

MANAGEMENT OF STUDENTS' ATTITUDE AT UNIVA LABUHANBATU IN LEARNING ENGLISH

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Abstract

The problem in this research is limited in order to make it specific. There are 3 aspect in learning language, they are: cognitive, affective, and behavioral. Then, the analysis of this research focus on cognitive learning language. The formulation of the problem of this research is how is the management student attitude in learning English?, The objectives of the study is to know the management students attitude in learning English. the the result of this research can be categorized into enough category. It can be seen on the value of the Mean Score (M) got by the students, that is 60.6 and the classification, it can be seen that: (1) No one of students that can be categorized in to very weak category. (2) No one of students that can be categorized in to weak category. (3) There are 18 students that can be categorized in to enough category. It means that there are 60 % of the students can be classified into the enough category. (4) There are 12 students that can be categorized into good category. It means that there are 40% of the students can be classified to the good category. (5) No one of students that can be categorized in to very good category.

Keywords: Students attitude, Management, Learning English

1. INTRODUCTION

Students' attitudes towards the target language, its speakers and the learning context may all play some part in explaining their success in learning a language (Candlin & Mercer, 2001). Numerous research studies have been conducted on the role of attitude in second language acquisition, probably spurred by the knowledge that negative attitudes can change. Factors like better teaching strategies, classroom and social environment can drastically reduce negative attitudes (Choy, 2002). Individual differences also play a significant role in learning a language. In second language learning contexts, factors like age, gender, language background, type of school attended, and peer influences are some of the variables that influence language acquisition and attitudes (Meri sou-Strom, 2007).

It is argued that language learning is regarded as the cornerstone of human existence. Knowing the language can help us to express our opinions, hopes, and even our dreams (Tavil, 2009). In Language learning, there are various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc. (Gardner, 1960; Lehmann, 2006, cited in Shams, 2008). The matter of learner's attitude is acknowledged as one of the most important factors that impact on learning language (Fakeye, 2010).

All of students have different attitude in learning language, English, include management attitude. Same like Univa Labuhanbatu, especially Management faculty, students' attitude in learning English is very low. Their ability in English and attitude in learning is very low. It can be seen when they are learning English. So, the researcher want to make a research about "the management students' attitude of Univa Labuhanbatu in learning English".

1.2 The Scope of the Study

The problem in this research is limited in order to make it specific. There are 3 aspect in learning language, they are: cognitive, affective, and behavioral. Then, the analysis of this research focus on cognitive learning language.

1.3 The Formulation of the Problem

The formulation of the problem of this research is how is the management of student attitude in learning English?

1.3 The Objective of the Study

The objectives of the study is to know the management of students attitude in learning English.

1.4 Definition of Language Attitude

Researchers in the fields of psychology and education, especially language learning, consider several definitions of attitude which mention different meanings from different contexts and perspectives (Alhmali, 2007). Based on the theory of planned behavior, Montano and Kasprzyk (2008 : 71) state, Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude."

Ellis (2000) mentions that positive attitudes towards the L2 and its speakers can be expected to enhance learning while negative attitudes impede it. So, learner attitudes have an impact on the level of L2 proficiency achieved by individual learners who are themselves influenced by this success. Thus, learners with positive attitudes, who experience success, will have these attitudes reinforced. Similarly, learners' negative attitudes may be strengthened by lack of success. (Ellis 2002).

1.5 Important Language Attitude

Reid (2003) declared, "Attitudes are important to us because they cannot be neatly separated from study." Attitude is considered as an essential factor influencing language performance (Visser, 2008). Achievement in a target language relies not only on intellectual capacity, but also on the learner's attitudes towards language learning. This means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one.

1. Language Attitude

Besides the intellectual perspective, the nature of language learning has psychological and social aspects and depends primarily on the learners' motivation and attitude to learn the target language (Padwick, 2010). Gardner and Lambert (1972) have concluded that the ability of the students to master a second language is not only influenced by the mental competence or, language skills, but also on the students' attitudes and perceptions towards the target language. They also advocated that attitude concept could enhance the process of language learning, influencing the nature of student's behaviors and beliefs towards the other language, its culture and community, and this will identify their tendency to acquire that language.

In 1992, Baker proposed a comprehensive theoretical model, focusing on the importance of conducting attitudinal research in the field of language learning. Baker (1992, p. 9) states that, "In the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death." Recently, De Bot et al. (2005) assert that language teachers, researchers and students should acknowledge that high motivation and positive attitude of students facilitate second language learning. Thus, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner will possess a negative attitude and will not be motivated and enthusiastic in language learning. Therefore, learners' attitudes could incorporate in language learning because it may influence their performance in acquiring the target language.

