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STUDENTS' ATTITUDE TOWARDS LEARNING '*BAHASA INGGRIS*' COURSE

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Abstract

Students' attitude nowadays is very important to be searched since it is very crucial in academic field. Almost all teachers in education complained of the students' attitude towards teaching-learning process in classrooms. Objective of the study was to describe students' attitude towards teaching learning process particularly when learning *Bahasa Inggris* course. Research method was qualitative research. Participants in the research was second semester students of Civics Education of Universitas Nias with total number of students were 47 persons. The research was conducted during one semester wherein teacher-researcher as the teacher for teaching *Bahasa Inggris* course in the class. The second semester students were observed by the teacher-researcher and having talks directly in the classroom with the teacher-researcher to talk their attitude towards the teaching-learning process. Then questionnaire was distributed to them. Since the beginning of class, it was found, there was no any positive change towards their attitude to learn *Bahasa Inggris* course. The findings were contrast obtained from the two research instruments. Of the contrast findings, it was stated that the second semester students had problem with the two of four characteristics of attitude, two concepts of attitude and cognitive dissonance beside self-interest and lack of self-awareness. As a conclusion, mostly the second semester students of Civics Education have negative attitude towards the teaching-learning process particularly in *Bahasa Inggris* course because of cognitive dissonance beside self-interest and lack of self-awareness.

Keywords: Students' Attitude, *Bahasa Inggris*, Civics Education

1. INTRODUCTION

Managing the students in the classroom is not easy since the students have different background. One of them is their personality. Personality refers to the set of traits and patterns of thought, behaviors and feelings that make someone as her/himself. Personality is mostly consistent although it is in different situation but someone acts or thinks in a similar way because of her/his personality, https://psychcentral.com/health/what-is-personality#personality-definition.
Personality is a concept that is used continuously in day-to-day routine, when dealing with people. According to Hilgard et. al., personality may be understood as the characteristic's patterns of behavior and modes of thinking that determine a person's

adjustment to the environment. According to Floyd, personality can be described as how person affects others, how he understands and views himself, and his pattern of inner and outer measurable traits. In addition, according to Maddi, personality is a set of characteristics and tendencies that determine those commonalities and differences in the behaviors (thoughts, feelings and actions) of people that have continuity in time and that may not be easily understood as the sole result of the social and biological pressures of the moment, Hilgard, Floyd, Maddi in http://www.simplinotes.com/personality/.

Of some definitions above, it is concluded that in someone's personality, three things are found that are thought, feeling and action. Thought represents how the students think towards condition they are facing, feeling represents how they feel towards the condition they are experiencing and action represents how they respond towards the condition that are happening, Baker, Matsuda, Rajecki, Choi and Troudi in Orfan, 2020.

Like others, students of second semester of Civics Education also have different personality since they come from different background. A teacher-researcher taught them *Bahasa Inggris* course during one semester. In her big expectation, the second semester students showed their enthusiasm to study *Bahasa Inggris*. This was to fulfill what was expected in semester course plan that was written as *CP-MK* namely *M1, M2, M3,* and *M4*. In fact, it did not run well. Mostly of the students did not care of the teaching-learning process although at the first meeting, the teacher-researcher already explained what was prepared and learnt during one semester. The semester course plan and course contract contents were already explained and being dealt together. The teacher-researcher taught them every Thursday at the third period. The teacher-researcher used to ask them every meeting, why they did not give any attention to the course, why they did not copy/print the material learnt, why they were passive, why they were busy talking, why they were busy playing mobile phones, why they did not ask questions, why they did not share ideas, why they liked mocking their classmates when their classmates tried reading/speaking English in the teaching-learning process. The students just kept silent and looked at the teacher-researcher only.

Their attitude made the teacher-researcher conduct research as Getie, 2020 says that attitude has recently received considerable attention from both first and second language researchers. Attitude is considered an important factor in learning a language in particular English in this research, Orfan, 2020. Attitudes are determinants of the manner in which students engage in language learning at school, they influence students' expectations for success and they play a major role in students' successful maintenance of first language, Cummins, Döpke, McNamara, & Quinn in Sicam and Lucas, 2016. Attitudes are part of the so-called affective variables of language learning, together with personality, motivation, the learner's expectations, sociocultural experience or anxiety, Skehan in Lasagabaster, 2008. Attitude is defined as the mental position that represents an individual's degree of like or dislike for an item - a generally positive or negative view of a person, place, thing, or event, Kabir, 2013. A student's attitude is their tendency to respond a certain way towards something. Naturally, the student's response can be on a continuum of positive to negative or good to bad, https://www.google.com/search?client=firefox-b-d&q=what+is+meant+by+students%3B+attitude%3F. Positive attitude is attitudes consisting self-image, internal locus of control, optimism, positive anticipation, and high expectation of self and others, Rajiv,

2020. In addition, a positive attitude is, the inclination to generally be in an optimistic, hopeful state of mind, Kabir, 2013. Positive attitudes led to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more, Kara, 2009. Meanwhile negative attitude is discouraged, limit, and even prevent learning, positive change, and growth. Negative attitudes can impede learning a language, Ellis in Seni and Lekatompessy, 2021. In summary, positive and negative attitudes influence the students to learn the language. Whether the students have a positive attitude of learning English automatically they will study it well, but on the other hand, whether students do not have a positive attitude of learning English they will study it poorly, Seni and Lekatompessy, 2021.

