



**STUDENTS ATTITUDE IN
LEARNING ENGLISH CONVERSATIONS**

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ABSTRACT

English conversation is an important lesson for Senior High School students in order to face the globalization effects. Many students considered English conversation as a controversial lesson through their positive and negative attitudes toward it. This study aimed to investigate the types of attitudes of the Senior High School students in learning English conversation, to describe the realization of the attitudes of Senior High School students in learning English conversations, and to explain the reason of the attitude which Senior High School students realized in the ways they are. The subjects of this study were 20 students consisting 12 females and 8 males at the age of 16-18 years old. The data were collected by observations and interviews then were analyzed using Interactive Models. The result showed that positive and negative attitude in learning English conversations, five types of realizations, and the reasons of the students realized their attitudes i.e. the language loyalty, language pride, and awareness of language norms. It was concluded that the students' attitude varied as to positive and negative ones and realized in numerous manners affected by several factors.

Keywords: *Discourse Markers, Students Interactions, Nonformal Education, Conversation*

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INTRODUCTION

Conversation is the activity of asking and responding activity among two or more persons to talk about the specific topic in particular languages. In extending the idea process, the attitudes frequently arise to respond the information that is received. Moreover, the attitudes they used towards speaking English may play a big role for their performance in using the target language. Mostly, the students still do not use English to communicate in the classroom. It might be caused

by a difference background and students' purposes when they come to English Language Education Study Program which is some of them are interested in English and the others are less. Probably, the teachers in high school level often neglect the increasing of students' speaking skill in foreign language.

It lines with the previous research that was conducted by Bui (2013), which raised the topic of the Influence of Attitudes on Speaking English and Exposure to Oral Communication in English on the Use of Communication Strategies by the English Department in Vietnam. In her research, she found that students with positive attitudes toward speaking English stated significantly have higher frequency and grater variety using than those with negative attitudes. In addition, students with negative attitudes towards speaking English tend to have intermediate or poor speaking skills. They may not like speaking the language because they lack confidence in their conversational skills.

The next similar studies to support this research conducted by Iwamoto (2009) entitled Attitudes of Japanese Students to the Speaking Situation which used three main variables, namely language anxiety, self-confidence and willingness to communicate in describing students' attitudes. His research showed that students who felt less anxious were more confidence and willing towards speaking English. And the second is Language Attitudes of Turkish Students to The English Language and Its Use in Turkish Context by Karahan (2007). This study supports the general assumption that positive language attitudes make students have a positive orientation towards learning English. Beside, this result could be an evident that they do not have a positive attitude towards English which was as the result of the Turkish education system. It means that, this phenomena can be the reason of English conversation is decided as one of subject that consists in curriculum which is it must be taught in high school level.

Thus, the students can show and improve their several attitudes in speaking English through its subject. In other words, some of students could not give the contribution on the lesson activity in teaching-learning English translation process at the class. Most of the students are inert and ashamed to speak, but some of them are serious and enthusiastic on the activities. It can be seen in the example as follow:

Teacher: "Good afternoon students, how are you today?"

Students: "No what what. Please, do not speak English Miss, do you? how come Indonesians use English."

The conversation above shows that some of students gave a negative attitude by saying "Please don't speak English Miss, right?" which means that they do not like to use English towards learning conversation. Other responses from some students showed the attitudes in as follows:

Teacher: "Ok students, now we are going to study about narrative text, are you ready?"

Students: (no answer, then some students lying head on the table and there are some students doing conversation with his seatmate)

Those conversations describes the students' attitudes in English conversation class, it shows that some students have negative attitudes which are expressed by their behavior. However, some students have positive attitude towards English conversation. It can be seen from their responses as follows:

Teacher: "Ok, if you don't understand all, you can mix with bahasa Indonesia".

Students: "Miss, why don't we use full English only, because I like it."

The short conversation above shows that the teacher allowed the students to mix English and Bahasa if they could use full of English as long as the learning run but the students asked the teacher to let them used full of English as long as they learned conversation subject in the class. It means that the students showed the positive attitudes in responding the teacher's statement because they hoped that by using English towards its subject could help them to improve their speaking skill and could achieve the purpose of this subject.

