
NON-ENGLISH STUDENTS' ATTITUDE TOWARDS ENGLISH LANGUAGE

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui sikap mahasiswa non-Inggris terhadap bahasa Inggris di IKIP PGRI Pontianak. Dalam penelitian ini, menggunakan metode campuran deskriptif. Subjek penelitian ini adalah mahasiswa non-Bahasa Inggris IKIP PGRI Pontianak. Data diambil melalui kuesioner tertutup dan wawancara tidak terstruktur. Dalam menganalisis data digunakan model analisis data interaktif yang dikemukakan oleh Miles dan Huberman. Sampel yang dipilih menggunakan quota sampling. Hasil penelitian ini berdasarkan data yang dikumpulkan menunjukkan bahwa responden cenderung memiliki sikap positif terhadap bahasa Inggris. Dari hasil angket pada skala Likert sebesar 52,69% menunjukkan kategori setuju. Nilai ini menunjukkan bahwa rata-rata jumlah siswa non-Bahasa Inggris setuju. Dengan demikian, dapat dikatakan bahwa sikap siswa non-Bahasa Inggris cenderung memiliki sikap positif terhadap bahasa Inggris. Hasil data dan kesimpulan dalam penelitian ini merupakan hasil nyata yang diperoleh dari sumber data itu sendiri.

Kata Kunci: Sikap, Bahasa Inggris, Bukan Mahasiswa Bahasa Inggris

ABSTRACT

This research aims to find out the non-English students' attitude towards English language at IKIP PGRI Pontianak. In this research, the form of research is descriptive mixed method. The subject of the research were non-English students' of IKIP PGRI Pontianak. The data were taken through close-ended questionnaire and unstructured interview. In analyzing the data, the interactive model of data analysis proposed by Miles and Huberman was used. The sample was selected used a quota sampling.

The result of this research based on the data collected showed that the respondents tend to have positive attitude towards English language. From the results of the questionnaire on the Likert scale of 52.69%, it indicated the agree category. This value shows that the average number of non-English students agrees. Thus, it can be said that the attitudes of non-English students tend to have a positive attitude towards English. The results of the data and conclusions in this study are real results obtained from the data source itself.

Keywords: *Attitude, English Language, Non-English Students'*

INTRODUCTION

English language is very important to be mastered by the students' both the English students' and non-English students' because English is an international language. Additionally, English has been the subject both the schools and the universities. However, most of the students' are not capable to communicate fluently in English. It often comes from non-English students'. For instance, the attitude are the action taken to learn during the learning process. According to

Karwadi as cited in Saripah & Syukri (2017:110) explain that a positive attitude will create motivation. Motivation will increase if someone has a happy feeling. It means that attitude have an important role in influencing language learning abilities.

In learning a language, students must have an attitude in the learning process. Because the attitude shows the likes or dislikes of students towards language. Moss and Brookhart as cited in Siskawati & Sari (2018:146) stated that attitude is a positive or negative reaction to an individual, thought or object. Thus, attitude can be positive or negative. It depends on how students see things from their perspective and how they view things that will describe their attitude.

A good attitude in the learning process for students is an important part of education, one of which is an attitude towards English. Basically, the attitude towards the language can determine how the attitude of students in accepting and using the language. Language attitude is a belief, view and assessment of a language. Language attitudes can be assessed both positively and negatively. Positive language attitudes are followed by positive actions and negative attitudes will be followed by negative actions.

Based on the experience of researcher when communicating with non-English students, the researcher found the reason why non-English students found it difficult to communicate using English. These include lack of vocabulary knowledge, lack of confidence in pronunciation, and the perception that English is difficult. In learning English as a foreign language, there are many factors that need to be considered, one of which is how the attitude of English learners towards English itself. Kurniawan & Sain (2018:76) stated that language attitudes refer to mental attitudes and behavioral attitudes in language. Language attitudes do not only refer to language (attitudes towards language), but also to the attitudes of language speakers (language attitudes).

