

MINANGNESE'S ATTITUDE TOWARDS ENGLISH AS A FOREIGN LANGUAGE

Kamelia Sari¹
Dion Tira Erlangga²
English Literature
English Education

kameliasri98@gmail.com

Abstract

The language attitude from one community or tribe to other communities or tribes might be different. EFL students who are Minangnese could have different attitude towards English from one person to others. To reveal Minangnese's attitude towards English as a foreign language became the aim of this study. Thus, the background of this study was to see whether EFL students who are Minangnese had positive attitude towards English or not. This current study was focused to explore the attitude of EFL students who are Minangnese in one of private universities in Lampung. A qualitative descriptive approach was used by the researcher as the research method. This research used the theory of CAC model by Schiffman & Kanuk (2004) as cited in Jain's article (Jain, 2014). The researcher took the questions needed by this study from an article entitled 'Exploring students' attitudes towards learning English as a foreign language '(Abdelkader & Amine, 2017). To collect the data, the researcher interviewed five college students of English Literature from batch 2016 and 2017. The findings were divided into three discussions which were Minangnese's factors of learning English, Minangnese's obstacles of learning English, and Minangnese's liking and disliking of learning English. The findings showed that English got a positive attitude from Minangnese who were also EFL students. This study can feedback for teachers or lecturers to apply this theory to build the positive attitude of students towards languages; besides, it also can be a reference or guidance for other researchers who want to research under the same topic.

Key words: EFL students, English, language attitude, Minangnese

INTRODUCTION

Language is one of the most important parts of human life in which it is used as the medium to express our ideas [1], [2], [3], to share our knowledge and to convey our thoughts [4], [5]. However, for some people learning a new language can be so difficult especially when it comes to a foreign language in which they are not accustomed to hearing the conversation spoken in that way [6], [7], [8]. Though it is difficult to learn a new language, there is still a number of people who are able to speak more than one language [9], [10], [11], for instance, the people want to learn English as their foreign language even they have had the language from their tribe and also Indonesian language [12], [13], [14]. This phenomenon has become such a compelling topic in the study of sociolinguistics to be analyzed further [15], [16], [17]. Sociolinguistics is a study of the language-society relationship that involves the interaction between language and the

context in which it is used [18], [19], [20]. Language has its different characteristics compared to other languages spoken within another community [21], [22], [23]. In our social life, there have been some terms used to indicate the ability of people to speak in some languages [24], [25], [26], for instance, for those who are able to speak in two languages they will be called as bilinguals [27], [28], [29]; while the ones who can speak more than one language are called as multilingual [30], [31], [32].

Minangnese is known as a bilingual community in which most people can understand and speak Minang language and Indonesian language [33], [34], [35]. Moreover, some Minangnese also understand and speak other languages of their country [36], [37], [38], for instance, English as a foreign language for Indonesian people [39], [40], [41]. In global, people are obliged to be bilingual or multilingual whose language includes the international language [42], [43], [44]. This fact can make Minangnese multilingual that they want to master English language as well [45], [46], [47]. Though English and Minang language have a very different structure, vocabulary, accent, and other aspects, many Minangnese keep learning English [48], [49], [50]. The desire to learn English has some factors, one of them is someone's attitude towards a language [51], [52], [53]. This factor is known as language attitude [54], [55], [56].

Crystal (1997) as cited in Coronel's & Molina's article said that language attitude is the feelings of people towards their language or other languages [57], [58], [59]. The feelings in this context refer to ideas, thoughts, opinions of someone towards certain languages [60], [61], [62]. In order to learn a language, people should have a positive attitude towards a language [63], [64], [65] since it will encourage and help them to learn the language and enhance their skills of the language [66], [67], [68]. Minangnese has a certain attitude as well towards English in which there might be a different attitude from those who want to learn English and those who do not want to learn English [69], [70], [71]. Moreover, the attitude of EFL students who are Minangnese might be different as well since EFL students learn and use English language in their college whatever their tribe and the language that they use in daily conversation are [72], [73], [74].