Eshghinejad (2016) finds a positive attitude of EFL students toward English learning in three aspects of behavioral, cognitive, and emotional. In addition, Zeinivand (2015) revealed that EFL learners have very high attitude towards learning English and relationship between attitude and speaking proficiency learners is positive. Furthermore, Toomnan (2015) found that students with positive attitude towards speaking English reported significantly greater overall strategy use than those students with negative attitude. Ahmed (2015) that stated that the attitude towards English language learning and using the language in various domains of usage is extremely positive. Furthermore, Burgos (2015) asserts that students appreciate English as a global language, but they are not committed to learning it at school. Hadidi (2015) found that attitude was deployed in the expected order of appreciation, judgment, affect, and also that attitude was stylistically indicative of and worked in line with character and context within the novel in question. Based on some explanation above, that most of the students have the positive attitudes towards English language in this case English conversations. It is seen from the attitudes of the students like appreciation, feel the benefit of and the way of students in learning it. Thus, by conducting this study hoped could find the types of attitudes, either positive attitude or negative attitude that was expressed by the students of eleventh grade at Baitul Aziz High School towards speaking English. The findings of this study also could be the evidence with some facts that was happened in the class then helped them to construct and take care of students' positive attitude in speaking English.

METHODOLOGY

This research was conducted by using descriptive qualitative design. The data source of this research were students in Baitul Aziz Senior High School, there were 20 students consisting 12 females and 8 males at the age of 16-18 years old.. The data were collected by observations and interviews then were analyzed using Interactive Models. The data were analyzed by using interactive model (Miles, Huberman, and Saldana, 2014) where the realizations of learning strategies as previously described Clark &Tree (2002).

FINDINGS AND DISCUSSION

Attitudes were realized directly and indirectly. Then the way of realizing the attitudes were through verbal, and behavior, then the orientation can be positive or negative. Based on the data, it was found that students realized their attitudes as many as seven (7) ways.

Table 1. The Proportion of Attitude Realization

No.	Realization	Number	Percentages (%)
1	[Direct/Verbal/Positive]	1	5
2	[Direct/Verbal/Negative]	2	10
3	[Indirect/Verbal/Positive]	7	35
4	[Indirect/Verbal/Negative]	2	10
5	[Direct/Behavior/Positive]	4	20
6	[Direct/Behavior/Negative]	2	10
7	[Indirect/Behavior/Positive]	2	10
8	[Indirect/Behavior/Negative]	0	0
	Total	20	100

1) [Direct/Verbal/Positive]

The way of students in realizing their positive attitudes can be spoken directly. Shortly, it was stated that direct [direct/verbal/positive] attitude was the students' utterances with the positive meaning during the English conversation class which were spoken directly. Below was the example of students' utterances in verbal way.

Data S/B/EJ

Student (EJ) : (Raising hand and requesting)

“Use full English sir, please?”

From the data S/B/EJ, it can be seen that the student spontaneously respond the teacher by his request. He/she wanted the teacher spoke English fully during the English conversation class. It also showed that the student responded the teacher directly and verbally. It was stated that the student responded and participated actively. The student not only attended the class but also reacted in positive way.

2) [Direct/Verbal/Negative]

[Direct/verbal/negative] was the students' utterances with the negative meaning during the English conversation class which was spoken directly. Below was the example of student utterances in verbal way.

Data S/B/MKF

Student (MKF) : (Teacher asked to perform in front but the student refused to speak English in the class)

Gak usah lah Buk

(There's no need Miss)

Data S/B/MKF showed the negative attitude from the student which was stated verbally and directly in the English conversation learning process. The respond of the student showed a negative meaning because he/she did not participate actively in the class and refused not to performed in front of the class.

Data P/O/MKF-MF

(MKF) : What is your hobby?

(MF) : Hobi saya, gak usah pake bahasa Inggris lah Buk, hobby is swimming

(MKF) : where do you live?

(MF) : I live Jalan sidomulyo Gang Semangka 20, udah lah Buk.

Data P/O/MKF-MF showed the student's negative attitude toward English conversation class. It can be seen that the student refused to use English and wanted to finish the conversation soon. This was a negative attitude spoken directly by the student during the English conversation learning process, it was also seen that the student did not participate actively in the classroom.

The [direct/verbal/negative] shown by the students can be seen when they did not speak English instead Bahasa Indonesia directly in performing the conversation practice. It was seen also that they did not have a loyalty toward English conversation as one of the indicator of positive

language attitude was having the loyalty to use and speak English in many domains including in the English conversation learning process.

3) [Indirect/Verbal/Positive]

The utterances of students outside the learning process with the positive meaning called [indirect/verbal/positive] attitudes. The utterances were got from the interview done to the students to gain the data of their attitudes. Below was the example of [indirect/verbal/positive] attitudes of students.

