of attitude analysis. The researcher would analyze attitude specially towards learning English language only, meant that was not about analyzing the process of English language learning that could include teacher teaching style and others but it was about what students did, thought and felt in learning English language only.

c. Gender

Gender which was defined as male and female would be discussed in this research. Researcher's want was to find out students' attitude based on gender, so there would be found a result separately between male and female students. The reason why researcher intended to find out students' attitude based on gender was because had been seen already that there was difference between male and female students of the eight grade of SMPN 1 Boyan Tanjung acted towards learning English language, so in this research would be explored the difference between male and female in term of attitude towards Learning English Language, especially between the eighth grade male and female students of SMPN 1 Boyan Tanjung.

d. Eighth Grade Students of SMPN 1 Boyan Tanjung

The eighth grade students were students who studied in SMPN 1 Boyan Tanjung in the academic year of 2015/2016. SMPN 1 Boyan Tanjung was located on Jln. Lintas Selatan No.99 Boyan Tanjung, Kapuas Hulu Regency.