



Students' Attitude in Joining English Course

Sri Mayang Indah¹ and Syafitri Ramadhani²

^{1,2}Universitas Negeri Padang

Correspondence Email: srimayangindah23@gmail.com

Article History

Submitted: 2024-01-31

Accepted: 2024-02-13

Published: 2024-02-15

Keywords:

Students' attitude, positive attitude, negative attitude, english course

Abstract

This research was conducted to determine students' attitude in joining English course. The researcher used descriptive quantitative methods with questionnaire to get answers about students' attitude. The purpose of this study is to find out what students' attitudes towards joining English courses are. The sample of this research was 30 students at SMAN 2 Painan. There were 30 statements that students had to fill in by choosing answers between strongly agree, agree, disagree, and strongly disagree. The findings show that of the 30 students who were sampled for the English course, most students gave a positive attitude in attending the English course. In particular, the positivity of the cognitive component with ten statements with an average of 3.30 (82.50%), the positivity of the affective component with eight statements with an average of 3.15 (78.85%), and the positivity of statements regarding conative component with twelve statements with an average of 3.18 (79.51%). From the results of this research, it can be concluded that students' attitude in joining English course based on the three components which are cognitive, affective, and conative reveal a positive attitude. Through this research, the findings also concluded that English courses have many benefits, especially for students who have joined English course in improving their English.

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How to Cite: Indah, SM., & Ramadhani, S. (2024). Students' Attitude in Joining English Course at SMAN 2 Painan. *Journal of English Language Teaching*, 13. (1): pp. 144-149

INTRODUCTION

English is a very vital language to be learned. However, most students' English ability can be classified as low. Many students still don't have the confidence or courage to communicate in English. Some of them are embarrassed to speak English. This phenomenon shows that English teaching and learning in Indonesia is

not successful. For senior high school students, English is a compulsory subject taught in developing knowledge and language skills (Prastiwi & Suharso, 2018). In addition, English language needs to be provided in an interesting, quality, and accordance with existing developments. Along with the current development of education, English is highly prioritized for high school students to be able to communicate in spoken or written form. English subject has to be studied by students at school based on the existing curriculum at the school. One of the curricula used by the school is the Merdeka curriculum which emphasizes students' skills in English. The Merdeka curriculum must have effective objectives in accordance with the needs of students. On the one hand, the design and content of the English curriculum do not meet the students' interests and needs. As said by Larasati & Simatupang (2020), Indonesia's curriculum still does not meet the requirements for students to understand English at an advanced level. This causes students do not show a positive reaction to English learning.

Behind all these demands, there are still many shortcomings in the English language learning process at school. According to Musnandar (2014), English language teaching in schools may have limited time for practice, which can be a significant challenge for learners. Setyowati et al., (2017) also add that some English language teaching methods in schools may not provide sufficient attention to pronunciation, which can be a significant challenge for learners. Another shortcoming is also explained by Anggiarini (2016) that there is a large number of students in formal schools, around 30 to 40 students in each class. It was also found at this school, so the teachers did not know each student's level of understanding. From these existing problems, it can be concluded that students still have problems in improving their English skills.

English course outside school can help and give students more time to learn English. Unlike the number of students in schools, the number of students in the English course has around 10 students in each class. It makes the teachers can give more attention and communicate with each student. The learning method in the English course is also different and more interesting because most students are given learning tricks and ways to answer questions quickly. Then, there are also English course that employ native speakers as a means for students to practice their English-speaking skills.

Based on the advantages of the English course above, many students now seem to be interested in joining the English course. This is also stated by Rina Dyah Murtiningsih (2010) as the Marketing Manager of ELTI Yogyakarta that the percentage of students who joined the English course reached 65 percent, they felt they needed more English skills to face the national exam. Besides, a study conducted by Ferdiansyah (2014) regarding students' interest in English educational institutions found that students' interest in English course was quite high. Setyowati et al., (2017) also say that English courses can help individuals develop effective communication skills in English, which can be beneficial for academic success, professional development, and global communication. It implies that many students are interested in the English course so it can be a reason for students to join the English course.

When it comes to students, one of the indicators of success in learning English is their attitude. Some researchers have found that students' attitudes toward the language they are learning are consistent with their success in learning that language. However, the problem that arises from this phenomenon is the attitude of English learners towards English itself. Students' attitude is certainly varied. This is important to know the attitude of language users or language learners towards the target language. This may also affect the user's achievement level in the target language (Nababan, 1993). In addition, attitude is a simple thing, but it can affect how you learn English.

From the explanation, students give different attitude. Some students give positive attitude and some students give negative attitude toward English club, English camp, or English language learning at school. Because of these differences, it is important to examine students' attitudes toward the English course. Therefore, it is important for researcher to know the students' attitude of SMAN 2 Painan in joining English course.

This study aims to find out the students' attitude in joining English course. The formulation of this research is what students' attitudes towards joining English courses are.

METHOD

A descriptive quantitative design is used for this study. This method was used because the research only focused on students' attitude in joining English course. This study did not require specific treatment for the teaching or learning process because it sought to provide information on students' attitude in joining English course. The sample for this research was 30 students. The researcher gave questionnaire to 30 students. The questionnaire contains 30 statements that students must answer by choosing between four: strongly agree, agree, disagree, and strongly disagree.