The previous studies about students' attitude have been conducted by some researchers. Some of the researchers who conducted the study are Primadi et al., (2014) who investigated about students' attitude toward English, language learning, and English native speaker. Then, the other researcher who conducted the study are Riyanto et al., (2015) who investigated about role of attitude to

language learning in reading comprehension. The other researchers who conducted the study are Putra & Sulaiman (2016) title research is students attitudes concerning lecturer's corrective feedback in teaching writing. Then, the other researcher who conducted the study is Sukarni (2019) who talked about reading attitude and its influence on students' reading comprehension. Another similar research has been conducted by Mazana et al., (2019) this research investigated Students' Attitude Towards Learning Mathematics. Based on the results of previous research, it showed that respondents have a positive attitude towards the research subject.

However, some previous studies used small size participants and conducted in school where English was a media language to learn, it become differences with this research. This research used large size participants to be more focuses on the non-English students' where the students do not use English as daily communication. At IKIP PGRI Pontianak, every faculty implemented the English as the subject where the lecturers come from English study program. However, most of them inclined to speak in their native language but sometimes they speak in English as conversation in English class.

Based on the descriptive above the researcher interested to conduct this research because the researcher believes that it can help the lecturers to recognize more about the students' attitude toward English language. Moreover, it could identify deeply with the non-English students' preferences towards English language in the university.

METHODOLOGY

In this research, the researcher used field research with descriptive mixed method. Creswell (2012) stated that mixed methods research design is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative research and methods in a single study to understand a research problem. The technique to measure non-English students' attitude in this research is researcher give the questionnaire to know their language attitude were positive or negative. After

getting the questionnaire data, the researcher identify and analyzed their responds to the statements from questionnaire and interview and then classify their responds to components of attitudes towards English language.

The techniques in collecting data used questionnaire with five point or criteria likert scale that were: strongly agree, agree, doubt, disagree and strongly disagree and interview. The language attitude divided into three components: cognitive, affection and conative. The questions divided into three parts. The first part is about cognitive component which is to know the students' knowledge of English language. The second part is about affection component which is to know the feeling and emotional the students towards English language and the third part is about conative component which is to know how the students' behavior or action towards English language. After distributing the questionnaire, the researcher doing the interview was conducted to some respondents to support the results of the questionnaire.

In this research, the researcher described data by using techniques from the theory of Milles and Huberman (1984) as cited in Sugiyono (2013:246), there are three steps in qualitative data analysis:

1. Data reduction

In this stage, In the questionnaire gave score with the likert scale with positive and negative statement of Alternative attitude responses in questionnaire, It could be seen is table 3.4.

Table 3.4 Table of Alternative attitude

Alternative Attitude Responses	Positive	Negative
	Point	
Strongly agree	5	1
Agree	4	2
Doubt	3	3
Disagree	2	4
Strongly disagree	1	5

Meanwhile, the researcher analyzed the result interview using thematic analysis. According to Heriyanto (2018:324) states that

thematic analysis is one of the methods used to analyze qualitative data and is used to identify patterns in an event that is the object of research. Therefore, in this stage, the researcher transcribed the result of the respondents' answer, and then making code based on the result of transcribe to be easier the researcher in relate the data. After that, the researcher gave theme to each of coding. It used to make sure that codes have the same meaning of the each group.

Thus, researcher able to find out how students' attitudes towards English are. While the results of the interview, the researcher transcribed the answers first and described them in a narrative manner to find out more information about non-English students' attitude towards English language. Then the researcher presents all the data results in the research results report.

2. Data Display

At this stage, after the data reduction process. The researcher presents data that was well organized and it is easy to understand. Besides, the purpose of data display is to enable readers to understand the research. From the results of data collection that had been categorized, the researcher explained or described each theme of the respondents' answers in narrative form.

3. Conclusion

In the last stage, the researcher make concluded based on the result of questionnaire and interview. The researcher also interpreted the data from the questionnaire and interview to make conclusions. The conclusion in this research can answer the formulation of the problem.

