



STUDENTS' ATTITUDE TOWARDS ENGLISH ACTIVE USE OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM AND ENGLISH LETTERS STUDY PROGRAM AT KHAIRUN UNIVERSITY

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ABSTRACT. This research aims to find students' attitude towards English active use of English language education study program and English letters study program at Khairun University in classroom. Method of collecting data uses qualitative research. Instrument in this research uses questionnaires. The questionnaires are consisting of 40 items. Data analysis techniques used descriptive statistics. Subject of this research consists of 51 students and purposive samples. The result in this research indicates that the students' attitude of English Language Education Study Program and English Letters Study Program at Khairun University in classroom obtained Agree 41.76%, and then followed by Disagree 26.13%, Strongly Agree 20.29%, Strongly Disagree 6.96%, and No Attitude 4, 85%. This research recommended for lecturer to encourage students using English in the classroom actively.

Keywords: Students' attitude, active use of English, classroom.

Introduction

Enhancement human resources at this time, English language skills are needed to encourage Indonesia's development in era of globalization. English is used by the world community to communicate in the fields of Science and Technology. English is also used in the ASEAN Free Trade and the ASEAN Economic Community (MEA). Therefore, English is used to encourage the achievement the ASEAN community competition. Khairun University hopes to becomes a campus international standard in the ASEAN.

English Language Education Study Program and English Letters Study Program of Khairun University were as a pioneer to motivate students' attitude in order to the

creation and innovation in using English actively. The students need to be empowered their attitude towards English in the classroom. According to Suwarno cited by Mulae and Nuria (2017) proposed middle way in the form of language trilogy in developing abilities languages, namely regional languages as the first language, Indonesian as a second language, and English as a third language. The development of the language trilogy is carried out in various sectors such as families, communities, institutions, educational institutions, and mass media. Hence, Students' attitude English Language Education Study Program and English Letters Study Program of Khairun University are encouraged to become Role Models.

Thus, the role of students of English is one of the keys to the realization of social transformation in an international standard. Assessment of students' attitude in the English Language Education Study Program and English Letters Study Program are important to obtain more comprehensive in encouraging English speaking students in the classroom.

The acquisition of second languages and foreign languages are influenced by social and psychological factors, including positive attitudes towards oneself, positive attitudes towards the target language, and positive attitudes towards the target language user groups. The study of Suwarno, Kartini and Darnoko cited by Mulae and Nuria (2017) states there are significant correlation between students' attitudes towards mastery of English in interacting students. The views of the researchers put forward provide the reason that strengthening English in the classroom is very necessary. Many factors make English not actively used in classrooms; among them, (1) no better policy in the use of English; no regulations and leadership instructions that use English in classroom becomes important for students; (3) there are negative assumptions that English can slow the pace of acceleration of national and local languages. (Mulae and Nuria (2017). Furthermore, the researcher formulated those what are students' attitudes towards actively use English of Language Education Study Program and English Letters Study Program at Khairun University?

Attitude Theory

Attitude is a response or reaction of someone to a situation and object. The word attitude refers to the shape of the body, the position of the body upright, behavior or gesture, and actions or actions carried out

based on views (establishment, beliefs, or opinions) as a reaction to the existence of something or event. (Kamus Besar Bahasa Indonesian, 2008: 1303). Allport in Chaer and Agustina cited by Riyanti (2017: 11) argues that attitudes are mental and nerve readiness that are formed through experience that gives a dynamic direction or influence to one's reaction to objects and circumstances.

The attitude is the result of a reaction to an object and the conditions behind the information received. Johnson in Rokhman cited by Riyanti (2017) argues that attitudes are not formed because of the nature of birth but are formed because of the process. This shows that a person's attitude is based on information received and processed by his common sense.

