

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Conversation is the activity of asking and responding activity among two or more persons to talk about the specific topic in particular languages. In extending the idea process, the attitudes frequently arise to respond the information that is received. Moreover, the attitudes they used towards speaking English may play a big role for their performance in using the target language.

Mostly, the students still do not use English to communicate in the classroom. It might be caused by a difference background and students' purposes when they come to English Language Education Study Program which is some of them are interested in English and the others are less. Probably, the teachers in high school level often neglect the increasing of students' speaking skill in foreign language.

It lines with the previous research that was conducted by Bui (2013), which raised the topic of the Influence of Attitudes on Speaking English and Exposure to Oral Communication in English on the Use of Communication Strategies by the English Department in Vietnam. In her research, she found that students with positive attitudes toward speaking English stated significantly have higher frequency and grater variety using than those with negative attitudes. In addition, students with negative attitudes towards speaking English tend to have intermediate or poor speaking skills. They may not like speaking the language because they lack confidence in their conversational skills.

The next similar studies to support this research conducted by Iwamoto (2009) entitled Attitudes of Japanese Students to the Speaking Situation which used three main variables, namely language anxiety, self-confidence and willingness to communicate in describing students' attitudes. His research showed that students who felt less anxious were more confidence and willing towards speaking English. And the second is Language Attitudes of Turkish Students to The English Language and Its Use in Turkish Context by Karahan (2007). This study supports the general assumption that positive language attitudes make students have a positive orientation towards learning English.

Beside, this result could be an evident that they do not have a positive attitude towards English which was as the result of the Turkish education system. It means that, this phenomena can be the reason of English conversation is decided as one of subject that consists in curriculum which is it must be taught in high school level.

Thus, the students can show and improve their several attitudes in speaking English through its subject. In other words, some of students could not give the contribution on the lesson activity in teaching-learning English translation process at the class. Most of the students are inert and ashamed to speak, but some of them are serious and enthusiastic on the activities. It can be seen in the example as follow:

Teacher: "Good afternoon students, how are you today?"

Students: "No what what. Please, do not speak English Miss, do you? how come Indonesians use English."

The conversation above shows that some of students gave a negative attitude by saying "Please don't speak English Miss, right?" which means that they do not like to use English towards learning conversation. Other responses from some students showed the attitudes in as follows:

Teacher: "Ok students, now we are going to study about narrative text, are you ready?"

Students: (no answer, then some students lying head on the table and there are some students doing conversation with his seatmate)

Those conversations describes the students' attitudes in English conversation class, it shows that some students have negative attitudes which are expressed by their behavior. However, some students have positive attitude towards English conversation. It can be seen from their responses as follows:

Teacher: "Ok, if you don't understand all, you can mix with bahasa Indonesia".

Students: "Miss, why don't we use full English only, because I like it."

The short conversation above shows that the teacher allowed the students to mix English and Bahasa if they could use full of English as long as the learning run but the students asked the teacher to let them used full of English as long as they learned conversation subject in the class. It means that the students showed the positive attitudes in responding the teacher's statement because they hopped that by using English towards its subject could help them to improve their speaking skill and could achieve the purpose of this subject.

Generally, speaking English could be said as the way of increasing the speaking skill because in that activity they adjust their self to practice using

foreign language so they would be fluently used English in daily life. However, in reality the students did not show their ability to speak English, on the contrary the students exhibited that they had a low curiosity in learning and using English.

Based on this phenomenon, it can be stated that the students in Baitul Aziz High School have the obstacle of using foreign language which was they were worried to have the mistake if they used English in doing communication because they did not want be embarrassed by their friends in the classroom.

Consequently, the students do not have the motivation to explore their ability, feeling, and idea, moreover using English. This problem can be called as guilt feelings which is they felt ashamed to speak so their participation was less. It could be stated that the students' tendency in reacting someone speaking English affect their ability in oral skill. In reality, the students tend to use their mother tongue because if they used foreign language or target language, it seemed to be strange in conversing each other.