Data P/I/CA

Participant (CA) : *Menurut saya pelajaran conversation itu sangat penting karena dapat menambah wawasan kita dalam bahasa asing.*

(In my opinion, conversation lessons are very important because they can increase our knowledge in foreign languages)

The student opinion in Data P/I/CA showed the positive attitude. It was stated indirectly of learning process of English conversation class. It also showed the awareness of the student about the importance of English as foreign language through the English conversation class.

Data P/I/JH

Participant (JH) : *Saya menyukai kelas conversation karena pelajaran ini sangat penting bagi kami semua dan gampang untuk mencari lowongan kerja.*

(I like conversation class because this lesson is very important to all of us and easy to find job vacancies).

Furthermore, Data R/I/13 showed the positive attitude of students. It was seen that the student was aware the importance of English conversation class because of the motivation to get the job through English skill they have.

Data P/I/LT

Participant (LT) : *Ya, saya menyukainya dengan senang hati karena belajar Bahasa Inggris itu penting jauh lebih penting bagi saya.*

(Yes, I like it with pleasure, because learning English is important much more important for me).

Data P/I/LT showed the student liked the English conversation class with his/her pleasure. He/she also stated that learning English conversation was very important for him and it was a language pride expressed by the student. Based on the interview given to the students it showed that 7 of 20 students gave their opinion or beliefs in positive ways.

4) [Indirect/Verbal/Negative]

The [indirect/verbal/negative] was expressed by the students outside the learning process of English conversation. The data of this negative attitude were acquired from interviewing the students. The example of data was as follow:

Data P/I/RN

Interviewer	: <i>Apakah anda menyukai kelas conversation?</i> (Did you like the conversation class?)
Participant (RN)	: <i>Tidak, saya tidak menyukai pelajarannya</i> (No, I don't like the lesson)
Interviewer	: <i>Mengapa anda tidak menyukai pelajaran conversation?</i> (Why do you not like conversation lessons?)
Participant (RN)	: <i>Saya tidak menikmati pelajarannya karena saya kurang memahami conversation, kegiatan saya di dalam kelas hanya tidur, topiknya tidak mengasikkan</i> (I don't enjoy the lesson because I'm lacking understand the conversation, my activities in class are just sleeping, the topic is not fun)

Data P/I/RN showed that the student stated that he did not like English conversation class because he/she did not enjoy the lesson. It described that the student do not have a loyalty in learning English conversation class. It also showed the respondent stated to prefer sleeping in the classroom rather than learning English conversation. This utterances belong to negative attitudes, because the respondent did not have any participation and inactive in the class of English conversation.

Data P/I/MH

Interviewer	: <i>Apakah anda menyukai pelajaran conversation?</i> (Do you like conversation lessons?)
Respondent (MH)	: <i>Tidak karena saya bukan orang Inggris</i> (No, because I'm not British)

Data P/I/MH showed the negative attitude of student toward English conversation class. The student did not like English conversation class because of he was not British. It was not a loyal attitude shown by the student toward English conversation, and it was a negative attitude.

[Direct/Behavior/Positive]

The attitudes realized by the students toward English conversation class also came from

their behavior during the English conversation learning. The data of observation showed that students realized positive attitudes behavior.

The example of data as follow:

Data P/B/RPI

Participant (RPI) : (Listen and respond actively)

Good afternoon Miss, I'm fine thanks, and you?

The data P/B/RPI shows that the student responded the teacher directly. It was a positive attitude because the student responded the teacher with English. It was stated that the respondent respond and participate actively. The respondent not only attended the class but also reacted in positive way. The respond of students was reacting and participating when the teacher gave them instructions. It was a positive attitude from the students toward and during the English conversation class.

Data P/B/SS

Participant (SS) : (Rising hand and offering to perform in front of the class)

“We Miss”.

The positive attitude can be seen from students' spontaneous action to raise his/her hand and offering to perform in front of the class. It meant that he/she has participated actively and she had an intention to speak English in front of the class.

Data P/B/AJ

Participant (AJ) : (Participating actively)

Miss, topiknya bebaskan?

(Miss, the topic is free?)

(Searching some words in dictionary and discussing with her friend)

It can be seen that data P/B/AJ shows the behavior of student directly by having effort to find some words in dictionary while discussing with her friend. This positive attitude belong the responding and participating actively in the process of English conversation teaching and learning process.

In the process of teaching and learning of English conversation, the performance of English conversation also showed the positive behavior of students. They actively participate to perform in front of the class with certain topic. The data showed that students spoke English confidently in front of the class without mixing with Bahasa Indonesia. Besides they have language pride toward English it was also the loyalty of student to keep speak in English during

the English conversation class.