FINDINGS AND DISCUSSION

The result of questionnaires and interview will be discussed. The result of non-English students' attitude questionnaire are served in the descriptive text, then

followed by supporting from the result of the data interview, it can be seen bellow:

1. Questionnaire

In this part, the results of the questionnaire were presented by the researcher. the researcher used 30 questions to analyzed non-English students' attitude toward English language. In the questionnaire section, there were three attitude components included the cognitive component, affective component and conative component. The statements were categorized in each components of attitude and the interpretation of the students language attitude can be seen as follows.

a. Cognitive Component

This component of cognitive related to the students' knowledge, opinions, thoughts view of English language. The students who had a possitive attitude would support English language and reflected from their opinions and thought about English language.

Based on the results of the questionnaire, it showed that the attitudes of non-English students based on the cognitive component have different frequencies. The attitude of non-English students in the agree category showed the highest percentage, namely 56.76%. Then for the category of strongly agree showed the percentage of 22.84%, doubt 9.2%, disagree 10.2% and strongly disagree showed the percentage that appears at least 1%.

Based on the results of the questionnaire on the cognitive component, it can be concluded that non-English students showed a positive attitude in English as indicated by the total percentage which is 56.76%.

b. Affective Component

The component of affective is related to the feeling and emotional towards English language. An object can be perceived

by a person as being as a sense of fun or unpleasant or likeable and dislikeable.

Based on the results of the questionnaire, it showed that the attitudes of non-English students based on the affective component have different frequencies. The attitude of non-English students in the agree category showed the highest percentage, namely 55.82%. Then for the category of strongly agree showed the percentage of 19.03%, doubt 16.53%, disagree 7.91% and strongly disagree showed the percentage that appears at least 0.9%.

Based on the results of the questionnaire on the affective component, it can be concluded that non-English students showed a positive attitude in English as indicated by the total percentage which is 55.82%.

c. Conative Component

Conative component or behavioral component in the structure of the relationship shows how the actions that exist inside a person behave in relation to the object with which he faces.

Based on the results of the questionnaire, it showed that the attitudes of non-English students based on the conative component have different frequencies. The attitude of non-English students in the agree category showed the highest percentage, namely 45.51%. Then for the category of strongly agree showed the percentage of 13.16%, doubt 21.84%, disagree 17.27% and strongly disagree showed the percentage that appears at least 1.91%.

Based on the results of the questionnaire on the conative component, it can be concluded that non-English students show a positive attitude in English as indicated by the total percentage which is 41.51%.

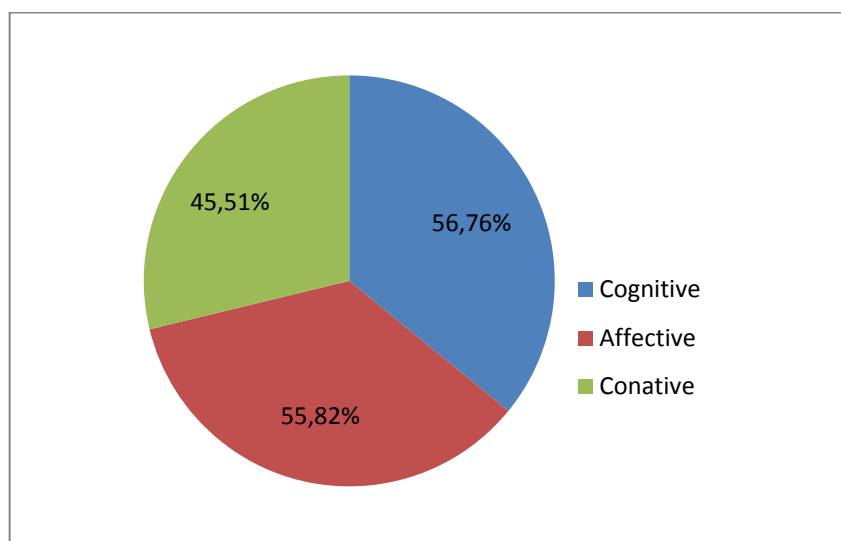


Chart 1 Component of Non-English Sudents' Attitude

Based on the results of chart I, non-English students' showed positive attitudes towards English based on the percentage results in the cognitive, affective and conative components. The component with the highest percentage of the results of the questionnaire is the cognitive component (56.76%), showed their beliefs or knowledge towards English language. While, the affective component (55.82%), showed their that to the feeling and emotional towards English language. The conative component (45.51%) showed their how the actions towards English language.

