

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Attitude is important to the teacher because it cannot be neatly separated from the teaching and learning process (Reid, 2003). Attitude is considered as an 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. As Ustuner (2006) states that 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. Although the cognitive, affective and connective "domains interact significantly in instruction and learning", any behaviour that has an emotional component lies within the affective domain.

Teachers' 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. 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).

The quality of education depends upon the quality of its citizens and the quality of citizens depends on the quality of their education and quality of education besides other factors depends upon teacher's back ground and teacher's behavior on student learning. Thus to enhance the quality of education it is necessary to improve the teacher's attitude and behavior towards students learning. Those factors are needed to be identified which effects these characteristic. Khalid (2011) describes teacher as a manager and school as an organization in new perspective, or provides frames to understand and manage organization. Teachers' behavior has received significant attention in studies of the work place. This is due to the general recognition that this variable can be major determination of this performance and effectiveness of teaching.

The researcher has reason to choose English teacher of SMA in Bandar sub-district as object this study. 1) English teacher has different academic background, 2) some of English teacher has different experience in teaching profession, 3) some of English teacher has followed teacher training and others haven't, and 4) female teacher has different attitude with male teacher. Some of example as proof which showed by teacher in teaching activities in the class, namely:

1. Teacher : Good morning everybody, how are you today?

Students : Morning miss, We are fine. And you?

Teacher : Fine. now I am going to check your attendance!

Now, I shall repeat the last lesson about narrative. What is Narrative?

Student : Narrative is a text tells about story like Malin Kundang, Cinderella.

Teacher : Good job, any else?

2. *Teacher : Assalamualaikum...Morning class..*

Students : Waalaikumsalam miss.. morning miss

Teacher : How are you today?

Students : Fine miss. And you?

Teacher : Alhamdulillah, I am good. I will check your attendences first. Kita cek absensi dulu ya

o iya, jangan lupa persiapkan diri kalian untuk ujian semester minggu depan ya, dan hari ini ibu akan memberikan kisi-kisi ujian. Jadi, ibu harap kalian kuasai materi ya

(Excerpt 1, utterances' English teacher of SMA on Juli 16, 2017)

Based on the examples above, teacher 1 used connective of language attitude in teaching process. He has academic background S2 and has more experience in teaching and training. He applied students-centered, it means that students must active in the class and give response toward English learning during learning process. Teacher's behaviour was shown in English languages above encourage high expectation in reaching the goal for learning and encourage cooperation among students to prepare together for class.

Teacher 2 has graduated from Undergraduate school in USI. She still has less training during teaching. This teacher showed negative attitude during teaching and learning process. She didn't show connective aspect to motivate the student in English till response the students toward English teacher was low and it

made the students felt bored in English learning. If cognitive and action can be showed by English teacher, so the students can understand and enjoyable in learning English.

Another example was showed by teacher with different academic background, namely:

1. *Teacher : Kemarin kita belajar tentang teks narrative, Nah.. I want to ask some question to you, apa itu teks narrative?*

Students : Hhmm... teks narrative adalah.... Hhmm.. teks yang menceritakan tentang cerita belaka seperti novel

Teacher : good.. you (point other student)! Structure of narrative?

2. *Teacher : Ok.. I hope to all of you to remember our lesson about comparison degree..*

Students : Ok miss..

Teacher : Don't forget to do your home work and tomorrow, all of you collect your tasks in my room.

Students : ok miss..

Teacher : Assalamualaikum.. (teacher out of class)

(Excerpt 2, utterances' English teacher of SMA on Juli 18, 2017)

From the example above, teacher 1 graduated from S1 with a little experience in teaching English. Teacher 1 showed that he has negative attitude in teaching activity because he is not aware in language use. Besides, teacher 1 didn't show connective aspect to motivate the student in English. If cognitive and action can be showed by English teacher, so the students can understand and enjoyable in learning English as it has been showed by teacher 2. Teacher 2 can give motivation and inspiring to the student through action and skill in speaking English. She also can give positive attitude with show her identity as English

teacher through language. That is why, academic background and experience can influence teacher's attitude.

Based on the phenomenon above, it is concluded that attitude of teacher are influenced by background. From the different background, they teach in the classroom, they are center of teaching and learning process. English subject has some level difficulties to learn by students in senior high school. Sometimes the teacher mixed the language to teach on several materials that they have the difficulties and also when they see their students could not understand the lesson. As Faramaz (2016) in his study about *attitude and motivation in classroom* that learning a foreign language requires mental, emotional and social interaction between teachers and learners. In the process of language learning, learners are as responsible as teachers and they can impose their own attitude toward effective teaching and also can improve teachers' profession. The present study attempts to investigate learners' perceptions and attitudes about effective teaching. The people can count how many percent English teachers are consistent uses English fully when they are perform in front of the students, the effect of the teacher habitual since studies incurs the difficulties for listening section.

In connection with that, here is discussing literature study about English teachers' attitude from background perspective that needed to make further research the interesting to be asking is how the literary work became so famous and intriguing by students. The answer for that is surely because the literary work quality itself. A literary work can be categories qualified of course because the literary work is meet the norms of literary works. The norms that very essential

are impact, component of attitude and reason. The norm Impact of teachers' attitude according to Khalid (2011) is divided into two parts, they are: (a) positive, and (b) negative. From the norms components of teachers' attitude according to Baker (1992) are divided into three parts, they are: (a) cognitive, (b) affective, and (c) connective. From the reason implementing attitude according Omolara & Adebukola (2015) is divided into two parts, they are: (a) students' motivation, and (b) students' interest.