Some previous researchers conducted researches which were related to the students' attitude towards learning English. First, Kara in 2009 searched the effect of a 'learning theories' unit on students' attitudes toward learning in Educational Psychology Course and he found individuals with better understandings of the learning process are better at perceiving the nature of learning, more open to learning, have higher expectations about what they will get from learning and exhibit less anxiety in relation to learning. Second, East in 2009 searched promoting positive attitudes towards foreign language learning: a New Zealand initiative and he found positive attitudes towards foreign language learning in New Zealand-based student help them to recognize that speaking languages other than English is normative in today's world. Third, Hayes in 2014 searched the value of learning English in Thailand and its impact on Thai: perspectives from university students and he found Thai students subscribe to the notion of English as a tool for personal economic advancement but that the position of Thai as the language of national identity remains unchallenged. Fourth, Edwards in 2015 searched Hong Kong English: attitudes, identity, and use and he found important insight into how speakers of English in Hong Kong view and use HKE. Fifth, Sicam and Lucas in 2016 searched language attitudes of adolescent Filipino bilingual learners towards English and Filipino and he found in general, students have very high positive attitude towards English and Filipino; females have significantly higher positive attitudes towards English than males. Sixth, Santos et. al., in 2017 searched attitudes and anxieties of business and education students towards English: some data from the Basque Country and he found female business students have a relatively positive attitude in comparison to male business students but also a higher level of anxiety. Seventh, Lee in 2018 searched exploring relationships between second language learners' attitudes towards classroom language and variables that motivate their learning and he found participants were overall in favor of using the L1 in learning English, and they did not necessarily prefer NESTs as their instructors for enhancing their English conversation skills. When learners' attitudes towards classroom language choice were more closely examined, learners with a stronger preference for the L1 use preferred a 'safer' environment, while those who appreciated the English-only approach preferred a more challenging learning environment. Eighth, Susanti et.al., in 2019 searched a study of students' attitude toward learning English of the tenth graders in SMAN 1 Abung Semuli Lampung Utara and he found positive attitude were reflected from the three aspects of attitude: behavioral, cognitive, as well as the emotional aspect of attitude done by the students. Ninth, Orfan in 2020 searched Afghan undergraduate students' attitudes towards learning English and found the students have positive cognitive, affective, and behavioral attitudes towards learning English, there is not a statistically significant difference in the attitudes of

students by their gender, age, first language, and field of study and the attitude of students with access to the Internet and English learning experience in English language centers is more positive than that of the students without access to the Internet and English learning experience in English language centers. Tenth, Getie in 2020 also searched Factors affecting the attitudes of students towards learning English as a foreign language and he found he attitudes of grade 10 students towards learning EFL is positive. There are social factors affecting students' attitudes positively. Educational context factors like English language teachers, the English language learning situations had negative impacts on students' attitude. Target language learners have positive attitudes towards the other educational context factor that is the English textbook of grade 10 which means English as a foreign language teaching materials in the study's context affect students' attitudes positively. Eleventh, Seni and Lekatompessy in 2021 explored students' attitude on learning English at junior high schools in Aru District and they found most of the students from five junior high schools in Dobo showed their positive attitude in learn English and the rest of them showed the negative attitude in learn it. Twelfth, Seyranyan & Westphal in 2021 searched attitudes of Armenian and German students toward British English, American English, and their own Englishes and they found StAmE and StBE are both very firmly established as norms on an ideological level and from an attitudinal perspective, it makes sense to keep them as benchmark varieties in ELT. Thirteen, Xiaoyan et.al., in 2022 searched Metaphor analysis: a comparative study of Chinese pre-school children's attitude towards English learning in Shanghai and Mudanjiang and they found children in a remote area had a superior interest and attitude towards English learning than did their peers in an urban area. They gained perception by interacting with their surroundings and making full use of their senses and materials nearby. Children's English learning is influenced by Chinese culture and reflects local cultural characteristics.