Mastery of a language is strongly influenced by one's attitude towards the language. Paker and Erarslan (2015: 2) suggest that there are two factors that influence the way a person learns language, namely how often the language is used and has an open nature to accept the language. Furthermore, Lioa (2018) in his research divides students' attitude towards a language into three parts namely; accepting, neutral attitude, and rejecting. Moreover, Mulae and Nuria (2017: 150) argue that there are several factors that influence a person or group in using a language learned namely; positive attitudes toward target language, positive attitudes toward oneself, and attitudes toward target language users. Mastery of a language by someone in one particular language is strongly influenced by the attitude of the person himself.

Suwarno, Sartini, and Darnoko (2006) said a person's attitude towards a particular language will influence the policies taken

relating to that language. This is in line with Woolard and Schieffelin (1994) cited by Schwieter that the attitude that a person has towards language is closely related to their perception of the user of the language. Suek (2014) also said almost the same that people who use more than one language have a certain attitude towards the language user; including attitudes towards the language used as native speakers, second languages, and attitudes towards foreign languages. The use of language and attitude can be positive and negative. A positive attitude towards the language will have an impact on the use of the language itself.

Previous Research

Research on attitudes towards English conducted Arasuli cited by Mulae and Nuria (2017) through research on attitude toward English among policy makers in the city of Bengkulu, informing the condition of the attitude of senior officials more comprehensively. His research was continued by mapping the attitudes of senior officials in South Bengkulu Regency with a focus on senior officials in government and business

institutions in Bengkulu province. His research shows that the attitude of senior officials in government and business institutions in South Bengkulu is very good because based on the tabulation of data on attitudes of senior officials in government and business institutions very extensive on English.

Then, attitude research was also carried out by Asrul (2008) about the attitude of prestige students towards the motivation to learn English in SMAN 1 Ternate. His research showed that the attitude of students significantly affected the achievement of learning English. His findings shown SMAN 1 Ternate continued to strengthen in maintaining student attitudes towards the process of learning English in classroom.

Research Method

This research uses qualitative method because variables measured using descriptive statistics to see the students' attitude actively use English in classroom. Likert Scale outlined the Strongly Agree, Agree, Disagree, Strongly Disagree, No Attitude, as follows.

Alternative answer

Question	Choice value and alternative answer				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No attitude
Positive	4	3	2	1	0
Negative	1	2	3	4	0

Subject of the Research

The subject of this research took 51 students in semester 7th Faculty of Teachers Training and Education (FKIP) consists of 31 students, Faculty of Letters 20 students. Data collection in this research uses questionnaire. Students were determined

based on purposive sampling. The sample is taken based on the subjective judgment of the researcher, where the requirements are made because all samples are students who have been taught from semester 1st up to semester 7th.

Data collection

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Data collection is used questionnaire. Questionnaires were submitted to student in written form delivered directly to student with the number of question 40 items. In closed questionnaires, the students are only to choose in giving answer.