5) [Direct/Behavior/Negative]

The attitudes realized by the students toward English conversation class also came from their negative behavior during the English conversation learning. The data of observation showed that students realized negative attitudes behavior. The example of data as follow:

Data P/B/MH

Participant(MH) : (Talking with her friend during the others performance)

Apa yang mau dibilang?

(What do you want to say?)

(Did not listen and respond the teacher actively)

The data P/B/MH showed the negative attitude identified from respondent's behavior during the English conversation class. It was seen that he/she talked with others while his/her friends still performing the conversation in front of the class. Moreover, he/she also did not listen and respond the teacher actively in the classroom. This was a negative behavior showed by the respondent toward the English conversation class.

Data P/B/SAS

Participant (SAS) : (Not serious in performing the conversation and use Bahasa dominantly)

Data P/B/SAS showed the negative attitude of student during the English conversation class. It is seen that the respondent were not serious in learning English conversation. It was seen that respondent was laughing during their performance. Then, he/she used Bahasa Indonesia dominantly rather than English.

6) [Indirect/Behavior/Positive]

Indirect behavior of students can be seen from respond of students during English conversation class. These behaviors were identified based on their respond and participation in the class without any direct action. For example when the teacher gave instruction or explaining the lesson, the students tended to keep silent, and listened to teacher without any direct action.

Table 2. The Positive Indirect Behavior of Students' Attitudes

Participants	Data	Positive Indirect Behaviors
AD	Data P/B/AD	Listen and respond actively Use English in the class
WS	Data P/B/WS	Listen and respond actively Use English in the class

After discussing all the students' attitude realization, then the data were displayed to see the percentages of the realization as follow:

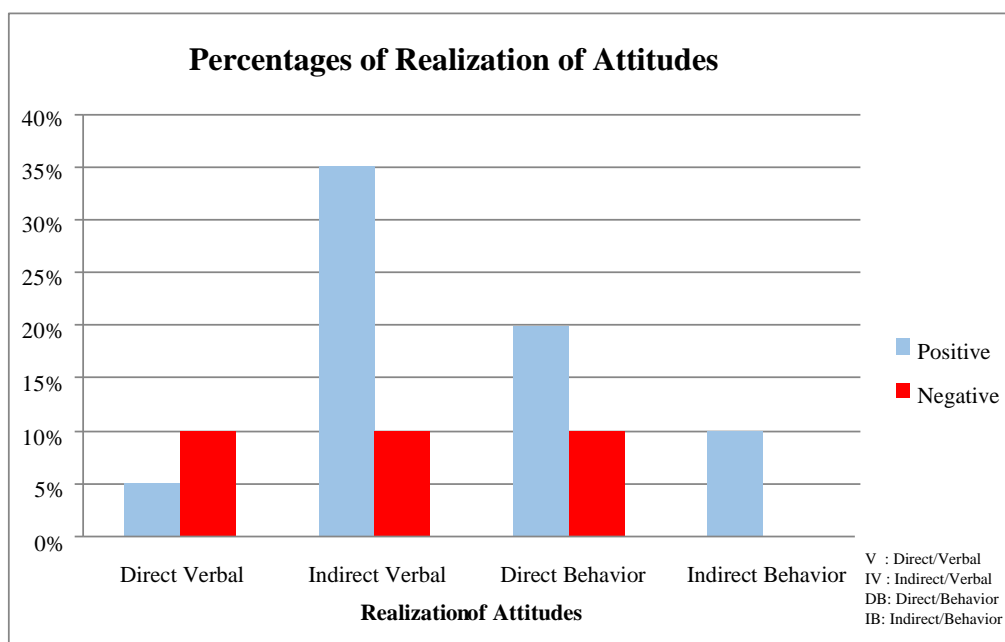


Figure 1. The Proportion of Students Attitudes Realizations

Figure 1 showed the percentages of students attitude realization which most dominated by [indirect/verbal/positive] namely 35%. Then, the discussion about the reason of why the students realize their attitudes in those ways.

CONCLUSIONS AND SUGGESTIONS

1. The students realized that their attitudes were in seven ways, those are [direct/verbal/positive], [indirect/verbal/positive], [direct/behavior/positive], [indirect/behavior/positive], [direct/verbal/negative], [indirect/verbal/negative], [indirect/behavior/negative].
2. It is advised that language researchers should do further researchers about the relationship of English conversation skill toward the successfulness of student in getting the job after graduation

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