

CHAPTER I

INTRODUCTION

1.0 Overview

This chapter discussed about the introduction about the research and elaborates research background, problem identification, limitation of the research, research questions, purpose of the research, significance of the research, and definition of key terms.

1.1 Background of the Study

Language is an essential tool for communication between individuals. Humans communicate through language, either in spoken or sign language. A Human can share knowledge, beliefs, opinions, wisdom, commands, and many more expressions using language. Even humans can use a gesture as a language, as long as the gesture is agreed and contain understandable meanings (Tseng, 2018). The popular definition of language is a system of arbitrary vocal symbols used for human communication (Wardaugh, 1972, as cited in Budiyono et al., 2021) . According to Oviogun & Veerdee (2020), language is a communication system. This statement means that language needs to be systematic. If the language is not systematic, it cannot be learned and used consistently.

In learning languages, attitudes and motivations are essential for students. According to Agustina et al. (2021), students need to have their motivation in learning a new language as their internal factor that affects their success in language learning. The suitable techniques in teaching language and the rewards of finishing any task in the language learning process will become an external motivation for

the students in the language learning process. The attitude toward the target language also significantly influences the language-learning process. Suppose the students have a positive attitude toward a language, they will become motivated in learning the language. In that case, they will become more open-minded, have cultural awareness, have an intense curiosity toward the targeted language, become more consistent and persistent in language learning, and make significant progress toward their language learning. These reasons make positive attitudes essential in the learning language process (Desy, 2019).

When learning English as a foreign language, the student's language attitude becomes one-factor affecting success in learning a foreign language. Language attitude refers to explicit behaviour towards a certain language, and learning language is closely related to language attitudes towards language (Huwari, 2021). Language attitudes also can be defined as individuals' feelings about their language or the other language (Muliana et al., 2021). Generally, this attitude can be in the form of values, habits, opinions, beliefs, and ideologies toward a certain language (Huwari, 2021; Miller, 2017; Satraki, 2019). This situation led to a condition where a person's attitude will determine their ability to study. If a person has a positive attitude toward a language, especially English as a foreign language, they will become motivated and get their interest in the learning process, resulting in a good achievement in the learning process and vice versa. Ensuring the students have this kind of language attitude can be challenging for teachers. The teacher needs to know about the factors influencing the student's language attitudes to ensure the classroom teaching and learning process becomes more effective.

Currently, English has become one subject in Senior High School (Kristianti et al., 2023; Sari et al., 2024). As mentioned before, ensuring the students have a positive attitude towards English as a foreign language can be challenging for the teacher. The reason why the teacher needs to know the students' language attitudes is related to statements that one of the factors influencing the students' language attitudes is the teaching style in the learning process, which will affect the internal feelings of the students and will affect the students' feelings toward a language (Andini, 2018). However, there are many cases where not all students have a positive attitude toward English. This situation can occur due to several factors resulting in low proficiency in English, especially in speaking skills. Besides three other skills, speaking skills become the most difficult skill based on the student's opinion (Franscy & Ramli, 2022).

According to Jaya et al. (2022), there are several problems in students' speaking skills. These problems come from affective-related problems, socially-related problems, and linguistically affective problems. Regarding affective-relative problems, several factors affect this problem, such as duration of exposure to the language, classroom condition, family background, students' and teachers' competencies, self-confidence, motivation and attitudes. From these statements, the attitudes toward a language become one of the factors that can influence the students' speaking skills. To learn English properly, students need to follow the rules of English and have a positive attitude toward English as a foreign language (Ratnaningtyas, 2017).

In Indonesia, where English is considered a foreign language, learning English can be challenging for Indonesian students since English plays a role in many fields.