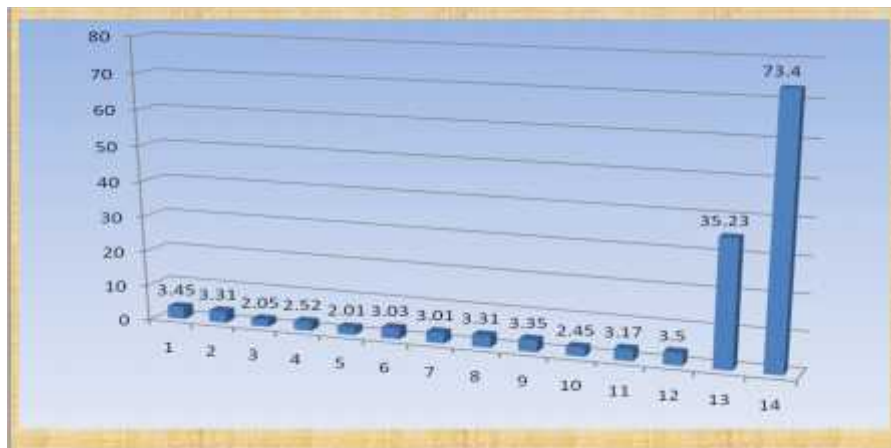
Results and Discussion

Students' attitudes towards actively English use of Language Education Study Program and English Letters Study Program shows that there were many indicators among Strongly Agree, Agree, Disagree, Strongly Disagree, No attitude. On each of these indicators are presented a number of questions randomized attitude statements from 40 attitude statements given to students to answer them. Each question statement is summarized on several indicators that in this study the indicators of the Strongly Agree attitude statement or very positive statement given randomly on the statement of attitude are numbered 1, 2, 3, 4, 5, 6, 27, 28, 29, 30, 31, and 32. Indicators of Agree or positive statements can be randomly assigned to

attitude statements at number 10, 11, 12, 13, 14, 15, 16, 20, 21, 33, 34, 35, 36, 37, 38, 39, and 40. Indicator Disagree is negative attitude. Indicators Agree is also given randomly at numbers 22, 23, 24, 25, and 26. Then the statement of the Strongly Disagree English language is given randomly in number 7, 8, 9, 17, 18 and 19. Statements of no attitude are not given questions about specific attitude statements, but only look at the level of variation in student responses in understanding the use of English.

Discussion

Analysis of the attitude statement on all indicators used the SPSS version 20. This research founded that answering all questions the students' attitude on categories Strongly Agree, Agree, Disagree, Strongly Disagree, No attitude. Findings on the Strongly Agree its indicator or a very positive attitude in using English in the classroom are illustrated on graph 1, the graph following can be illustrated.



Graph1. Strongly Agree indicator

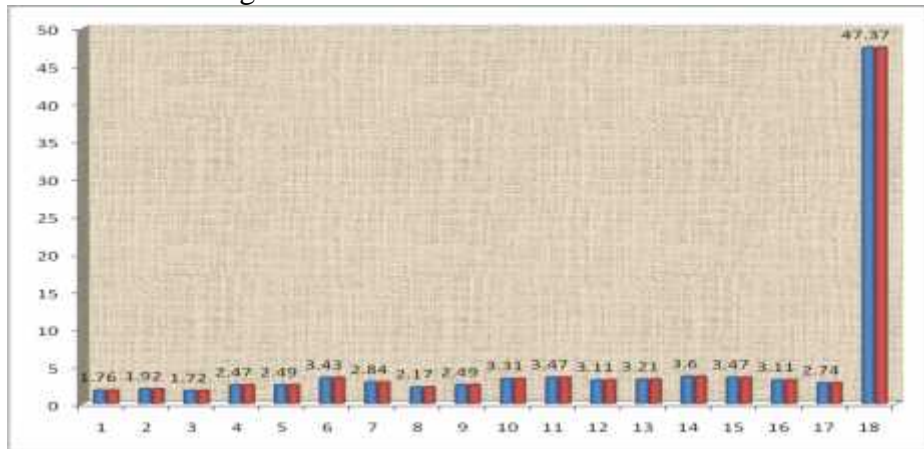
Graph 1 above illustrates that the answers of 51 students are very varied because the average student in answering the questions shows the smallest value of 2.05

and the largest of 3.01 with an average level of 73.40% for each student. The average decline rate overall item 69.08%. The overall statement of strongly Agree or

attitudes very like overall illustrates not too significant using English in the classroom. If converted in determining attitudes on a scale the rating scale is between levels 61-90. This shows that students of English Language Education and English Letters like to use English in the classroom and around the campus.

When viewed at the level of diversity, the respondents showed a figure of 239.7%.

This number implies that the diversity of responses of respondents to the attitude of using English is good. So, also the attitude of respondent is very good because the density in answering questions is very significant at 0.30%. The value of the attitude Agree or scale likes English education students and English Letters illustrated in the following graph.

