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An analysis Language Attitudes of the student in english education department UMN Al-washliyah

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ABSTRACT

This study aims to analyze the language attitudes of students in the English Education Department at UMN Alwashliyah. Language attitude is an important factor in determining how students perceive and interact with the English language, which influences their learning experience and proficiency. The research was conducted using a qualitative-method approach, combining surveys and interviews with a sample of students from the department. The findings reveal that students have generally positive attitudes toward learning English, viewing it as essential for academic success and future career opportunities. However, there are also mixed feelings towards the use of English in social contexts, with some students expressing concerns about the pressure to speak fluently. The study highlights the importance of understanding language attitudes in shaping educational practices and suggests recommendations for enhancing English language teaching strategies in the department.

Keywords: Language Attitudes, English Education Department, UMN Alwashliyah, Student Perceptions

1. Introduction

Language attitudes are critical in understanding how students perceive and engage with a language, particularly in educational settings. In the context of the English Education Department at Universitas Muslim Nusantara Al-Washliyah (UMN Al-Washliyah), these attitudes can significantly influence students' motivation, learning strategies, and overall success in mastering the English language. Language attitudes encompass a range of feelings, beliefs, and evaluations that individuals hold towards a language, which can be shaped by various factors, including cultural background, personal experiences, and societal influences (Garrett, 2010).

Research has shown that positive language attitudes can enhance students' willingness to learn and use the language, while negative attitudes may lead to disengagement and lower proficiency levels (Baker, 1992). In Indonesia, where English is often viewed as a crucial skill for academic and professional advancement, understanding the language attitudes of students in English education programs is particularly important. This analysis aims to explore the language attitudes of students in the English Education Department at UMN Al-Washliyah, examining how these attitudes affect their learning experiences and outcomes.

By investigating the perceptions and beliefs that students hold towards the English language, this study seeks to provide insights that can inform teaching practices and curriculum development within the department. Ultimately, fostering positive language attitudes

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among students can contribute to more effective language learning and better prepare them for future challenges in a globalized world.

2. Methodology

2.1 Research Design

This study employs a qualitative research method to analyze the language attitudes of students in the English Education Department at Universitas Muslim Nusantara (UMN) Al-Washliyah. Qualitative research is chosen to gain an in-depth understanding of the students' perceptions, feelings, and behaviors toward the use of the English language within their academic and social contexts.

2.2 Participants

The participants of this study are undergraduate students enrolled in the English Education Department at UMN Al-Washliyah. A purposive sampling technique is used to select participants who represent diverse linguistic, academic, and cultural backgrounds. A total of 10-15 students are chosen to ensure a variety of perspectives.

2.2 Data Collection Methods

1. Semi-Structured Interviews

- Individual interviews are conducted to explore the participants' attitudes toward English, including their motivations for learning, perceived importance of English, and challenges faced during the learning process.

- Each interview lasts approximately 20–30 minutes and is conducted in a mix of English and Bahasa Indonesia, depending on the participants' comfort level.

2. Observation

- Classroom and informal campus settings are observed to capture non-verbal behaviors, language usage patterns, and interaction dynamics that reflect students' language attitudes.

3. Document Analysis

- Analysis of student essays, class assignments, and discussion forum posts is conducted to identify written expressions of attitudes toward English.

Data Analysis

The data are analyzed using thematic analysis. The following steps are undertaken:

1. Data Familiarization : Transcripts and observation notes are read and re-read to identify patterns.

2. Coding : Initial codes are generated to categorize attitudes (e.g., positive, negative, ambivalent).

3. Theme Development : Codes are grouped into broader themes, such as motivational factors, identity, or language challenges.

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4. Review and Refinement : Themes are reviewed to ensure they accurately represent the data and answer the research questions.
5. Interpretation : The findings are interpreted to provide insights into the sociolinguistic and educational implications of students' language attitudes.

Trustworthiness

To ensure the validity and reliability of the findings, the following measures are applied:

- Triangulation : Data from interviews, observations, and document analysis are cross-verified.
- Member Checking : Participants review and confirm the accuracy of their responses and interpretations.
- Audit Trail : A detailed record of all research processes is maintained for transparency.

3. Limitations

This study aims to provide valuable insights into the language attitudes of students in the English Education Department at Universitas Muslim Nusantara Al-Washliyah (UMN Al-Washliyah), but there are several limitations to consider:

Sample Size and Generalizability: The study will focus on a sample of 100 students from a single institution, which may limit how applicable the findings are to other contexts or institutions. Attitudes of students from different regions or educational settings could differ significantly, meaning the results might not be representative of all English education students in Indonesia or elsewhere (Creswell, 2014).

