

CHAPTER 1

INTRODUCTION

1.1. The Background of the Study

English and Arabic have spread over the world in accordance with increasing global communication which creates intelligibility of language in every nation. English and Arabic as international languages also have affected every dimension of human life including education for teaching and learning that make as mother tongue, second language and foreign language. These languages attempt to elevate the quality of human in education.

There has been noted that English is one of international languages in Asia. Schneider (2014:42) stated that there is nothing hesitation that Asia has the number of English speaker which mostly increased rapidly and a dynamic development is more pronounced than anywhere else on the globe. He also stated that based on the European Union affords 24 official languages, into which all parliamentary proceedings have to be translated. Notably, half of ASEAN's member states, including Laos, Thailand or Indonesia, have no British colonial background and no special relationship with English before. The interesting thing in those countries, English language as obligatory subject but it is not yet spoken widely especially in Indonesia.

On the other hand, Arabic also as international language that is used by some nations in this world. Arabic is one of the world's major languages with over 300 million people in various Arab countries who use it as a mother tongue

or foreign language. It is also used extensively as the major language in a non-Arab country, the Central African Republic of Chad, and as a minority language in several other countries, including Afghanistan, Israel (where both Arabic and Hebrew are official languages), Iran, and Nigeria. In 1974, Arabic was adopted as one of the six United Nations official languages, joining Chinese, English, French, Russian and Spanish. Over one billion Muslims in places like India, Indonesia, Pakistan and Tanzania study Arabic as a foreign or second language for liturgical and scholarly use (Absi, 2016:2).

In Indonesia, English and Arabic have been taught in many schools. Teaching English is recognized as foreign language where mostly of Indonesian English learners are bilingual for both local and national languages. Teaching English in Indonesia aims at communicative competence. Competencies are inclusive to the literacy skills, productive skills and receptive skills in which many scholars have investigated for many years over the regions in Indonesia, various types and levels of education, and significantly in urban to rural area (Budiawan, 2010:5).

As comparison, Arabic also has been taught in some schools in Indonesia. Most of Islamic education schools are applied Arabic in teaching language. Arabic language has remained as essential religious education in Indonesia. The Islamic students in Indonesia give much recognitions to the Arabic in order to understand their religion, because the sources of islamic religion mostly written in Arabic. In addition, teaching Arabic is not only to be able to understand the

religion, but also to communicative competence which including the literacy skill, productive skill and receptive skill in many aspects (Wahab, 2010).

Al-Manar is one of Islamic Boarding Schools in Aceh Besar which is used English and Arabic in teaching and learning process. Besides, English and Arabic are obligatory languages which is used in daily activity. The students have to speak English and Arabic in daily communication. They have to speak English and Arabic in certain week. One week for English and one week for Arabic. In the language week, students must speak English and Arabic languages; it depends on the week of language.

Based on the result of writer's observation that is conducted in July, 2016, most of students of Al-Manar Islamic boarding school spoke and used both of languages in their daily communication. They used English and Arabic language to communicate each other. It can be seen from the two students (A: Andi and B: Budi) used English and Arabic in different setting in terms of preliminary data as follows.

First conversation:

A: Did you enter language court last night?

B : Yes, I entered. You also enter language court, why you did not enter?

A: I did not hear the announcement.

B : It is better for you to report to Central Improvement Language office .

A: Yes, I want to report now.

Second conversation:

- ا : إِلَى أَيْنَ أَنْتَ ؟
 ب : أُرِيدُ أَنْ أَذْهَبَ إِلَى الدِّيَّوَانِ ؟
 ا : لِأَيِّ شَيْءٍ ؟
 ب : أَنَا مُضَيَّفٌ , إِنْتَظَرْتُ أُمَّي فِي الدِّيَّوَانِ .
 ا : أَيُّوَهُ , لَا تَنْسَ أَنْ تُعْطِيَنِي الطَّعَامَ .

Based on the preliminary data above, it can be seen from the first and second conversation that students used English and Arabic language in their daily communication. In first conversation is occurred in students' dormitory. They spoke about language court. While second conversation is occurred in classroom. Andi was informed Budi that his mother visit him and he also said to do not forget to give me the cake that his mother brought.

In addition, based on the result of interview with Al-Manar Language Center (ALC) staff which was conducted in July, 2016 showed that some of students have low desire and motivation in speaking English and Arabic languages. It proven that students used English and Arabic because of afraid of being getting punishment. That is way they used both of languages in their daily of communication perforce.

Preliminary data above that had shown situation of students' attitudes and motivation towards their English and Arabic inspired to be improved in deep in order to make the successful of learning and teaching English and Arabic

Languages. So that, the students have good capability and competency of English and Arabic languages.

