

CHAPTER 1

INTRODUCTION

1.1 Background of The Study

Learning language processes are considered to be influenced by various factors such as motivation, attitudes, anxiety, learning achievement, aptitudes, intelligence, age, and personalities (Kircher, 2022; Pratolo, 2017). From all these factors, student attitudes towards language variation are believed to influence levels of proficiency in the second language acquisition (Zulfikar, 2019). Language attitude is constructed around three components, cognitive components, affective components, and behavioral components (Batang, 2018; Carlo, 2017; Hayakawa 2020). Language attitudes seek the “views of the people” and can be measured at an individual level or an attitude of a group or community (Baker, 1992). Student attitudes towards language variation significantly impact their proficiency in acquiring a second language. These attitudes encompass cognitive, affective, and behavioral components and can be studied at individual or group levels. Understanding language attitudes is vital for effective teaching and learning strategies, fostering a positive language learning experience.

Language attitude contributes to the language learning process. The attitude of the learners feels, believes, and behaves accommodate to successful language learning (Wati, 2018). Language attitude investigates individuals’ positive and negative attitudes toward various language varieties, along with how attitude influences how people perceive language (Baker, 1992). Positive language attitudes toward English as a foreign language are marked by passion and a strong desire to learn the language; they have a positive orientation and disposition toward the language, and they are at ease speaking it (Saiful, 2018). Conversely, a negative attitude

may cause anxiety, low cognitive achievement, boredom, and dislike towards language learning (Abidin, 2012; Zulfikar, 2019).

Exploring and investigating a learner foreign language attitude is crucial because it can obtain helpful information that can be utilized to enhance the effectiveness of teaching and learning pedagogy (Wati, 2019). For example, Ratnadewi (2020) research on language attitude in boarding school revealed that High-Achieving Class (HAC) are related with positive language attitude, while some Low-Achieving Class (LAC) have positive language attitude but have low English scores due to teaching methods and learning materials are not accordance with their wishes. Moreover, Getie (2020) in language attitude research on student's high school discovered that students have a positive attitude and are aware of the importance of English, and they are interested in learning the English language. But students also have negative attitudes towards educational factors such as the learning environment, lack of encouragement from the teacher, anxiety of making a mistake which leads to frustration, and lack of opportunities to practice English.

Furthermore, based on the researcher's observation in the classroom, there are two distinct types of students. The first type actively engages in the course, reveals focus, curiosity, problem-solving skills, and exhibits encouraging behaviors such as answering questions and being prepared with materials. Conversely, the second type of students displays behaviors indicating a lack of focus, attention, interest, and motivation. They engage in disruptive behaviors such as joking around, not paying attention, and even falling asleep in class. They also exhibit a lack of preparation, as evidenced by not bringing necessary materials and show a lack of engagement by not participating actively in class activities and neglecting tasks. To clarify these phenomena, pre-observation research was conducted to avoid miss judgment by the researcher. A 30 questions 4-point likert scale questionnaire was adapted from Abidin (2012) and Wati (2019) on 31 santri's class 11th then analyzed using SPSS application. Based on the

findings it is evident that the majority of students (71%) have a positive attitude towards the English language. However, it is concerning to note that a significant proportion of students (29%) tend to exhibit a negative attitude towards the English language. This finding raises concerns regarding the underlying reasons behind these students' negative attitude towards English. Therefore, the researcher aims to identify the factors that influence students' attitudes towards learning the English language.

Based on the previous study that is related in this research on a student's language attitude with the background of Islamic environment. Students generally have a positive attitude towards the awareness of the importance of English language, motivation, beliefs, self-efficacy, and learning environment (Astrid, 2020; Idrus, 2017). On the aspect of language attitude, Ratnadewi (2020) mixed method study revealed a positive orientation on cognitive, affective, and conative but students prefer to learn English outside the classroom (competitions, programs, and other campus agendas). Zulfikar (2019) mixed method study revealed a coding throughout the research, a positive attitude on cognitive, behavior, and emotional, but some students felt anxiety while learning English due to suffering language anxiety. Different from the previous research, my research focused on finding out the factors that negatively affect santri's English language attitude.

1.2 Formulation of The Problem

The formulation of the research problem is: What are the factors that negatively affect santri's English language attitude?

1.3 Operational Definitions

1.3.1 Attitudes : Attitudes refer to the mental and emotional responses of *santri* toward learning English,

as reflected in their behavior and engagement in language activities.

1.3.2 Language Attitude : Language attitudes specifically address *santri's* cognitive, affective, and behavioral tendencies toward English, impacting their motivation, anxiety, and persistence in learning and using the language.

1.3.3 Santri : *Santri* refers to students who are enrolled in an Indonesian Islamic boarding school. *Santri* generally studied intensive Islamic studies, Quranic recitation, memorization, Arabic Language, and *Kitab Kuning* under the guidance of Islamic scholar's daily programs.

1.4 Aim of The Research

This research aims to investigate the factors affecting *santri's* negative language attitude.

1.5 Significances of The Research

The research is expected to generate beneficial results in three major purposes as follows:

1.5.1 Theoretical Uses : This study contributes to strengthening the previous study focusing on factors that influenced negative language attitude.

1.5.2 Practical Uses : This study can be used to provide information and reference to teachers and lecturers to support a framework of curriculum, policy,

evaluation, teaching programs, or a teaching plan in the boarding school.

1.5.3 Empirical Uses : This study will enrich the literature about the factors that influenced student's negative language attitude towards the English language learning.