Of the phenomena happened, supporting theories and previous researches, it was found a gap which was no one of the previous researches focused on negative attitude to be investigated. Meanwhile the theories above discussed not only about positive attitude but also negative attitude, moreover the phenomena happened in the classroom leading to negative attitude towards learning English. Based on phenomena supported by theory and the results of previous researches, in the researcher the teacher-researcher searched students' attitude towards learning *Bahasa Inggris* course.

Research Questions

The study was proposed to answer the following research question that are what are the attitudes portrayed by the second semester students of Civics Education towards learning *Bahasa Inggris* course? Why are the second semester students of Civics Education have positive and negative attitudes towards learning *Bahasa Inggris* course?

Concept of Attitude

Attitude is one of basic when the students want to master the language. Ünal and Işeri (2012) state attitude is the state of emotional and mental preparation, which is formed through experiences, that has a directive or dynamic influential power on an individual's behaviours towards all things and situations. Attitude is "a word used as a general tendency of an individual tendency to act in a certain condition". The use of word attitude is based on what someone says, or someone does and is based on visible behaviour. Attitudes are what the people thinking or feeling about something or someone. They can be positive or negative.

Characteristics of Attitude

According to C. Gardner in Gettie, 2020 there are about five characteristics of attitude to be considered in learning second language as follows. Attitudes are cognitive (i.e. are capable of being thought about) and affective (i.e. have feelings and emotions attached to them), Attitudes are dimensional rather than bipolar-they vary in degree of favourability/unfavourability, Attitudes predispose a person to act in a certain way, but the relationship between attitudes is not a strong one, attitudes are learned, not inherited or genetically endowed and Attitudes tend to persist but they can be modified by experience. In addition, Grantham and Vaske in Kartubi, 2017, there are several characteristics of attitude namely an attitude is relatively enduring, an attitude is situational, an attitude is an organization of beliefs, and an attitude acts as an intervening variable. An attitude is relatively enduring means liking or disliking a foreign language is learned, not born. An attitude is situational is meant the situation affects the students' attitudes. An attitude is an organization of beliefs means all beliefs are a predisposition to an action, and an attitude is a set of interrelated predispositions to an action organized in a certain situation. An attitude acts as an intervening variable means a student can be said to have a positive attitude toward English, but the attitude itself cannot be observed. What is observed is the presence of behaviour that indicates acceptance of English and the absence of rejecting behaviours, like ignoring English assignments, not participating actively in class or dropping English subject.

Factors Influencing Attitudes

There are three factors influencing students' attitude towards learning language, are students' perception on English, teacher's role, and parent's role. The students' perception on English as it was searched by Shirbagi, 2010 that shows orientations and attitudes of Iranian university students for English language learning had spent their time learning English as a subject and also thought that English is important in their curriculum besides English helps them to find a great job and give them an opportunity of cross-cultural exchanged. These findings could not be equated with what the researcher encountered in learning English to second semester students where their perception of English is not a subject that they must master and has little effect on learning outcomes considering it is not one of their specialty subjects. Bartram (2012) says that a teacher can influence learner's attitudes. Learners view a teacher as an agent or a person who has roles in forming their attitudes. How the teacher also affects a learner-teacher relationship. Teacher's teaching practices, styles, teacher's teaching methods, and way of interaction to the students, or even personalities influence the students' attitude towards learning English. If the students agree with them, the students' attitude are positive otherwise the students have negative attitude. The last factor is from parents' role. According to Sultana and Rosli (2016), parental involvement has positive impacts on student's accomplishment and abilities in learning English. Parent can also influence student's attitudes toward learning English. They feel anxious when their children do not perform well in the English subject.

Three Components of Attitude Concept

Garret, Couplands, and Williams in Bengoechea, & Simón, 2014 say that there are three components of attitude concept namely cognitive, affective, and behavior.

Cognitive aspects of attitude involve the beliefs of the language learners about the knowledge that they receive and their understanding of the process of language learning. The cognitive aspect of attitude would be based on how much a student knows about English and his/her level of understanding of English. The cognitive attitude can be classified into four steps of

connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in any situation.

In affective aspects of attitude, the learning process is an emotional process (affective). It is affected by different emotional factors. The affective aspect of attitude deals with someone's emotions towards an object, with or against, likes or dislikes. The affective aspect of attitude is said to consist of a person's evaluation of, liking of, or emotional response to some situation, object or person. In other words, the affective aspects are the learning processes that are influenced by one's emotional factors.

The behavioural aspect of attitude is a behaviour of person's attitude over behaviour directed toward a situation, object, or person. Positive attitudes lead to the exhibition of positive behaviours toward courses of study, with participants absorbing themselves in courses and striving to learn more, such students are also observed to be more eager to solve problems, to acquire the information and skill useful for daily life and to engage themselves emotionally. But on the contrary, they have negative attitudes.

