

CHAPTER I

INTRODUCTION

A. Background

Language is communication tools used by someone in their live every day. Such us use for communication between *friends*, students with teachers, and each other with directly or not directly conversation by telephone, messenger or by email. Direct talk can also take place in learning. One of them is English learning.

However, if examined in depth. In addition to these factors there also a number of other factors that also a number the selection of language codes, one of which is attitude factor. Walgito reveals that;

Attitude is a something that is obtained by someone through interaction with a social objects or social events. Factors that change attitudes include feelings, knowledge, experience, and the motives of the four things above are the product of interaction which is also determined by current environmental conditions. Attitude is the way of thinking or behaving toward someone or something.¹

Beside that there is also the meaning of attitude according to Oppenheim that;

An attitude is a state of readiness, a tendency to act or react in a certain manner when confronted with certain stimuli. Thus, the individual's attitudes are present but dormant most of the time: they become expressed in behavior or other speech only when the object of the attitude is perceived. The teacher must know about the different of every student because the students have the different attitude in learning. Mostly, teacher has an old habit to apply the traditional or monolingual principle ways of teaching in the field. That's way teacher needs new or update ways to make a fresh situation around the student.²

¹B. Walgito, *Psikologi Sosial: Suatu Pengantar*. Yogyakarta, published: Andi Yogyakarta (2003), P. 135.

²A.N. Oppenheim, *Questionnaire Design and Attitude Measurement*, (Printed in Great Britain, Heinemann, 1976).

Learning is a process change the attitude that happen in someone self. Attitude of the students in learning can develop the student skill and creativity. The importance of attitude is the basis for everything in our lives. Our attitude determines how we react to adversity, our ability to grow and to learn, our ability to overcome challenges, and create bonds with others. And our attitude as it is now is the product of a lifetime of instilled beliefs, programming, and my opinion.

Attitude has a great influence in learning. No exception into learning English in the current 2013 Curriculum, that there are three aspects of learning assessment, namely the Knowledge aspect, the skill aspect and the attitude aspect. And explained that attitude is included in the core competency. The importance of language attitudes is very influential in improving English speaking skill, this supported by research that has been conducted by Abidin et. al, which states the ability of students to master second language is not only influenced by mental abilities or language skill, but also students' attitudes and perceptions of the target language.³

Besides that, it has also been proven by research conducted by Irma Nuraini that there is a significant effect of attitudes on speaking English skills by students with the acquisition of sig values is $0,000 < 0,05$ and $T_h = 3,765.3$ in public Vocational High School at Purwokerto district.⁴

Based on the observations that have been done, the phenomenon of language use that occurs in the boarding school of Ar-Risalah Batetanga on language

³MJZ Abidin, M pour-Muhammad, H alzwari, *EFL Students' Attitudes towards Learning English Language: the Case of Libyan Secondary school students*. (Published: Canadian Center of Science and Education, 2012).

⁴Irma Nuraini, *Pengaruh Sikap Berbahasa dan daya Kreativitas terhadap Keterampilan Berbicara Bahasa Inggris*, "journal of English Language Teaching, vol. 1 no. 1 (2018).

learning at the student's second grade at Polewali Mandar. In learning, especially English learning the use of English has not been used optimally. Communication between teacher and student and vice versa is still often interspersed with regional languages and Indonesian language. This happen when the information is given and the discussion take place. So, the ability to speak English does not develop if it is not accustomed, it happens because usually in the language learning process teacher often transfer codes and mix codes in learning. Likewise it is happens to students, they are often switch codes in language learning Because, the student often use regional or Indonesian languages to speak, both asking questions and expressing their opinions.

There are also several factors that cause the phenomenon of language use occurs. Firstly, the environmental factors in the boarding school of Al-Risalah Batetangnga which almost all of the community communicate using regional language, especially Pattae' language. Secondly, the language factor because the language acquired from parents/ caregivers from birth is regional language. Then the thirdly, the pride of language in this case is about the pride of someone in interpreting their native language.

The above conditions are influenced by the use of interaction chosen by the teacher during the learning process, which is to use Indonesian, regional language, in this case pattae' or English language during the learning process. Furthermore this is related to maintaining Indonesian and regional language in English learning.

Based on the background description above, an idea emerged to study the phenomenon are very board so the researcher conducted research that only be focused on how the attitudes of students in the boarding school Ar-Risalah

Batetangnga in speaking English because that school has low improvement in speaking English and at school the students live in a place and environment together with the teacher and the other students, so there is a great opportunity for themselves to improve their speaking ability both in English learning or outside learning English. That is way the researcher is interested to choose it.

B. Research Questions

Based on the background above, the researcher will give formulate the problem of the research as bellows:

1. What are students' Cognitive Attitude on speaking English at the second grade of Al-Risalah Batetanga boarding school?
2. What are students' Affective Attitude on speaking English at the second grade of Al-Risalah Batetanga boarding school?
3. What are students' Behavioral Attitude on speaking English at the second grade of Al-Risalah Batetanga boarding school?

C. Objective of The Research

Based on the researcher formulate the problem previously set out the report of this researcher aimed at finding out the following objective

1. To know the students' Cognitive Attitude on speaking English at the second grade of boarding school Al-Risalah Batetanga.
2. To know the students' Affective Attitude on speaking English at the second grade of boarding school Al-Risalah Batetanga.
3. To know the students' Behavioral Attitude on speaking English at the second grade of boarding school Al-Risalah Batetanga.

D. Significant of The Research

The significant of the research is dividing into two benefits they are theoretically and practically.

1. Theoretically significance

The result of the research is expected to the next research which related to attitude of students in speaking English.

2. Practically significance

The research can give information to the teacher how to treat the student know about English as the international language, and also the student can express themselves about English by their attitude.