RESULT AND DISCUSSION

Research Finding

1. Students' Attitudes in Joining English Course

This questionnaire was used to answer the research question about students' attitude in joining English course. The questionnaire was distributed to 30 students with four response options: "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree.". Thirty statements show three indicators: beliefs/thoughts (Cognitive), feelings/emotions (Affective), and readiness to act (Conative).

Table 1. Students' Attitude in Joining English Course

| No | Component | % | Mean | Category |
|----|-----------|---------|------|---------------|
| 1 | Cognitive | 82.50 % | 3.30 | Very Positive |
| 2 | Affective | 78.85 % | 3.15 | Positive |
| 3 | Conative | 79.51 % | 3.18 | Positive |

As can be seen in the above table, students have positive attitude of these three components: cognitive, affective, and conative. With the highest mean score in the cognitive component of 3.30, indicating that the students' attitude in joining English course was positive.

a. Students' Attitude Based on the Cognitive Component of English Course

The first component, consist of indicator such as beliefs/thoughts, there are ten valid statements that are explain about knowledge and information that a student has about English course. The data analysis reveals a generally positive attitude among students regarding cognitive component.

In summary, cognitive received a positive score of 3.30. Respondents' answers reached 82.50%, which was included in the very positive classification. This shows that students have a positive attitude of the cognitive component of English course. Based on the cognitive of joining English course indicators, it can be concluded that students positively perceive English course as an English learning place that students can use to increase their English skills.

b. Students' Attitude Based on the Affective Component of English Course

The second component of students' attitude is affective. This research has eight valid statements representing affective indicators, feelings/emotions.

Overall, the average score for the affective component of attitude, showing a score of 3.15 which means positive students' attitude. The conclusion is that students have a positive attitude of joining English course. This shows that students feels that English course is fun and makes it easier for them to learn English.

c. Students' Attitude Based on the Conative Component of English Course

The last component of students' attitude is conative. There are twelve valid statements with indicator readiness to act.

The average score for conative component was 3.18, which was included in the positive classification. This shows that students have a positive attitude of the conative component of joining English course. Students show a positive attitude, as shown by the conative component of their attitude indicators. Students can join an English course based on the benefits they get from it. Based on their readiness to act, it can be concluded that they have a positive attitude towards the English course.

Discussion

The researcher in finding out the attitude of the students towards the English course which is very important in supporting the improvement of English language at SMAN 2 Painan used a questionnaire. The researcher studied three components of students' attitude in joining English course and found positive outcomes. The cognitive component shows that the students' attitude is positive when assessed from all indicators based on their beliefs and knowledge in learning English at English course. This can be shown by the data which show that the students believe that the English course can make them become more trained. Students also have the thought that the English course increases their knowledge and understanding. Students also reveal that the English course helps students to communicate more effectively. In

line, Fauzan et al., (2023), the English course activities are designed to create an interactive learning environment to encourage their active participation and help students cultivate their interest and focus in learning English. Results also show that most students like their English classes at English course and expect a lot from it.

Similarly, the indicator of students' attitude was found to be positive for the affective component. These results are based on students' feelings and emotions towards the English course. For example, emotional or affective feelings expressed through likes, dislikes, fear, anger, joy, etc. towards the language itself. The researcher found that English course students had a positive attitude regarding the statement that they felt proud, confident and fun at the English course. This is supported by Derakhshan et al., (2016) state that students believe that the study course can be carried out comfortably, happily, efficiently and effectively at any time, in fragmented time. In addition, students felt that they were interested in joining the English course. This is in line with the results of a study conducted by Ferdiansyah (2014) regarding students' interest in English educational institutions found that students' interest in English courses was quite high.

Furthermore, the final indicator of students' attitude was found to be positive for the conative component refers to attitudes exhibited by people as they act and react in particular situations, or attitudes that based on people's reactions to those situations. These results are based on students' readiness to act towards the English course. The students state that they tend to join English course based on their own initiative. Most students try harder to use English at English courses than at school, because the English course learning system is more diverse than at school. As Kong (2019) says that the English course teaching system emphasizes explaining difficult difficult points and common mistakes that students often make at school, so that students can learn without repeating the same mistakes according to their own levels. Students also become more active in learning English; this also causes students to be brave in answering the teacher's questions. As supported by Ayuningtyas (2022) English course focuses on communication and conversation as well as the activeness of students who are more active in English course.

In essence, the findings highlight the attitude of joining English course, acknowledging its advantages and limitations. The study has proven that the sample of students have positive attitude in joining English course.

CONCLUSION

The purpose of this research is to find out students' attitude in joining English course. Based on the results, three component were rated positively collectively. In addition, because the highest students' attitude score is 3.30 (82.50%), it can be concluded that the students' attitude in joining English course is positive.

Students have a positive attitude as many of English course students are satisfied with learning English in English course. They find English course media and learning strategy interesting and suitable for learning English. Students also stated that the English course is a place for students to practice their English skills. By practicing, most students can solve or clear up problems, especially learning English which includes being insecure and nervous and they agree that the English

course is a place that provides many benefits for students after becoming a member of it. It can be concluded that joining an English course produces a positive attitude towards students.

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