Attitude and Motivation

Student's attitude is an integral part of learning and that it should, therefore, become an essential component of second or foreign language learning pedagogy, Gettie, 2020. Research on students' attitudes toward language learning is important because attitudes toward learning are believed to influence behaviours such as selecting and reading books, speaking in a foreign language, and a relationship between attitudes and success or achievement has been shown to exist such as attitude influence one's behaviors, inner mood and therefore learning, Kaballa, and Crowle in Gettie, 2020. Both negative and positive attitudes have a strong impact on the success of language learning.

Language Attitude and Language Choice

Studying *Bahasa Inggris* course which was taught using bilingual language to the second semester students exactly reveal a positive attitude wherein the students, their parents and the teachers of English may explain why English was more positively regarded in the school setting since the students' linguistic preferences were helped by their peers, Mukhuba, Garcia, Evangelista, Martinez, Disla, & Paulino, Rahman and Reyes in Sicam and Lucas, 2016 but on the contrary, the phenomenon that occurred shows differences in which their peers could not make other students being influenced positively towards language learning.

Language Attitude and Gender

The second semester students consisted male and female students which exactly girls tend to show significantly more positive attitudes than boys, Carroll in Sicam and Lucas, 2016. The study was already argued by Rahman & Hussein et.al., in Sicam and Lucas, 2016 saying either male or female showed their positive attitudes towards an increased use of English or no significantly difference. Meanwhile Fuentes dan Mojica in Sicam and Lucas, 2016 found males had a more positive attitude toward English than females. However, second semester students, both male and female, show the same attitude in learning English as the phenomenon observed by the teacher-researcher.

Language Attitude, Motivation, and Proficiency

Sicam and Lucas, 2016 state that how important students' personal attitudes are in their academic life where weaker reading and spelling will be having more negative attitudes about foreign-language learning. The statement was in line with the phenomenon that occurred in the second semester students where the students did not

prepare themselves to learn to read the material that was being discussed in the classroom, nor did they write important points during the English learning process because they were preoccupied with themselves talking to others, playing mobile phones and not listening well to what was being presented and explained in front of the class. As a consequence of this attitude, the student's ability in *Bahasa Inggris* course was very low. This was seen from the very low midterm exam results, quizzes that were organized impromptu, and unsatisfactory presentations in front of the class and assignments that were done carelessly.

2. METHOD

Research Design

The research method used in the research was qualitative design particularly phenomenological research. Phenomenological research is a design of inquiry coming from philosophy and psychology in which the researcher describes the lived experiences of individuals about a phenomenon as described by participants. This description culminates in the essence of the experiences for several individuals who have all experienced the phenomenon. This design has strong philosophical underpinnings and typically involves conducting interviews Giorgi, and Moustakas in Creswell, 2014.

Participants of Study

The participants of the study were the second semester students of Civics Education of Universitas Nias with the total number of students were 47 persons.

Data-gathering Instruments

To collect the data, observation and written interview through questionnaire were used as the research instruments. The questionnaire was distributed to the second semester students through google form link.

Technique of Analyzing the Data

The students' attitude was observed by the teacher-researcher during one semester when teaching *Bahasa Inggris* course to the second semester students. Then it was described based on what was visible in relation to the positive and negative attitudes towards learning English. Words and pictures on the field notes taken from observation, Merriam, 2009 rather than numbers are used to convey descriptions of the context.

Lovelace & Brickman, 2013 and Kearney et. al., 2020 state Likert items are the most common response formats used in attitude scales Likert-style scale, which ranged from strongly disagree (1) to strongly agree (5) or that usually span a 5-point range of responses, for example, A = "strongly agree" to E = "strongly disagree," but may span any range. Clearly, A5 = strongly agree, B4 = agree, C3 = undecided, D2 = disagree and E1 = strongly disagree.

Figure 1. Likert Scale.

Statement	Level of Agreement				
	A 5	B 4	C 3	D 2	E 1
Etc.					

The scale above was processed by classifying the students' attitude towards learning *Bahasa Inggris* course and the reasons why they did the attitudes.