1.2 The Problems of Study

Based on the background of the study, the problem were formulated as the following :

1. How are the English teachers' language attitude with different academic background in teaching and learning process?
2. Why are the language attitudes implemented by English teachers as the ways they are?

1.3 The Objectives of the Study

In line with the problems of the study, the objectives of the study were:

1. to describe the English teachers' language attitude with different academic background in teaching and learning process.
2. to elaborate the reason language attitudes implemennted by English teachers with different academic background in teaching and learning process.

1.4 The Scope of the Study

This study focused on the attitude of English teachers with different academic background. In this study, the researcher applied the analysis model proposed by Baker (1992). And the researcher focused on English teachers in senior high school during teaching learning process.

1.5 The Significance of the Study

The findings of the study were expect to be relevant and significant theoretically and practically,

1. Theoretical Significance

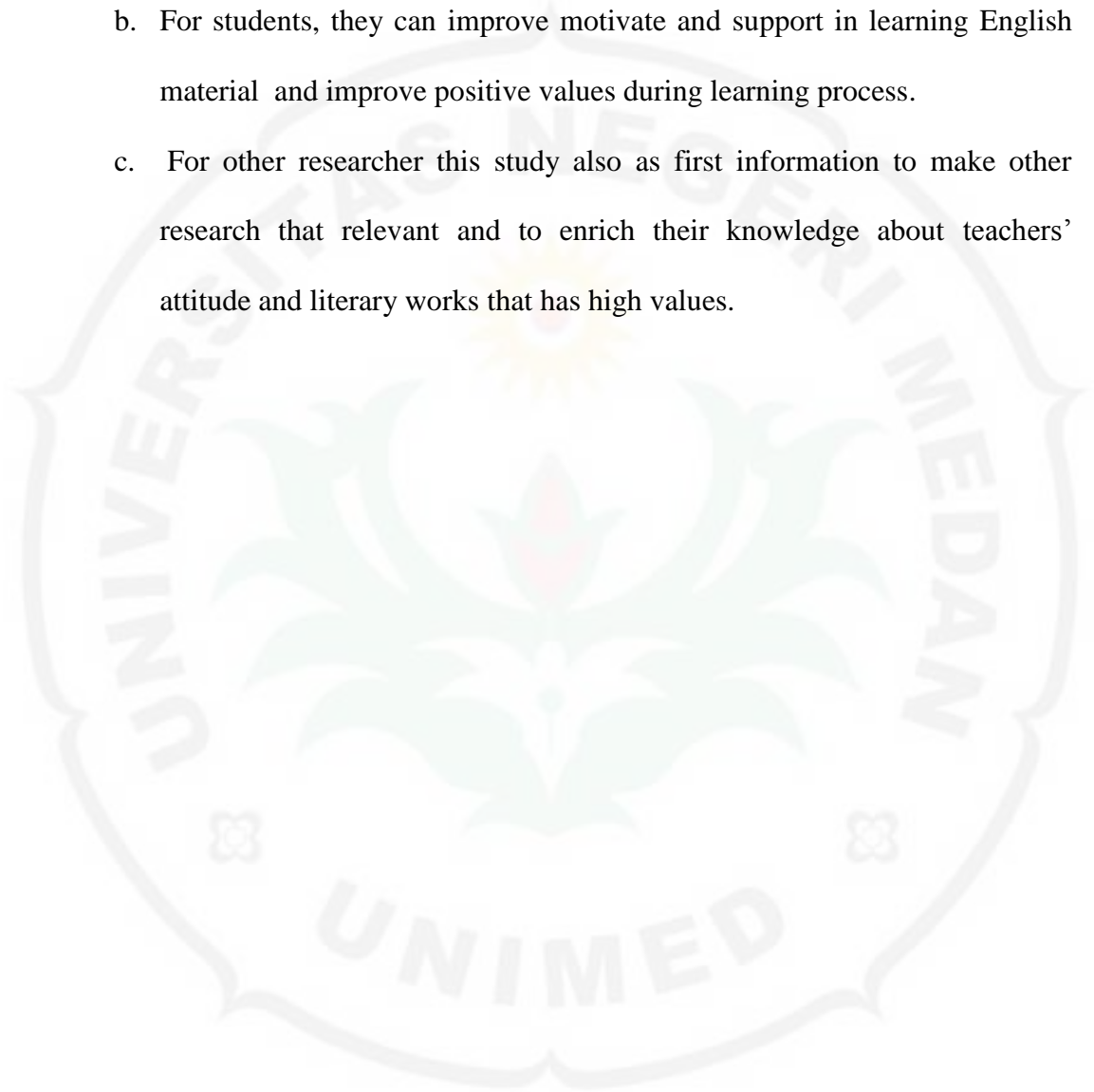
Theoretically, the findings provided new contribution to the theory of the language attitude by teachers' with different academic background in teaching activities. A study on language attitude teaching activities with teachers' different academic background is educational research that challenging to be conducted because it is one of many aspect of the language being studied.

2. Practical Significance

Practically, the findings of this study were expected to contribute faithful information about teachers' attitude and literary works for students, teachers, or lecturers and next researcher.

- a. For teachers, they can use it to support their teaching learning materials and get reference of literary works attitude that has high values with different background.

- b. For students, they can improve motivate and support in learning English material and improve positive values during learning process.
- c. For other researcher this study also as first information to make other research that relevant and to enrich their knowledge about teachers' attitude and literary works that has high values.



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