Therefore, the conversation class is as a tool of presenting the opportunity for the students in listening and speaking English. Thus, the teacher should choose the topic that can assist the students to construct their positive attitude. Specifically, for the first impression which showed by the teacher, it could help the students successfully to have a confidence in performing their capability in that lesson.

Eshghinejad (2016) found positive attitudes of EFL students towards learning English in three aspects of behavior, cognitive, and emotional. In addition, Zeinivand (2015) revealed that EFL students have very high attitudes towards learning English and the relationship between attitude and speaking

ability is positive. Furthermore, Toomnan (2015) found that students with positive attitudes towards English reported significantly greater overall use of strategies than negative attitudes.

Besides, Ahmed (2015) stated that attitudes towards learning English and language use in various domains of use are very positive. Furthermore, Burgos (2015) emphasized that students value English as a global language, but they are not committed to learning it in school. Then, Hadidi (2015) also found that attitudes are deployed in the order of appreciation, assessment, affection, and also attitudes that stylistically show and work according to the characters and contexts in the novel in question.

Based on some of the explanations above, most of the students have a positive attitude towards English in this case English conversation. This can be seen from student attitudes such as appreciation, feeling the benefits and the way students learn it. Therefore, the writer assumes that if these occurrences are studied duly of learning purpose, the students could have a good experience of study, quantity of knowledge and quality of skill in English or target language. Thus, the writer assure that by mastering English which is as the foreign language can impact the students to have and show a positive attitude in learning process so could improve their speaking English skill.

Finally, those findings led the writer to investigate about the attitude of using foreign language deeply and to measure whether the attitude can be increased and modified by the students' experience. However, the use of Experiencing Effective Language teaching strategy could support the students to develop a positive attitude for the language they learned.

Thus, by conducting this study hoped could find the types of attitudes, either positive attitude or negative attitude that was expressed by the students of eleventh grade at Baitul Aziz High School towards speaking English. The findings of this study also could be the evidence with some facts that was happened in the class then helped them to construct and take care of students' positive attitude in speaking English.

1.2 The Problems of the Study

The research problems of the study are founded as the follows :

- 1) What types of attitude are used in learning English conversations?
- 2) How are the attitudes realized by the students in learning English conversations?
- 3) Why are the attitudes realized in the ways they are?

1.3 The Objectives of the Study

The objectives of this study are :

- 1) to investigate the types of attitudes of the Senior High School students in learning English conversations,
- 2) evaluate the realization of the attitudes of Senior High School students in learning English conversations,
- 3) to explain the reasons of the attitude which Senior High School students realized in the ways they are.

1.4 The Scope of the Study

This study focused on the attitude language towards learning English conversation. The attitudes itself has been discussed in some perspectives of many languages and set variously such as by the mother tongue, second or foreign

language, national language, a number of languages, and educational language. It was also regulated by a policy of language, the relation of attitudes and motivation, the effect of attitudes and teaching strategies, and the interaction of attitudes and learning achievement and so on.

Besides, it was also enticing to see the cause of refusing the conversation class by some students, meanwhile some of them knew that they need to be able to speak English for their good future. Thus, in conducting this study the writer concerned to the factors that might influence their attitudes in learning English conversation subject.

1.5 The Significance of the Study

Theoretically, the findings of this study could be as the references for the next researcher who interested to conduct the study that relates to the topic of students' positive attitude towards learning English conversation. Moreover, this study was also hoped be the additional information for the teachers and the students about the importance of having and using positive attitude in learning English, especially for conversation class.

Practically, the result of this study were expected to be helpfully for the teacher in developing the students' positive and could be the information for the students to motivate them in having the positive attitude towards learning English especially conversation class. Besides, this study also might be useful for the society as the insight in knowing, understanding and applying the positive attitude as long as they communicate each other because those could affect the language development exceedingly for English as the foreign language.