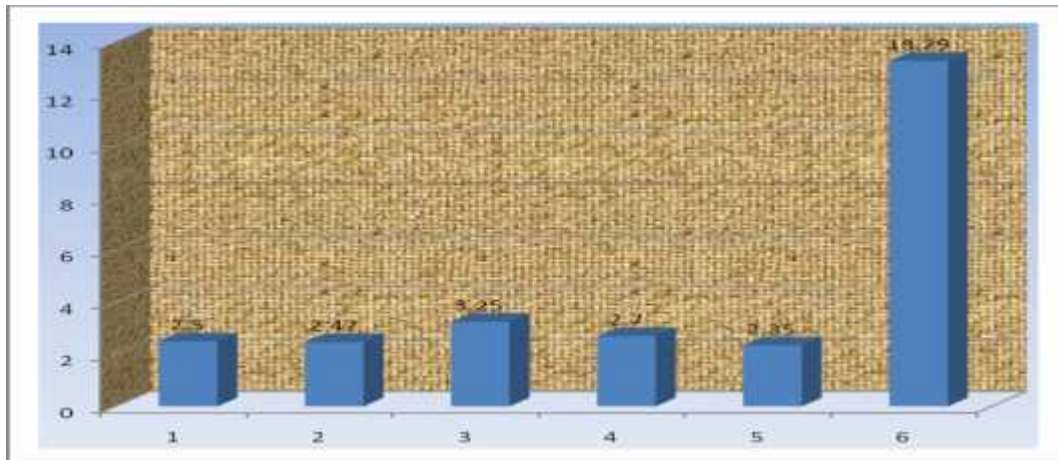


Graph 2. Agree indicators

In graph 2 above shows that the attitude of the seventh semester students of English Language Education Study Program and English Letters Study Program at Khairun University illustrated the number of items divided by the number of respondents obtained by an average of 69% with the diversity of each student at 322.3%, and their density at 0.21%. This shows that every student in the English Language

Education Study Program and English Letters study program is good at using English actively in the classroom. The attitude value Agree or likes in table 2 (two) 0.21% compared to the attitude of Strongly Agree 0.30%. On chart 1 the density level of the respondent's answer to their attitude were very good. This shows that English and English Letters Education students love to use English actively in classroom.

In graph 3 illustrated that Disagree students learn or use English in the classroom.

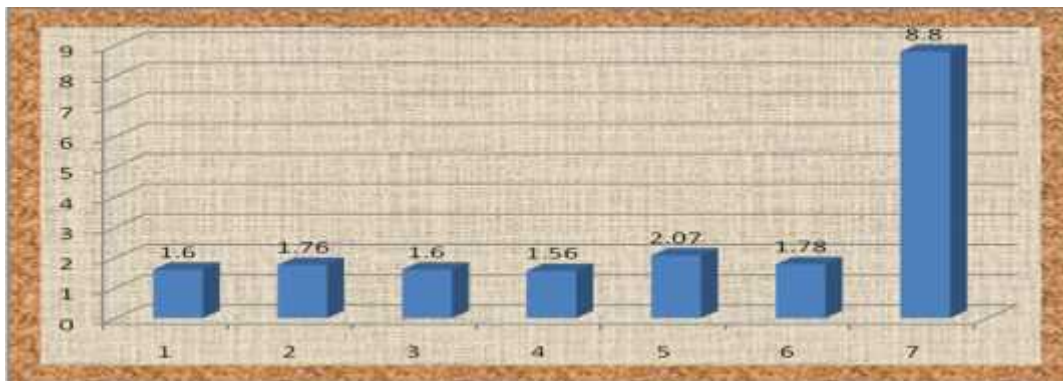


Graph 3.Disagree

Graph 3 above is illustrated that the seventh semester of English Language Education and English Letters Education at Khairun University is Disagree on the use of English. The average level of the item statement is 66.47% Disagree attitude for each student. The average all students are in

the statement of Disagree 5.11% with diversity of 90.49%. An attitude scale the average is quite high beyond the specified level, which is 31-60%. This is also seen in the density level in responding to the 0.73% Disagree statement for all students.

Graph 4, students are measured by the indicator of Strongly Disagree in using English in the classroom.