English is considered as an essential language to be mastered (Adnyani et al., 2024). As mentioned before, English consists of four language skills. It consists of reading and listening for the receptive skills, and the productive skills are writing and speaking. Most people, especially Indonesian students, view speaking skills negatively (Khoirunnisa et al., 2022; Purwananda et al., 2023). They are reluctant to speak English because they are not confident, afraid of making mistakes, and unwilling to try. On the other hand, Irsan & Noni (2023) mentioned that speaking skills are the most crucial and essential to mastering. In addition, Karim et al. (2023) stated that the messages in oral communication will be conveyed with speaking skills because they will express their intentions, opinions, and hopes. If Indonesian students are still reluctant to practice their speaking skills, they cannot communicate with another person in English. Since they never try to practice their speaking skills. This phenomenon probably happened to senior high school students. Therefore, research related to this situation is necessary to be conducted.

Regarding these problems, several research studies have investigated the effect of language attitude towards English language skills. Previously, Andini (2018) conducted research entitled The Language Attitude of Senior High School Students Towards English Language and Its Relationship with Their Academic Achievement. This study deals with the language attitudes of senior high school students toward English and its relationship with academic achievement. The result of this study shows that most of the respondents shows a positive attitude towards English and only few of them have a negative attitude towards English. In terms of academic achievement, students with positive attitudes have a score that higher than

the students with negative attitudes. This research shows that students language attitudes reflect their academic achievement.

Another research conducted by Ratnaningtyas (2017) entitled Language Attitudes of English Department Students Toward English Pronunciation. This research has a main purpose to investigate the correlation between the student's language attitude and pronunciation skills. The result of this study shows that there is a significant correlation between students' language attitudes and English Pronunciation skills. While previous research has explored the correlation between language attitudes and academic achievement or pronunciation, little attention has been paid to the language attitudes of tenth-grade senior high school students, the factors that might influence the students' language attitudes, and the language attitudes contribution towards students' speaking skills. Based on this situation, this research has the purpose of investigating the language attitudes of tenth-grade students at SMA Negeri 2 Bangli, investigating the factors that influence the students' language attitude towards English at SMA Negeri 2 Bangli, and investigate the contribution of tenth-grade students' language attitude towards English in their speaking skills at SMA Negeri 2 Bangli.

1.2 Problem Identification

From the research background, there are several problems identified in this study as follows.

1. The students' language attitude becomes one factor that affects their success in learning a foreign language.
2. In many cases, not all students have a positive attitude toward English.

3. The attitudes towards language can occur due to several factors
4. This negative attitude results in students with low English proficiency, especially in speaking skills.

1.3 Limitation of the Problem

This research is limited in finding the tenth-grade students' language attitudes toward English at SMA Negeri 2 Bangli, the factor that influences tenth-grade students' attitude toward English at SMA Negeri 2 Bangli, and what is the contribution of student's language towards English to their speaking skills. The result of this study cannot be generalised to the student's language attitudes in every class in the Indonesian context since this study only focuses on the students' language attitudes in SMA Negeri 2 Bangli.

1.4 Research Questions

1. How is the language attitude of tenth-grade students at SMA Negeri 2 Bangli towards English as a foreign language?
2. What is the contribution of tenth-grade students' language attitudes towards English to their speaking skills in English at SMA Negeri 2 Bangli?
3. What factors influence tenth-grade students' language attitudes toward English at SMA Negeri 2 Bangli?

1.5 Research Objectives

1. To investigate the language attitude of tenth-grade students toward English as a foreign language at SMA Negeri 2 Bangli.

2. To investigate the contribution of tenth-grade students' language attitude towards English in their speaking skills at SMA Negeri 2 Bangli.
3. To investigate factors influencing tenth-grade students' language attitudes toward English at SMA Negeri 2 Bangli.

1.6 Research Significances

The result of this research contributes both theoretically and practically. The significance of this study is explained below:

1.6.1 Theoretical Significance

Theoretically, the findings of this study are expected to provide information about the students' language attitudes toward English, what factors influence students' language attitudes toward English, and its contribution to students' speaking skills. Furthermore, this research will provide references and data on students' language attitudes towards English, the factors that influence students' language towards English, and the contribution of students' language attitudes towards English to students' speaking skills in English.