2. Aspect of Language Attitude

Feng and Chen (2009) stated that, "Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield." Attitude can help the learners to express whether they like or dislike the objects or surrounding situations (Choy & Troudi, 2006).

Learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one has learned a specific subject, he/she is supposed to think and behave in a different manner and one's beliefs have been distinguished (Kara, 2009). Furthermore, learning process has social as well as psychological aspects besides the cognitive approach. Attitude concept can be viewed from these three dimensions. Each one of these dimensions has different features to bring out language attitude results. Accordingly, the attitude concept has three components i.e., behavioral, cognitive and affective. These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitivism and humanism respectively. In the following, the three aspects of attitude concept i.e., behavioral, cognitive, and emotional aspects are briefly described.

The original Taxonomy provided carefully developed definitions for each of the six major categories in the cognitive domain. The categories were Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. With the exception of Application, each of these was broken into subcategories.

The categories were ordered from simple to complex and from concrete to abstract. Further, it was assumed that the original Taxonomy represented a cumulative hierarchy; that is, mastery of each simpler category was prerequisite to mastery of the next more complex one.

At the time it was introduced, the term taxonomy was unfamiliar as an education term. Potential users did not understand what it meant, therefore, little attention was given to the original Taxonomy at first. But as readers saw its potential, the framework became widely known and cited, eventually being translated into 22 languages.

One of the most frequent uses of the original Taxonomy has been to classify curricular objectives and test items in order to show the breadth, or lack of breadth, of the objectives and items across the spectrum of categories. Almost always, these analyses have shown a heavy emphasis on objectives

requiring only recognition or recall of information, objectives that fall in the Knowledge category. But, it is objectives that involve the understanding and use of knowledge, those that would be classified in the categories from Comprehension to Synthesis, that are usually considered the most important goals of education. Such analyses, therefore, have repeatedly provided a basis for moving curricula and tests toward objectives that would be classified in the more complex categories.

3. From One Dimension to Two Dimensions

Objectives that describe intended learning outcomes as the result of instruction are usually framed in terms of (a) some subject matter content and (b) a description of what is to be done with or to that content. Thus, statements of objectives typically consist of a noun or noun phrase-the subject matter content-and a verb or verb phrase-the cognitive process (es). Consider, for example, the following objective: The student shall be able to remember the law of supply and demand in economics. "The student shall be able to" (or "The learner will," or some other similar phrase) is common to all objectives since an objective defines what students are expected to learn. Statements of objectives often omit "The student shall be able to" phrase, specifying just the unique part (e.g., "Remember the economics law of supply and demand."). In this form it is clear that the noun phrase is "law of supply and demand" and the verb is "remember."

In the original Taxonomy, the Knowledge category embodied both noun and verb aspects. The noun or subject matter aspect was specified in Knowledge's extensive subcategories. The verb aspect was included in the definition given to Knowledge in that the student was expected to be able to recall or recognize knowledge. This brought unidimensionality to the framework at the cost of a Knowledge category that was dual in nature and thus different from the other Taxonomic categories. This anomaly was eliminated in the revised Taxonomy by allowing these two aspects, the noun and verb, to form separate dimensions, the noun providing the basis for the Knowledge dimension and the verb forming the basis for the Cognitive Process dimension.

4. The Cognitive Process dimension

The original number of categories, six, was retained, but with important changes. Three categories were renamed, the order of two was interchanged, and those category names retained were changed to verb form to fit the way they are used in objectives.

The verb aspect of the original Knowledge category was kept as the first of the six major categories, but was renamed Remember. Comprehension was renamed because one criterion for selecting category labels was the use of terms that teachers use in talking about their work. Because understand is a commonly used term in objectives, its lack of inclusion was a frequent criticism of the original Taxonomy. Indeed, the original group considered using it, but dropped the idea after further consideration showed that when teachers say they want the student to "really" understand, they mean anything from Comprehension to Synthesis. But, to the revising authors there seemed to be popular usage in which understand was a widespread synonym for comprehending. So, Comprehension, the second of the original categories, was renamed Understand.

2. DISCUSSION

This research used correlation research. L.R. Gay said that correlation research attempted to determine whether, and to what degree, a relationship exists between two or more variables. A correlation was a quantitative measure of the degree of correspondence between two or more variables.

From the above quotation, researcher concluded that the correlation quantitative was a kind of method in this research which had the aim to know the correlation of two or more variables. The correlation research required information about at least two variables obtained from a single group of people. The researcher wanted to know the Management Students Attitude of Univa Labuhanbatu in Learning English.