3. FINDING AND DISCUSSION

Findings

For the first research instrument used by the teacher-researcher in collecting the data from the second semester students, it

was found from the 47 students mostly the students did not give any attention to the course, did not copy/print the material learnt, did not ask questions, did not share ideas, liked mocking their classmates when their classmates tried reading/speaking English in the teaching-learning process, were passive, busy talking and playing mobile phones, as well as silent when they were asked by the teacher-researcher. In addition, tasks assigned to each group used to be late to submit on telegram application group. The impromptu tasks could not be done soon as instructed to them with a shorter time. The individual impromptu tasks were also done incompletely and not all students submitted it. The mid test done by them was mostly showing very low score. From the paper the students did, it was analyzed that most of the students did not understand material learnt although materials had been reviewed and given a lot of examples. Furthermore, when having presentation in front of the classroom, most of the students-presenters read the paper in English version only and translated it into Indonesian without good explanation. Although the paper was explained by some students, but English was not used as instructed by the teacher-researcher. Even when the students were asked to write civics education terms as many as it was learnt for some meetings, most of them did not know what to write and how to write as well as no understanding to the meaning itself. Suggestions, criticisms and constructive advices were given by the teacher-researcher in each class meeting, the students just listened and kept silent. Once the students were asked whether they liked or disliked the teacher of English to teach them, all them raised hand and said that they liked her. The teacher of English felt weird since their liking for the teacher of English did not indicate a good motivation to take English learning seriously.

The second research instrument used wherein the teacher-researcher provided 25 statements to be responded by the participants in 5 options, among 47 persons, 42 students only who gave responses through the link of google form although many times the teacher-researcher reminded them to fill in it via telegram application which was the group was there. The result showed some data as in the following.

Among 42 students, there was 59.5% male students who responded meanwhile female students were 40.5% as it is seen in Figure 1 below.

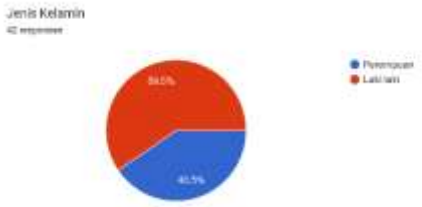


Figure 1. Male and Female Students

First statement, there was an acceptance from the students towards *Bahasa Inggris* course with 61.9% in strongly agree category, 35.7% in agree category and 2.4% in undecided category. It is seen in Figure 2 below.

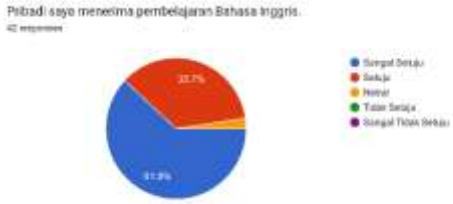


Figure 2. English Acceptance

Second statement shows 61.9% in strongly agree and 38.1% in agree categories to inform that the teaching method was fun for the students. It is seen in the following figure.

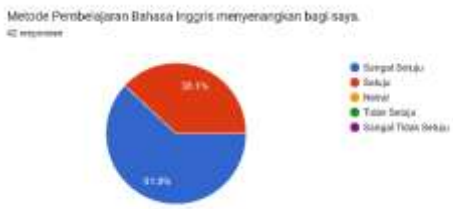


Figure 3. Fun Teaching Method

The third statement shows 78.6% the students felt comfortable with the teacher of

English in strongly agree category meanwhile 21.4% in agree category. The figure below shows it.

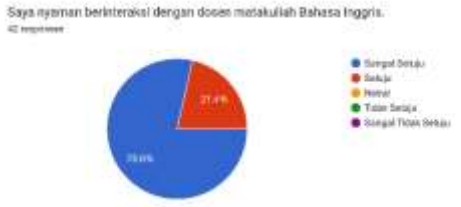


Figure 4. Comfortable Interaction

The fourth statement shows 45.2% the students prepared themselves before the teaching-learning process started in strongly agree category, 45.2% in agree category and 9.5% in undecided category. It is seen below.

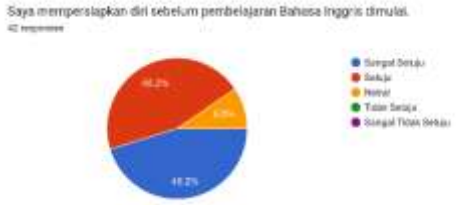


Figure 5. Self-preparation

The fifth statement shows 45.2% the students learnt the material uploaded in telegram application before attending the classroom in strongly agree category, 50% in agree category, and 4.8% in undecided category. The figure below shows it.

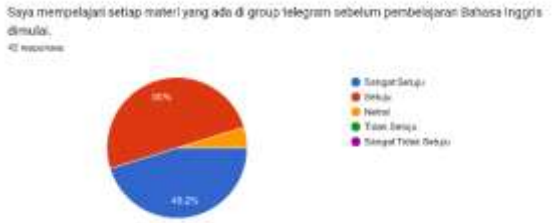


Figure 6. Learning Material

The sixth statement, there was 76.2% students who copied material before attending the classroom, categorized in strongly agree, and 23.8% was in agree level. It is seen in the following figure.

Figure 7. Copying Material

The seventh statement shows there was 59.5% students did assignments intently in strongly agree category, and 40.5% was in agree category. In the following figure is seen.