1.6.2 Practical Significance

Practically, this study is expected to contribute to educators, students, and other researchers.

a. For educators

The result of this study is expected to give information related with student's language attitudes towards English as a foreign language. Hopefully, the

educator can adjust their strategy in learning process based from the student's language attitude to achieve the learning objective effectively.

b. For the students

This research is expected to give insight into the student's language attitudes and the factors that influence it not only in English but also in other languages.

c. For other researchers

This study is expected to become a primary reference for further research in terms of student's language attitudes and its contribution for other language skills, such as reading, listening, and writing.

1.7 Definition of the Terms

1.7.1 Conceptual Definition

a. Language Attitudes

The terms of language attitudes refer to the people's feelings toward language and its use (Gardner & Lambert, 1972). These attitudes can be in a positive language attitudes or negative language attitudes. Language attitudes also can be defined as individuals' feelings about their language or the other language (Muliana et al., 2021). Language attitudes are one type of attitude that affects students in the learning process, especially in learning a language. Language and attitude have a connection with each other. This situation happens because attitudes have an essential and important role in language use (Baker, 1992).

b. Cognitive Components of Language Attitude

For the cognitive components, Siringo-ringo et al. (2023) argue that cognitive components are based from the individual's conscious intellectual activity. This activity can be in a form of reasoning, remembering, or thinking. In addition, Jarnudi et al. (2024) mentioned that cognitive components are called as the thought process and this component is related with the knowledge.

c. Affective Components of Language Attitude

The affective component of language attitude relates to students' feelings or emotions toward English. This includes feelings of liking, enjoyment, confidence, nervousness, or even fear when dealing with English lessons or using English. This component is greatly influenced by students' learning experiences and psychological conditions when using English. (Falensya et al., 2023).

d. Conative Components of Language Attitude

The conative component refers to the tendency to act or the intentions and motivations of students in using English. This attitude reflects the desire and real effort of students to use English in their daily lives, such as seeking opportunities to speak, write, or interact in English. (Jarnudi et al., 2024; Siringo-ringo et al., 2023)

e. Speaking Skills

Speaking skills are one way to convey a message from one individual to others, whether in the form of ideas, thoughts, feelings, criticism, or complaints in indirect form or direct form. In speaking skills, the students must be able to convey the messages clearly to the listener to

make the listener easily understand the messages in the communication.
(Kholis, 2021).

1.7.2 Operational Definition

a. Language Attitudes

Language Attitudes refers to the students' attitudes towards language. In this research, language attitudes refer to SMA Negeri 2 Bangli students' language attitudes towards English. The student's language attitudes can be divided into three components. These components are cognitive, affective, and conative components.

b. Cognitive Component of Language Attitude

Cognitive components of Language attitudes are students' perceptions, beliefs, and knowledge about English. These attitudes reflect how students view the importance, benefits, and relevance of English in their lives or careers. In this study, cognitive attitudes were measured using several statements in a questionnaire with a 5-point Likert scale. The total scores of the items were summed and analysed to indicate the level of students' cognitive attitudes.

c. Affective Component of Language Attitude

Affective component of language attitude refers to students' feelings or emotions toward English, including feelings of liking, enjoyment, anxiety, or fear when learning and using English. In this study, affective attitude was measured through statement items in a questionnaire. The

scores obtained represent the intensity of students' emotional responses to English learning.

d. Conative Component of Language Attitude

Conative component of language attitude is the tendency or intention of students to act in relation to English, such as the desire to learn, use, or improve their English skills. This component indicates the motivational drive of students. The value of this item describes the extent of students' commitment and actions in actively using English.

e. Speaking Skills

Speaking skills refers to the student's ability to convey a message and communicate orally. In this research, speaking skills refer to the ability of tenth-grade students at SMA N 2 Bangli to convey information through oral communication. This information can be in the form of ideas, thoughts, feelings, and other information. In this study, students' speaking ability was measured through recorded speaking performance in a form of presentational or monologic speaking.