2. Interview

Based on of conducted interview to the respondents, the researcher got the addition of data to complete information. In this research, the researcher was conducted to the respondents in 10 studies program and consisted 10 respondents. There was 8 questions for three components of attitude. There are cognitive, affective and conative components. For cognitive and conative components have three questions and for affective components have two questions. The results were as follows;

a. Cognitive Component

Based on the results of the answers from 10 respondents to the first question namely what do you think about the importance of English, it can be concluded that English is very important because English is an international language and must be owned by everyone in this modern era.

Based on the results of the answers from 10 respondents to the second question namely what causes you difficulties in learning English language, it can be concluded that the causes of respondents having difficulty in learning English are lack of knowledge of vocabulary, pronunciation, background of respondents who are not from non-English students and lack of confidence in learning English.

Based on the results of the answers from 10 respondents to the third question namely what do you get in learning English, it can be concluded that when learning English the respondents gained namely increasing knowledge of English such as increasing vocabulary, better pronunciation of vocabulary and increasing respondents' confidence.

b. Affective Component

Based on the results of the answers from 10 respondents to the fourth question namely what do you think about the use of English grammatically and not grammatically, it can be concluded that, according to respondents, the use of English grammatically is better because it is in accordance with the rules in English. However, respondents more often use English in a non-grammatical manner because it is easier to understand.

Based on the results of the answers from 10 respondents to the fifth question namely why do you prefer to speak Indonesian over English class English, it can be concluded that, when speaking in Indonesian, it is easier for respondents to communicate with other friends because it is easy to understand and more flexible. The respondents' lack of confidence when speaking in English which causes respondents to use Indonesian more often than English.

c. Conative Component

Based on the results of the answers from 10 respondents to the sixth question namely How often do you speak English language with your friends in English class, it can be concluded that respondents rarely use English when communicating with friends in class. They only speak English when asked by the lecturer during English class.

Based on the results of the answers from 10 respondents to the seventh question namely what experience do you have related to English language in the competition, it can be concluded that eight of ten respondents do not have any competitive practice related to English. Meanwhile, two of ten respondents have experience of competition related to English, namely having participated in an English story telling and debate competition.

Based on the results of the answers from 10 respondents to the eighth question namely how do you improve your English language, it can be concluded that in improving English respondents often listen to songs and watch films or animations in English so that this can increase respondents' vocabulary.

Based on the results of interviews, respondents' answers based on cognitive, affective and conative components indicated that respondents get advantages and benefits when learning English so that English is considered an interesting and fun foreign language. Based on the respondents' answers, they have their own way to improve their English, such as listening to songs or watching English films. Thus, could increase non-English students' vocabulary in English language. So, based on the results of the questionnaires and interviews that have been explained, it can be concluded that non-English students' have a positive attitude towards English language.

This finding is in line with research that investigated students' attitudes towards learning mathematics (Mazana et al., 2019), students' attitudes towards lecturers' corrective feedback in teaching writing (Putra & Sulaiman, 2016), students' attitudes towards English, the

language of learning, and speakers. native English (Primadi et al., 2014), and reading attitudes and their influence on students' reading comprehension (Sukarni, 2019), that the most of the respondents also had positive attitude towards English language.

However, this research is different from previous studies. In this research used a large number of participants, the research subjects were non-English students' and analyzed the attitude of non-English students' in general, while the previous studies analyzed students' attitude towards English in particular and used small-scale participants and English students as research subjects.

CONCLUSION

Based on the results of the research, it can be obtained from this research that non-English students showed that their attitudes tended to be positive attitude (52,69%). In the cognitive component, some respondents agreed that English is considered an important language because it is an international language that has a good impact on the future. In the affective component, respondents agreed because they were proud and interested in learning English and they like listening to music and watching movies in English which can increase their English vocabulary. While on the conative component, respondents agreed because some of them are serious when learning English to get good grades and encourage themselves to be active when learning English.

From the findings of this research, it may have some implications. As non-English students', this research can be used as a reference to increased their awareness about the importance of English as an international language.

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