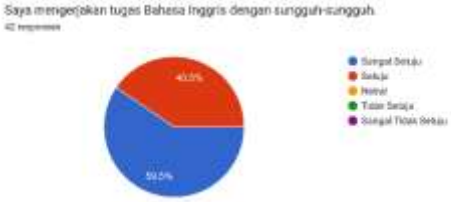


Figure 8. Doing Assignments Intently

The eighth statement, it was found 69% students strongly agree to submit the assignments two days before the presentation day, 28.6% in agree category and 2.4% in undecided category. It is seen in the following figure.

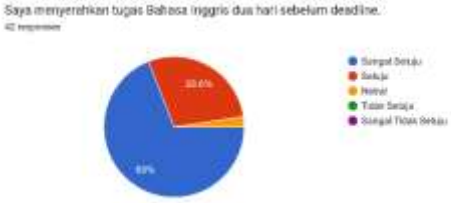


Figure 9. Submitting Assignments

The ninth statement shows 54.8% students strongly agree to pay attention to the teaching-learning process, 42.8% agree and 2.4% was undecided. The following figure shows it.

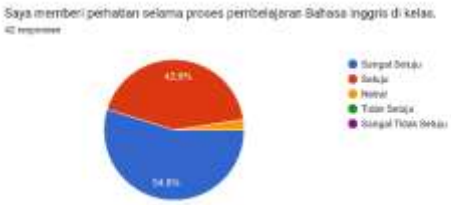


Figure 10. Paying Attention to Teaching-Learning Process

In the tenth statement, there was 45.2% students strongly agree to actively participate during the teaching-learning process, 42.9 agree, and 11.9 was undecided. The following figure shows it.

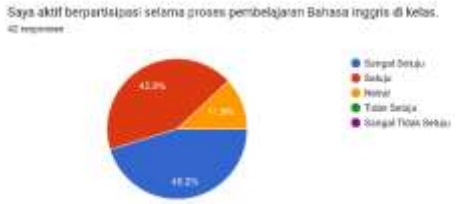


Figure 11. Actively Participating

The eleventh statement shows 57.1% students were calm or silent to join the teaching-learning process conductively categorized in strongly agree, 38.1% in agree category, and 4.8% in undecided category. It is seen in the figure below.

Figure 12. Creating Conducive Classroom

In the twelfth statement, it was found that 47.6% students strongly agree not to use mobile phone during the teaching-learning process, 38.1% agree not to use it, 11.9% was undecided not to use it, and 2.4% disagree not to play it. The figure below shows it.

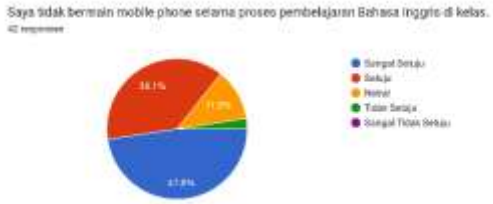


Figure 13. Playing Mobile Phone

The thirteenth statement shows 40.5% students strongly agree to pose questions in the teaching-learning process, 31% agree and 28.6% was undecided. It is seen in the following figure.

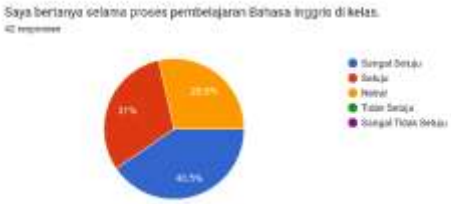


Figure 14. Posing Questions

In the fourteenth statement, it was found 28.6% students strongly agree to share ideas in the teaching-learning process, 50% agree, and 21.4% was undecided. It is seen below.

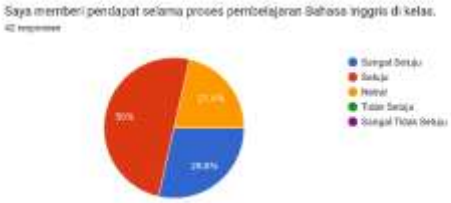
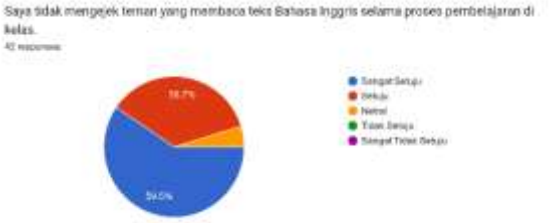
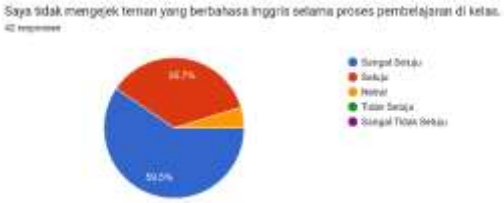


Figure 15. Sharing Ideas

The fifteenth and sixteenth statements show the same percentage wherein 59.5% students strongly agree not to mock the other students who read English texts and spoke English, 35.7% agree not do that, and there was 4.8% undecided. It is seen in the figure below.