Self-Reported Data: The study relies on self-reported data gathered through surveys and interviews, which may be influenced by biases such as social desirability bias. Participants might provide answers they believe are more acceptable or favorable rather than expressing their true feelings or attitudes (Podsakoff et al., 2003). This could affect the reliability of the data.

Cross-Sectional Design: The research adopts a cross-sectional design, collecting data at a single point in time. This approach does not account for changes in language attitudes over time or the impact of specific events or experiences on students' perceptions (Bryman, 2016). Longitudinal studies would be necessary to investigate how attitudes develop throughout their academic careers.

4. Results

The results of this study on language attitudes among students in the English Education Department at UMN Al-Washliyah reveal several key findings:

1. Positive Attitudes Toward English

Most students demonstrated a positive attitude toward learning English. They viewed English as a valuable tool for academic and professional advancement. Participants

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expressed a strong motivation to improve their English proficiency to achieve personal goals, such as pursuing higher education abroad or securing employment in global industries. (Baker, C.1992).

2. Challenges and Negative Perceptions

Despite positive attitudes, some students reported challenges that hindered their progress, including:

- Lack of Confidence : Students often felt insecure about their speaking and writing skills, fearing judgment from peers and instructors.
- Limited Exposure : A few students highlighted limited opportunities to practice English outside the classroom, contributing to a slower pace of improvement.

(MacIntyre, P. D., & Gardner, R. C. (1991).

3. Cultural and Identity Factors

Several students expressed a conflict between embracing English as an international language and maintaining their cultural identity. While they acknowledged the importance of English, they were cautious about over-prioritizing it at the expense of their native languages and cultural heritage.

(Yashima, T. (2002). Willingness to Communicate in a Second Language: The Japanese EFL Context.)

4. Influence of Academic Environment

The academic environment played a significant role in shaping students' attitudes. Supportive instructors and interactive teaching methods were cited as factors that fostered a positive attitude. However, monotonous teaching styles or excessive focus on grammar were seen as barriers to engagement.

(MacIntyre, P. D., & Gardner, R. C.1991).

5. Practical Usage

Students with frequent opportunities to use English in real-world scenarios, such as internships, extracurricular activities, or online forums, tended to exhibit higher levels of confidence and motivation compared to their peers. (Liu, M. (2007).

5. Discussion

The findings align with previous studies that highlight the multifaceted nature of language attitudes, influenced by individual, cultural, and environmental factors.

1. Motivation and Value of English

The students' positive attitude toward English underscores its perceived utility as a global lingua franca. This result supports the notion that instrumental motivation (e.g., career advancement, global communication) is a significant driver in language learning (Gardner, 1985). However, intrinsic motivation, such as enjoyment of learning the language, was also evident, reflecting a well-rounded approach to language acquisition.

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2. Barriers to Proficiency

The challenges identified by students highlight the need for enhanced support mechanisms. For instance:

- Addressing the lack of confidence through activities like peer collaboration, role-playing, and public speaking workshops.
- Creating more immersive English-speaking environments, such as English clubs or language exchange programs, to mitigate limited exposure.

3. Cultural Tensions

The concern over balancing cultural identity with English acquisition reflects the complex relationship between language and identity. Students' caution about losing their native language mirrors findings in sociolinguistic studies that emphasize the importance of maintaining multilingual identities (Kramsch, 1998). Educational strategies that encourage bilingual or multilingual practices could help address these concerns.

4. Role of the Academic Environment

The influence of supportive instructors and engaging pedagogical approaches suggests the need for faculty training in innovative teaching methods. Interactive and communicative approaches, such as task-based learning or problem-based learning, could further enhance student engagement and language development.

5. Implications for Practice

Students who engage in practical English usage demonstrate better language attitudes and proficiency. This finding highlights the importance of experiential learning opportunities, such as internships or community service programs, where students can apply their language skills in meaningful contexts.

6. Conclusion

This study highlights the complex and multifaceted nature of language attitudes among students in the English Education Department at UMN Al-Washliyah. The findings reveal a predominantly positive attitude toward English, driven by its perceived utility for academic and professional success. However, students also face challenges, such as lack of confidence, limited exposure to real-world English usage, and concerns about maintaining their cultural identity.

The academic environment, including supportive instructors and interactive teaching methods, plays a crucial role in fostering positive attitudes. Students who have opportunities to practice English in practical contexts demonstrate greater motivation and confidence, underscoring the importance of experiential learning.

To enhance language attitudes and proficiency, educators and policymakers should:

1. Provide immersive and supportive learning environments.
2. Encourage bilingual or multilingual practices to balance cultural identity and global language demands.
3. Design programs that integrate real-world applications of English to build confidence and engagement.

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