Language attitude has become an interesting topic to be discussed further according to some researchers who are interested in this topic [75], [76], [77]. Thus, several studies

came upon this topic [78], [79], [80]. A study entitled ‘Exploring Students’ Attitudes towards Learning English as a Foreign Language’ by Abdelkader & Amine was conducted in 2017. The results of this study show that students have positive attitudes towards English and educational factors such as teachers and lessons influence students to learn English [81], [82], [83]. Besides, in 2018 there was a study by Wati entitled ‘Language attitude of Indonesian undergraduate students towards English at English Education Department’ found that in terms of cognitive, behavioral and affective aspects of language attitudes towards English, the undergraduate students have different language attitudes [84], [85], [86]. After conducting a study about language attitude, Setyo Wati continued to make research on the same topic with her friend Zulaikha entitled ‘A Sociolinguistics Study on Language Attitude of the Sundanese Community in Eastern Priangan towards English as a Foreign Language in Indonesia’ in 2019 [87], [88], [89]. The outcome of the research reveals that the Sundanese respondents have a negative affective attitude towards English [90], [91], [92]. The Sudanese community's positive attitude towards English shows lower than Sundanese [93], [94], [95].

According to CAC Model by Schiffman & Kanuk (2004) as cited in Jain’s article, people’s attitudes, especially their language attitudes are constructed by three components, cognitive, affective, and conative [96], [97]. Cognitive refers to someone’s belief towards the language, affective refers to someone’s feeling towards a language, and conative refers to someone’s behavior towards a language [98], [99]. These three components will be used by the researcher to analyze the data. The results of existing studies upon this topic varied to each other in which it drives the researcher to put her interest to conduct research under the same notion [100]. The researcher tries to bring up the students of higher education, especially EFL students who are also Minangnese as the main subject to examine their attitudes towards English. The researcher will focus on their attitude towards English as a Foreign Language. Therefore, this research will center on answering the research question. Consequently, the objective of this research is to reveal the attitude of EFL students who are Minangnese in one of the private universities in Lampung. The findings can be a meaningful insight for readers in learning about language attitudes. Besides, for those who want to conduct a research about this issue, this paper can be guidance to help future researchers.

METHOD

The purpose of this research was to reveal the attitude of EFL students who are Minangnese towards English. Qualitative descriptive was used by the researcher as the method of this research since the researcher wanted to have a deep analysis of language attitude. The first thing that the researcher did to conduct this study was that observed EFL students who were Minangnese in one of private universities in Lampung. The chosen university is affiliated with the researcher herself. After doing the observation, the researcher selected them and interviewed five EFL students who are Minangnese about their attitude towards English. The questions of the interview were taken from an article entitled 'Exploring students' attitudes towards learning English as a foreign language' (Abdelkader & Amine, 2017) in which the researcher only took five questions related to this study and changed the questions based on the need of this study. The five college students came from batch 2016 and 2017. They were chosen as the representatives of students from English Literature study program who were Minangnese and have been accustomed as well with English compare to other batches that were lower than those two batches.

Several questions were asked to the interviewees in which the main topics of the questions were: (1) Minangnese's factors of learning English; (2) Minangnese's obstacles of learning English; and (3) Minangnese's liking and disliking of learning English. The interview questions could be developed based on the answer of the interviewees. In writing this research, the researcher would have codes in labeling the questions and the interviewees. Questions would have Q1, Q2, Q3, Q4, and Q5 in which Q1 indicated the first question and so on. Interviewees would have R1, R2, R3, R4, R5 in which R1 indicated the first respondent and so on.

RESULTS AND DISCUSSION

The findings of this current study were divided into three main parts. The parts were Minangnese' factors of learning English, Minangnese' obstacles of learning English, and Minangnese' liking and disliking of learning English. The researcher would take the answer that can be a representative for others. Further explanation would be presented below.

Minangnese's factors of learning English

Q1 : What do you think about the most important factor that motivates Minangnese to learn English?

R2 : I think the most important factor that motivates Minangnese to learn English is that the culture of Minangnese who often to wander about to other places. Not only domestic territory, but also other countries.