Figures 16 & 17. Mocking other Students

The seventeenth statement shows 59.5% students strongly agree to accept the impromptu tasks, and 40.5% agree to be ready to get the tasks. It is seen in the following figure.

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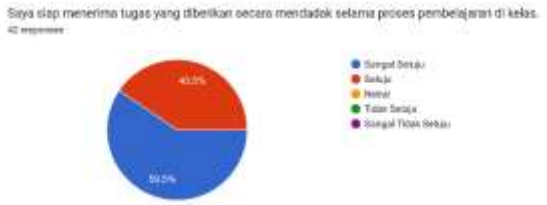

Figure 18. Readiness for Impromptu Tasks

In the eighteenth statement, there was 64.3% strongly agree to say that *Bahasa Inggris* course is important for their major, and 35.7% agree for this. It is seen in the following figure.

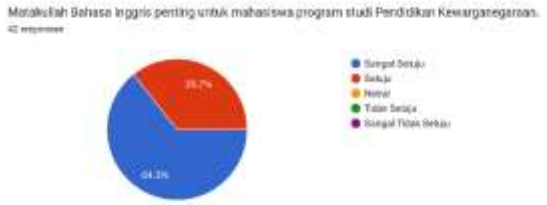

Figure 19. The Importance of *Bahasa Inggris* Course

In the nineteenth statement, it was obtained 69% students strongly agree that *Bahasa Inggris* course helps them to create/find a job, 28.6% agree and 2.4% was undecided. It is seen below.

Figure 20. The Importance of *Bahasa Inggris* Course

The twentieth statement shows 69% students strongly agree that Bahasa Inggris Course helps them to adapt themselves to globalization era and 31% agree. It is seen in the following figure.

Figure 21. Self-adaptation to Global Era

The twenty first statement shows 50% students strongly agree that their parents motivated them to learn *Bahasa Inggris* intently, 38.1% agree and 11.9 was undecided. It is in Figure 22 below.

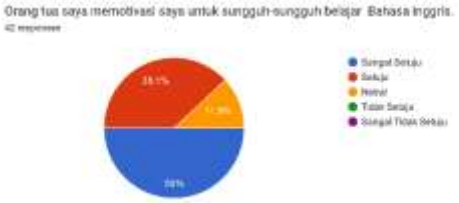

Figure 22. Parents' Encouragement

The twenty second statement shows 52.4% students strongly agree that their parents expect them to master *Bahasa Inggris*, 38.1% agree and 9.5% was undecided. It is seen in the figure below.

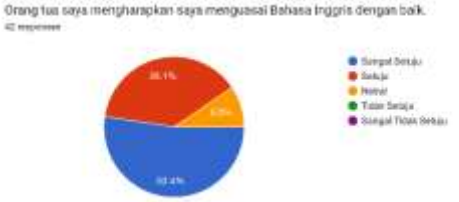

Figure 23. Parents' Expectation

The twenty third shows 54.8% students strongly agree that they were inspired by the teacher of English from her motivating words and action, 42.9% agree and 2.4% was undecided. The data is seen in the following figure.

Figure 24. English Teacher's Motivating Words and Action

The twenty fourth and twenty fifth statements display same percentage wherein 76.2% students strongly agree for the presence in the classroom before the teaching-learning process started, and 23.8% agree. The same thing also was seen 76.2% students strongly agree not to leave

the classroom during the teaching-learning process and 23.8% agree. It is seen in the figures below.

Figure 25 & 26. Students Presence in the Classroom

Discussions

The two instruments used by the teacher-researcher in doing this research have significantly different findings in which the second instrument did not support the first instrument. Observation as the first instrument which was done during one semester was inversely proportional to the questionnaire distributed to them as the second instrument and filled in it by the students in two days.

