

## CHAPTER I

### INTRODUCTION

This chapter discussed the general issues for the current study. This chapter provided an overview of the study, including its background, research question, research objective, significance, scope and limitation, and key terms.

#### 1.1 Background of The Study

In Indonesia, basically the English language was such an uncommon language for use in daily conversations. This interesting gap between learning English and implementing it outside of the country brought the question of what the Indonesian people consider about the language. Understanding why English was taught extensively in everyday speech despite its limited use will help language learners better comprehend Indonesian attitudes toward the language.

Language is a type of social contact that occurs in a variety of settings. According to Gorys Keraf conducted in 1990:1 (as cited in Rabiah et al., 2012), language was a means of communication between members of the community in the form of a symbol of sound produced by the speech organ. Conversations with other language users will provide social engagement. Learners could express viewpoint, comprehension, the history of the country, degree of education, and even character through language. Language started to reflect who learners were as a people and as a nation. Basically, the language had certain functions that are used according to the needs of a person, i.e., as a tool for self-expression, as a means to communicate, as a tool to organized and adapted to social integration in the

environment or circumstances, and as a tool for social control (Keraf, G, 1990:1, as cited in Rabiah et al., 2012).

Language attitudes was a topic that is interesting to study. Language attitudes were the people's feelings about their own language or the languages of others (Balamakova, 2004). To develop supportive learning environments that foster positive attitudes and increase language learning experiences, educators must have a thorough understanding of learners' attitudes regarding the target language. Language attitudes could be influenced by combination of factors. Hence, attitude is crucial since it greatly influences the actions and attempts learners do during the process of learning the language.

English Students Association Progresio (ESA Progresio) is a student association organization engaged with the University of Muhammadiyah Malang's English Language Education Department. ESA Progresio's members should familiar and had good experience with English language because the organization's goal was providing English language students to get insight and learn to organize in order to face the world of work, which requires teamwork. ESA Progresio would be actively involved in the growth of the UMM English Department through a variety of activities.

Issues regarding language attitudes continued interest to be investigated. Some language attitude studies were connected to the effort in maintaining the language of a community (Hartono, 2013). Other studies concerning the language attitude in relation to speech level (Pohan & Butarbutar, 2020).

Furthermore, two of other previous study were a research paper written by Destyana Cory Prastiti and Emy Sudarwati (2020) entitled “Attitude towards Javanese Language: A Case Study of English Department Students in Brawijaya University, Indonesia” and “Factors Affecting the Secondary School Students’ Attitude towards Learning English Language: A Case of a Higher Secondary School in Southern Bhutan” written by Sonam, S et al., (2023).

Several things were different and similar between this research and the previous research. The similarity between this research and the previous one was the objectives to define the general attitude and also to discover why they were behaving so as known as the factors that affect. While this research also had differences in some aspects. Limited research on ESA Progressio members: Existing research on language attitudes tend to focus on larger populations, leaving specific situations, such as English student associations, unexplored.

Factors influencing attitudes: While some studies analyze attitudes about English, they rarely look at the interaction of social, cultural, and personal elements in an Indonesian context.

Mixed-methods approach: Few studies use a mixed-methods design to combine quantitative and qualitative insights, resulting in a more comprehensive knowledge of perceptions and attitudes. Thus, the researcher focused on investigating the attitudes types toward English through influential factors. Their attitude towards the English language played a vital role since they had been dealing with being an English Department student such that they had to learn and use

English language professionally. Language learners' attitudes regarding foreign languages have a substantial impact on any learning aspects.

## **1.2 Research Question**

1. What are the perceptions and attitudes of ESA Progresio's members toward English language learning?

## **1.3 Research Objective**

To investigate students' perceptions affecting the attitudes of the English language learning.

## **1.4 Significance**

The result of this study was expected to give benefits to students, teacher or lecturer, and also the net researcher.

Students could be aware of what attitudes they used during their English learning or in communication. This result was expected to give information to students related to the language attitudes of their communication that they aim for. Additionally, this study was likely to develop greater self-awareness about their views about the English language. This self-awareness can help people reflect on their learning experiences and use more effective techniques to improve their language skills.

Furthermore, it was intended that the result of this study would give teachers or lecturers important information about students' attitude. Teachers could be more aware of their students' attitude which influenced their learning motivations. Besides, teachers could choose appropriate language attitudes and also develop

more effective teaching as well as it is essential to develop supportive learning settings that promote positive attitudes and improve language learning experiences.

In addition, for the next researcher who was interested in analyzing language attitudes, the result of this study might aims to add to existing research on key language learning challenges. On the other hand, the finding would be a useful reference for language attitude research.

### **1.5 Scope and Limitations**

The scope of this study was focuses on students' language attitude aimed to know the types of attitudes through investigate the influential factors. The limitations of the study were between 13 students in ESA Progresio batch 2023-2024.

### **1.6 Key Terms**

The definitions of terms of this study:

1. Language Attitude : Refer to the feelings, beliefs, and predispositions that individuals have towards different languages or language varieties (Garett, P., 2010)
2. Perception : Expressed his opinion that perception was an experience of an object, event, or relation obtained by deducing information and interpreting messages (Rahmat, 2007)