Such situation in deed invited attention to investigate the attitude and motivation toward their English and Arabic language. As it was known, studying attitude was important to do since attitude, based on expert determined achievement of learning English language. Dehbozorgi (2012:6) states that learning a language, there has an important issue that becomes as affective variable.

By dealing with Noels, et.al (2000:35) it is agreed that in fact, attitude as affective variable, it is also as well as orientations, anxiety and motivation which had been shown to be at least as important as language aptitude for predicting second language achievement. Also, it was supported by some scholars that were seven areas which have been difined for affective factors encompassing acculturation, ego, personality, emotion, beliefs, attitude and motivation (Dehbozorgi, 2012).

Apple & Musyken (2005:92) agree social-psychological factors related strongly to achievement in second-language learning. This meant that the learners' attitudes toward the language they learn were believed to affect learning success. They also continuously said "Because the motivation to learn the second language is determined by attitude". Inferring this statement, highly motivated learners learn the language better than of those who oriented to others such as commercial, educational obligatory or other instrumental reasons.

Deriving from above scholars' definitive conclusion on attitude and motivation as one key element that was very crucial and influential in language learning especially in second and foreign language, especially Al-Manar Islamic boarding school students' attitude and motivation toward their English and Arabic.

Many studies recently have been conducted that support this view empirically. Related to the research that have been done by Setiadi & Sukiran (2016) found students of madrasah have positive attitude toward English in English teaching and Learning, because students of madrasa are relatively open to globalization and modernization even though they are committed to their own culture and religious belief.

Liu & Zhau (2011) conducted research on attitude and motivation toward English. She concluded that there was strong correlation between attitude and motivation. The findings of this research showed that students of Mailand Chinese University were positively oriented toward English, were motivated to learn the language, and valued their association with English-speaking culture and people. Besides, their attitudes toward English might be more positive since they normally had more access and exposure to the language and had more opportunities to use it.

In addition, Ajape, et.al (2015) conducted research on motivation and attitude toward the learning of Arabic language of students in Nigerian Universities. They found that does not only clearly demonstrate that Arabic students in the Nigerian universities enjoy high integrative orientation but also

showed that they have good relationship with their teachers and they have much interest in the Arabic course. They did not agree that the Arabic program could fetch them good job or give them the opportunity to achieve their aims and objectives in their future carriers. The only area they believed that the language will be helpful and useful is for the better understanding of Islamic religion. Besides, their attitudes and motivations toward Arabic was low.

These reseacher' recognition on the evidence that attitude and motivation were close related to learning above, especially English and Arabic. Based on the phenomena and problematic above that happened in Al-Manar Islamic boarding school, it is important to investigate the research on language attitude and motivation of Al-Manar Islamic boarding school students toward their English and Arabic.

1.2. The Problems of the Study

Based on the background of the study, the problems are formulated as the following.

1. What are language attitudes and motivations of the students of Al-Manar Islamic Boarding School toward English and Arabic languages?.
2. How are the language attitudes and motivations of the students of Al-Manar Islamic Boarding School toward English and Arabic languages realized?.
3. Why do they hold their language attitudes and motivations in the ways they do?.

1.3. The Objectives of the Study

In relation to the problems of the study, the objective of this study are formulated as the following:

1. To describe the language attitudes and motivations of the students of Al-Manar Islamic boarding school toward English and Arabic languages.
2. To analyze the attitudes and and motivations of the students of Al-Manar Islamic boarding school toward English and Arabic languages realized.
3. To elaborate the reasons for the language attitudes and motivations of the students of Al-Manar Islamic boarding school towards English and Arabic languages.

1.4. The Scope of the Study

This study conducted in Al-Manar Islamic boarding school focused on the language attitude and motivation of Al-Manar Islamic boarding school students toward their English and Arabic. The writer focused on their English and Arabic language which is related to their attitude and motivation toward their English and Arabic. Besides, this study also investigated the prolematic of Al-Manar Islamic boarding school students' attitude and motivation toward their English and Arabic language.

1.5. The Significances of the Study

Findings of the study are expected to be useful and relevant theoretically and practically.

1. Theoretically, the findings of the study are expected to give much contribution and insight to applied linguistics particularly in the language attitude which can be used as reference for the future study. In addition, the findings are expected to be the one having more academic in the issue of language planning.
2. Practically, the findings are expected to give information the language attitude and motivation of the students of Al-Manar Islamic boarding school toward English and Arabic. This study gave awareness to teachers of Al-Manar Islamic boarding school about their students' attitude and motivation towards English and Arabic in order to encourage and improve their competency and performance of English and Arabic languages. Besides, the findings would be relevant to language planners in conducting the research of attitude and motivation toward foreign languages in education.