Graph 4.Strongly Disagree indicators

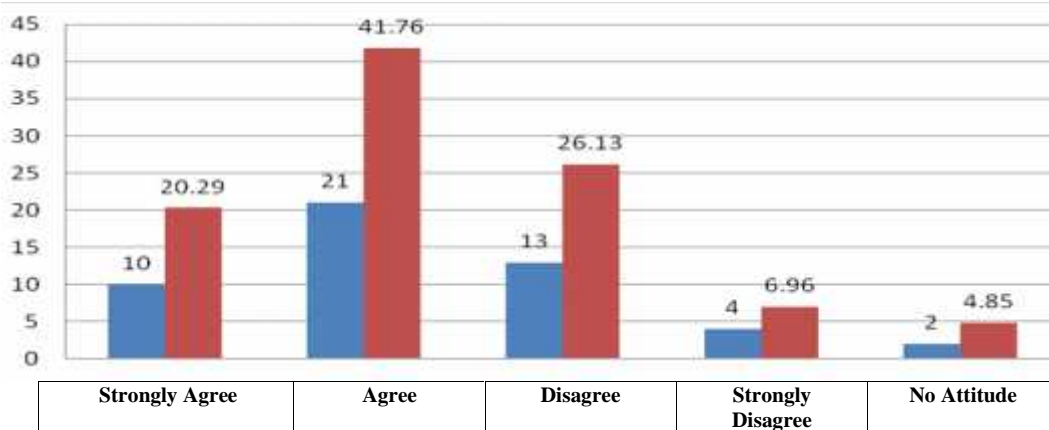
Graph 4 above shows the attitude of each student on Strongly Disagree in using English in the classroom. The average response of each student is 1.56 - 8.80 or 36.68%. The responses of all students were 17.26%, with a diversity of answers of 0.75-2.18 or 59.94%. Overall answer density is 0.61%. This means that students do not use English in class very high. Graph 4 above

shows that the use of a scale of the Strongly Disagree attitude of students does not like to use English in the classroom does not exceed the set standard of 21-30%.

The results of Strongly Agree, Agree, Disagree, Strongly Disagree, No Attitude analysis show that all students like to use English in the classroom. However, not yet

in level Strongly Agree English is actively used in the classroom. Here is illustrated in some students who have the attitude of

Strongly Agree using English. It can be seen in the following details on graph 5.



Graph 5. Strongly Agree, Agree, Disagree, Strongly Disagree, No Attitude

The graph 5 above it is known that the seventh semester students of the English Language Education Study Program FKIP and the English Letters Study Program FIB University of Khairun on the use of English in the classroom included 10 students who chose the Strongly Agree or 20,29%, Agree 21 students or 41, 76%, Disagree 13 students or 26,13%, Strongly Disagree 4 students or 6,96%, and No Attitude 2 students or 4,85%.

The use of English in the class include 10 students choosing Strongly Agree or 20.29%, 21 Agree students or 41, 76%, Disagree 13 students or 26.13%, Strongly Disagree 4 students or 6.96%, and Not Attitude 2 students or 4.85%.

Conclusions and Suggestions.

Conclusion. This study found that the attitude of Strongly Agree students of FKIP English Language Education Study Program and English Letters Study Program FIB Kharun University, all chose to Agree to use English in the classroom more, namely 41.76%, followed by attitude Disagree 26.13%, Strongly Agree 20.29%, Strongly Disagree 6.96%, and Not Attitude 4.85%. This shows that seventh semester students of FKIP English Language Education Study Program and FIB English Letters Study Program Agree to use English actively in classroom with the diversity of each student at 322.3%, and its density is at 0.21%.

Suggestion. This research still has many shortcomings, including not accommodating relationships the influence of attitude and motivation. So, the further researcher is expected to be able to connect attitudes and motivations in the use of language actively in the classroom. The results of this study recommend to the Program Study of English Language Education Study Program and English Letters study program to encourage students to use language actively in the classroom.

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