

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Attitude is important to teacher because it cannot be neatly separated from the teaching and learning process (Reid, 2003:33). Attitude is considered as essential factor influencing language performance. Achievement in a target language relies not only on intellectual capacity, but also on the teacher's attitude toward language in teaching activities. Teaching learning should be approached by English teacher as a social and psychological phenomenon rather than as a purely academic one. Believe emotion and behavioural components of attitude deals with the way one behaves and reacts in particular situation.

Teachers' attitude toward teaching English has an effect on their performance. This applies also to the profession of teaching (Duataped & Akku-Cikka, 2004). Ustuner (2006) states that one of the nature of the teachers' attitude in teaching activities. Further, Anderson & Krathwohl (2001:28) mentions that there are two types of language attitude, namely: language toward attitudes and language toward non attitudes. Further Zimbardo & Leippe (1991:43) mentions that attitude is learned or established predictions to respond. Today, most researchers agree that attitude acquired and therefore "subject to fairly predictable change" (Simmons & Maushak, 2011:84), although some researchers do believe that some attitude may be innate or may have biological origins (Eagly & Chaiken, 1993:67). Attitudes are systems or constructs that are composed of four interrelated qualities: affective responses, cognitions, behavioural intentions and

behaviours. They vary in direction (positive or negative), degree (amount of positive or negative feeling), and intensity (the level of commitment the individual has to the position). Attitudes are not directly observable, but the actions and behaviours to which they contribute may be observed (Bednar & Levie, 1993:70). Although the cognitive, affective and connective “domains interact significantly in instruction and learning” (Martin & Birggs, 1986:3), any behaviour that has an emotional component lies within the affective domain.

Teacher’s attitude focuses on reinforced behaviour as the primary factor responsible for attitude development. When a person is persuaded to act in a way that is not congruent with a pre-existing attitude, he or she may change the attitude to reduce dissonance (Smith & Ragan, 1999). Affective, cognitive connective examines the relationship between attitude and beliefs and posit that individuals are in an unstable state when their attitude toward object, event or person and their knowledge about that are inconsistent (Simonson & Maushak, 2011). Krathwohl (1993:42) states that attitude is built through successive stages. It means that teaching and learning process be at given levels depend on prior teaching and learning at lower levels.

Here are examples of male and female utterances in the classroom activities and students’ responds:

Male Teacher : Halo everybody....., how are you today?

Students : Halo sir..... We are fine. And you?

Male Teacher : Fine..... We will check your attendances!

Female : Assalamualaikum..... Good morning class.... how are you today?

Students : Waalaikumsalam..... Good morning miss.... We are fine. And you miss?

Female Teacher: I am fine thanks. We will check your attendances first. *Kita cek kehadiran dulu ya*

Based on the examples male and female teachers' attitude with English in the classroom, there is the difference between male and female English teacher.

Male teacher is more positive attitude than female teacher (Smith & Ragan, 1999).

There can be seen that female teacher suddenly mixes or switches up English into Bahasa.

The factors which cast influences on the attitude toward English are the skill, experience, education background and gender (Grosjean & Soares, 1986).

These hold true for teaching profession also. Teachers as speaker and students as listener skill are the consideration of both. Teacher has to know which class are ready to achieve English as well as possible. Teaching experience of the teacher contributes significantly in forming attitude. The teachers' attitude towards the subject and students is significant in creating desire to learn. Gender is the paramount factors influencing the attitude of the teacher (Bozdogen, 2007). It is found that male teacher have positive attitude towards teaching profession.

For some several studies have examined the attitudes of teachers' toward the English subject as their profession with regard to other different variable.

Attitude of teacher have been found to be influenced by gender. For example, a number of the studies that investigated the effect of the gender variable on attitudes (Cakir, 2009) found that male teachers have more positive attitudes

towards the teaching profession than female teachers. Conversely, other studies concluded that female teacher have more positive attitudes.

In Kabupaten Labuhanbatu Selatan context gender based attitude is important, gender plays a great role in different attitude formation due to different exposure of both gender roles assigned to the teacher. The differences of attitude exist between male and female teacher because of their different experiences related to outer education side and individual differences in social structure of Indonesian society which rise to different attitudes can be positive or negative. In this context, teacher has an effect on the teachers' attitudes toward English subject and the teachers' attitude is a significant predictor of the students' language acquisition as well as their attitude then gender has to be considered carefully in the national-stuffing policy in Indonesia. (Sultan, 2012)

Male and female English teacher in Indonesia are very different especially in the districts (Ashadi, 2015). When they teach in the classroom they are centre of teaching and learning process. English subject has some level of difficulties to learn and achieve by students in senior high school. Sometimes some English teachers forces mix up the language to teach on several materials that they have the difficulties and also when they see that their students could not understand the lesson. This situation is different with international school that they use English as their medium of learning instruction in daily. Absolutely, the students feel easy to understand the lesson. Teacher must attend to this issue in school whose students are not able to catch up all the material that was delivered in full English.

In this case, teacher does not use English fully or mixed language when they are teaching English subject in the classroom. They often use Indonesian more than English in the classroom activities (Ashadi, 2015). The people can count how many percent English teachers are consistent uses English fully when the teachers are perform in front of the students. Actually, this case is very serious problem because English is one of major subject for National Exam in the end of the studies as a students' barometer become a clear one at Senior High School. So, the effect of the teacher habitual since studies incurs the difficulties for listening section. As we know, listening section as an important part in the beginning of national Exam.