The sources of data in this research are divided in to parts, 1. The primary sources of data is Management Students, they are 103 students. They are divided into three classes. Suharsimi Arikunto stated, *“Apabila subjeknya kurang dari 100, lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi. Selanjutnya, jika subjeknya besar dapat diambil antara 10-15 atau 20-25 atau lebih.”* (If less than 100, it is better to take all of them as the sample, but if the total of population is more than 100 students the sample can be taken about 10-15% Or 20-25%) or more. The research took 36 students as sample from 103 students. The researcher used random sampling. The researcher took them because their mark in study about English are still low. So that we can see the table as follow:

Table 2
The Population the first semester of Management students of Univa Labuhanbatu are 103 students

NO	CLASS	TOTAL
1.	Semester 1A	30
2.	Semester 1B	36
3.	Semester 1C	37
	Total	103

2. The secondary sources of data is got from the Rector of Univa Labuhanbatu, Drs. H. Bukhori Is, MM, Kons.

“A research must have an instrument in this research because a good instrument can go guarantee for taking the valid data. Suharsimi Arikunto said”. Instrument of the research is a tool of facility is used by the researcher in collecting data. So that, the process is easier and better with the more careful, complete and systematic.

In this research, the researcher used instruments of collecting data are gained from:

1) Observation

To complete the data of research, researcher took an observation. According to Margono “Observation was monitoring and record-keeping as indication of research object systematically.” Next Abdurrahman Fathoni that, “observasi adalah teknik pengumpulan data yang dilakukan melalui suatu pengamatan dengan disertai pencatatan – pencatatan terhadap keadaan atau perilaku objek sasaran.” (Observation is a technique of collecting data which is done through an observation and take a note about the condition or the aim of the object behavior).

2) Questioner

This research, the researcher giving questioner about management students of Univa Labuhanbatu in learning English. The researcher give 30 items test to them. The students are asked to answer the entire question.

The researcher makes the technique analysis data for this research. The data will be analyzed by the following procedure:

- a. Checking data whether the data are true or false.
- b. Counting sum of the true from the students' answer and then classified them based on their score.
- c. Calculating their result (mark) by using Mean Score.

In this research used the formula mean score. The formula is:

$$M = \frac{\sum X}{N}$$

Where:

M: Mean score (average)

N: Sum of respondents

$\sum x$: Total of the result.

- d. After calculating and scoring students' answer sheets then, their score are consulted into the classification quality on the table below:

Table 3
The Classification Quality of the Students' Score

No.	Interval	Predicate
1	0% - 20%	Very weak
2	21% -40%	Weak
3	41% - 60%	Enough
4	61% - 80%	Good
5	81%-100%	Very good

After analyzing the data, it was gotten that the value of the mean score (M) of the Management Students Attitude of Univa Labuhanbatu in learning English and it can be categorized into enough category. And to know the description about classification or the criteria of the Management Students Attitude of Univa Labuhanbatu in Learning English is drawn on the following table:

Table 4:
The Criteria Score Interpretation

No.	Interval	Predicate
1	0% - 20%	Very weak
2	21% -40%	Weak
3	41% - 60%	Enough
4	61% - 80%	Good
5	81%-100%	Very good

Table 5:

The Classification of the Management Students Attitude of Univa Labuhanbatu in Learning English

No.	Classification	Predicate	Total of student	Percentage
1	0% - 20%	Very Weak	0	0
2	21% - 40%	Weak	0	0
3	41% - 60%	Enough	18	60%
4	61% - 80%	Good	12	40%
5	81% - 100%	Very Good	0	0
	Total		30	100%

According to the above classification, it can be seen that:

1. No one of students that can be categorized in to very weak category.
2. No one of students that can be categorized in to weak category.
3. There are 18 students that can be categorized in to enough category. It means that there are 60 % of the students can be classified into the enough category.
4. There are 12 students that can be categorized into good category. It means that there are 40% of the students can be classified to the good category.
5. No one of students that can be categorized in to very good category.

3. CONCLUSION

After treating the collecting data, the next steps are the researcher was taking the conclusions about this research. It is important because it can describe about the final research itself. and it can be used as an input to the readers and other researchers referring to the topic of this research.

In this case, the researcher conclude the conclusions of this research as “the managemet students’ attitude of Univa Labuhanbatu in learning English”, the result of this research can be categorized into enough category. It can be seen on the value of the Mean Score (M) got by the students, that is 60.6 and the classification, it can be seen that:

1. No one of students that can be categorized in to very weak category.
2. No one of students that can be categorized in to weak category.
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