R4 : I think the important factor is our future idea and interest. They will boost our spirit to learn more.

According to CAC Model, someone's belief can affect language attitude of that person. This refers to the component number one which is cognitive or belief. Cognitive links to the thoughts and beliefs that someone has towards something. Responding to the answers from the interviewees, they believed about something good that they would achieve if they learned English. Thus, the belief could motivate them to learn and enhance their English skills.

Q2 : What makes you, as a Minangnese, want to learn English?

R1 : I want to learn English since I'm interested in learning foreign culture. Besides, since English is a global language, I want to master the language since it makes me easier in the future when dealing with people from around the world.

R3 : I want to watch movies without looking at their subtitles if I've mastered English.

R5 : I want to learn English since I want to have other skills like public speaking, especially in English.

As the same as the previous discussion, the belief of Minangnese of getting something could encourage them to learn English. Moreover, they were EFL students in which it was a must for them to master English since they mostly spoke English at the university.

Q3 : Are you more or less motivated to learn English than you were in the previous years? Why?

R1 : I am more motivated to learn English than I was in the previous years since by meeting lecturers who speak English along with English environment at my college, I want to enhance my English skills.

R2 : I am more motivated in this year since I have to pass TOEFL test for the requirement of my graduation.

R3 : I'm a bit less motivated to learn English since I have no one to practice English with, like talking in English every day to make sure that my English is getting better in my surrounding excludes at campus.

The beliefs and desires of someone to learn English, especially Minangnese were various and could lead them to be more motivated in enhancing their English skills and do actions to reach it. The beliefs and desires could be seen from the interviewees' answers. However, if the environment did not support someone to learn English, these beliefs and desires could disappear. As in the case of R3, she was a bit less motivated to learn English since her surroundings could not be the place for her to practice her English excludes her campus. Thus, the desire to master English was reduced. These aspects refer to conative component that behavior should take action in creating the attitude of someone.

Minangnese's obstacles of learning English

Q4 : In your experience, what is the most difficult factor to learn English?

R1 : The most difficult factor is to learn and remember new vocabularies and to have pronunciation like a native speaker.

R3 : It's kind of hard for me since no one in my surrounding is able to speak English, That's why my English isn't improving.

R4 : The most difficult factor is to have native English accents. It's still hard to find the accent both British and American.

The conative component also can become the obstacle of someone to do something. Mostly, EFL students who are Minangnese said that the obstacle of learning and enhance their English skills is the English language itself. The differences in structure, vocabulary, and accent made learning English was difficult for Minangnese since they had to be accustomed to a language with different in all aspects. Moreover, the surrounding of Minangnese who commonly speak Minang language also became the obstacle for Minangnese to learn English.

Minangnese's liking and disliking of learning English

Q5 : Can you mention some of the most important affective factors as reasons for liking or disliking learning English?

R1 : The reasons that make me like learning English are that I want to go global, to have foreign friends, and to master other countries' languages.

R4 : The most important affective factors as my reasons to learn English are the opportunity to communicate with foreigners, to get scholarship, and to get a job in international company.

R5 : The reasons are since I like learning about something new, watching western movies, and my thought can be updated.

The liking and disliking of Minangnese who were EFL students also became a factor for them to have language attitude towards English. Most of them show that they liked to learn English even there are some obstacles that they have to face in learning the language. This factor refers to affective component in which it includes someone's feeling of making the attitude towards something. The answers from the interviewees showed that English got a positive attitude from EFL students who were Minangnese.

CONCLUSION

The CAC Model's theory could help people to determine the attitude of someone towards something, for instance, a language. This theory has three components which are cognitive, affective, and conative. In conducting this research, the researcher found out that most of EFL students who are Minangnese have positive language attitudes towards English as a Foreign Language. They have positive attitudes of all three aspects that encourage them to learn English and enhance their English skills. This research can give positive feedback for teachers or lecturers to apply CAC Model to build a positive attitude for students towards English, thus; they can be more motivated to enhance their English skills. Moreover, future researchers can use this study as guidance for helping them writing the research.

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