In this case, the people can see the percentage of attitude and ability of English teacher in presenting the material, whether stick with the English or mix up with Indonesian language? Or even speak Indonesian or local language as a whole to be quickly understood between teacher and students. How male and female show it in front students in the classroom activities? Who is more consistent with English or even lower the standard of teaching by mixing or switching the language? So the researcher will discuss about "English teachers' language teaching activities with different gender and attitude".

1.2 The Problems of the Study

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

1. What are attitudes reflected by male and female English teacher in teaching activities?

2. How is the attitude reflected through the language of male and female English teacher in toward English in the teaching activities?
3. Why is happened in the way they are?

1.3 The Objectives of the Study

In the problems of the study, the objectives of this research are:

1. to find out attitudes are reflected by male and female English teacher in teaching activities.
2. to describe attitude is reflected through the language of male and female English teachers' attitude toward English in the teaching activities.
3. to elaborate male and female English teachers' way is happened.

1.4 The Scope of the Study

The study was focused on the attitude of male and female English teachers toward English through the language in the teaching activities in SMA Negeri 2 in Kotapinang and some reasons which is influenced by the component of language attitude.

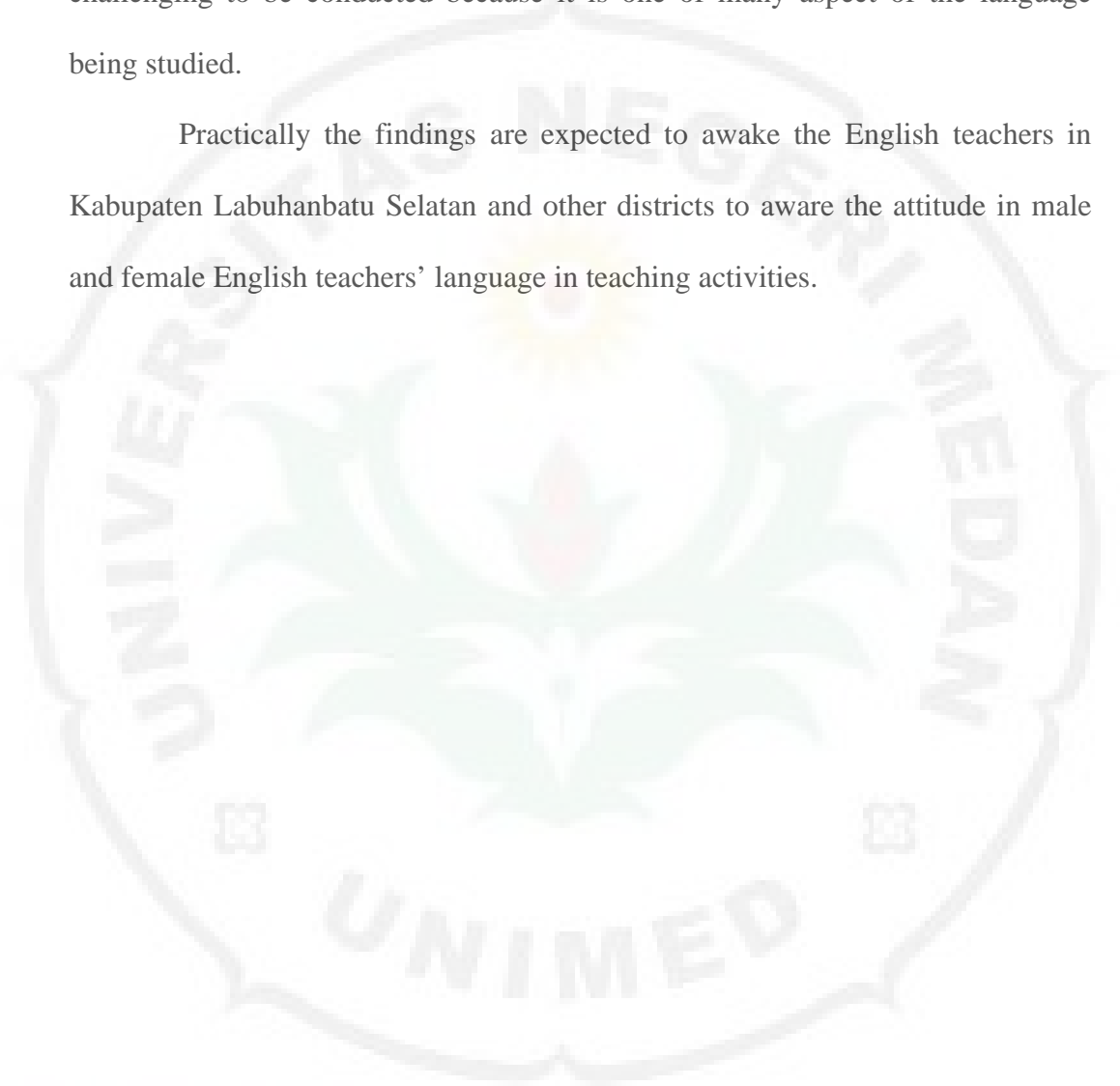
1.5 The Significance of the Study

A study is academically will be conducted to enrich on the development of knowledge. Findings of this study are expected to be useful and relevant theoretically and practically.

Theoretically, the findings provide new contribution to the theory of the language attitude by different gender in teaching activities. A study on language

teaching activities with different gender and attitude is educational research that challenging to be conducted because it is one of many aspect of the language being studied.

Practically the findings are expected to awake the English teachers in Kabupaten Labuhanbatu Selatan and other districts to aware the attitude in male and female English teachers' language in teaching activities.



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