In the observation, it was found that how negative attitude most of the students showed and acted towards learning English. Most of the students' action did not show positive attitude towards learning English such as the teaching of English was uninteresting for them, feeling uncomfortable in the classroom, very rarely or almost no verbal interaction to the teacher of English in the classroom, no preparation for the readiness in following the teaching of *Bahasa Inggris* course seen from no material copied/printed, did not know whatever being asked by the teacher of English or the other students, doing the assignments as they liked, and never submitting the assignments two days before the deadline. They did not care of the teaching-learning process which indicated English is an unimportant course for them, not to give any attention to the course, mostly becoming passive students in the classroom, creating unconducive learning situation by busy talking, playing mobile phone and mocking other students who tried reading English text and speaking English. Most of them did not ask any question and share opinions using English, and not ready to accept any impromptu assignments seen from their response who just sit and busy doing other things. It was analyzed that having beliefs that without knowing English, they could do something, they could create and find their job, and could adapt themselves with the globalization era. Furthermore, by analyzing their responses in the teaching-learning process, most of the students did not have any motivation to learn English. This might happen from their internal motivation if their parents already motivated and expected them to learn and master English. It might be also from the teacher of English although she used to encourage the students to learn English every meeting but most of the students filled in the questionnaire that the teaching method was fun form them, they felt comfortable with the teacher of English to interact, and even most of them answered that they were inspired by the teacher's encouragement words and action.

In line with the findings above, it is said that the students' attitude towards learning *Bahasa Inggris* course displayed the negative attitude empirically from the observation done by the teacher-researcher during one semester meanwhile the students did not admit their negative attitude towards learning Bahasa Inggris course when questionnaire was distributed to them. All statements positively which were posed to them, they strongly agreed and agree and some of them were undecided. No one of disagree and strongly disagree was found. It means the students' responses showed positive response in questionnaire but on the contrary showing negative attitude towards learning *Bahasa Inggris* course every class

meeting. The condition indicated that the students did not tell the truth as one theory says that people often say one thing but do another due to a variety of factors such as cognitive dissonance, self-interest, or lack of self-awareness. Cognitive dissonance refers to the discomfort people feel when they hold two or more contradictory beliefs or values, and they may act in ways that are inconsistent with what they say in order to reduce this discomfort. Self-interest can also play a role, as people may prioritize their own needs or goals over what they say they believe. And finally, some people may not be aware of their own actions or motivations, and may say one thing but do another without realizing it in https://www.quora.com/Why-do-people-often-say-one-thing-but-do-another.

If it is seen from the personality aspect as stated by some previous experts that are Hilgard et. al., Floyd, Maddi, in http://www.simplinotes.com/personality/ that someone's personality is divided into three that are thought, feeling and action which represents thinking, feeling, and acting towards condition they are facing, experiencing and happening, Baker, Matsuda, Rajecki, Choi and Troudi in Orfan, 2020. The observation was done without their self-awareness meanwhile questionnaire was responded with their awareness. The student realized what was acted in the classroom was an unexpected action but since it's their personality, it could not be controlled. This was emphasized by Grantham and Vaske in Kartubi, 2017 that an attitude is an organization of beliefs which is not a basic and irreducible element within the personality but represent a cluster of two or more interrelated elements, in the form of underlying belief, a predisposition inferred consciously from what one says or does. Furthermore, from several characteristics of attitude, what was found from the two research instruments which was contradictive, this was referred to attitude which is situational as said by Grantham and Vaske in Kartubi, 2017 that is an attitude is influenced by situation and can, therefore, be generalized. This means that the situation affects the students' attitudes. language, teacher, and assignments, for example, are within the school situation. When the teacher-researcher asked them whether they like the teacher of English and they said 'yes', means that the negative students' attitude was showed not because of the teacher of English herself but it is because of the language and assignments. This was seen from their negative attitude towards learning English during one semester. In addition, from the data showed, it's also found that the students got the low score in mid test and no motivation to do their assignments because they did not know what to do, from the three concepts of attitude, cognitive and behavioural aspects were also the students' problem, Garret, Couplands, and Williams in Bengoechea, & Simón, 2014. Besides that, their negative attitude towards learning Bahasa Inggris course which was contrast with the responses showed in questionnaire as positive attitude as the cause of cognitive dissonance, self-interest, or lack of self-awareness. According to Fertinger in Yahya and Sukmayadi (2020) it concerns to Cognitive Dissonance Theory which is cognitive dissonance occurs whenever people are confronted with facts that contradict their beliefs, values, and ideas; they will thrive on finding a way to resolve the contradiction to reduce their discomfort. The theory applies to all social situations involving the formation and changes of human attitude, and it is particularly pertinent to the process of decision-making and problem-solving. As a whole, the attitudes portrayed by mostly the second semester students of Civics Education towards learning *Bahasa Inggris* course was negative and it happened because of cognitive dissonance, beside self-interest and lack of self-awareness.

4. CONCLUSION

The second semester students of Civics Education have negative attitude towards the teaching-learning process particularly in *Bahasa Inggris* course. This is an issue which is faced by anyone who teaches English in a certain institution. The acceptance of learning English with two languages in a non-English study program is a challenge because of the emergence of negative attitudes that lead to a dislike of English itself, classroom situations that do not support fellow students in learning, underestimating English assignments, not actively participating in class and having beliefs content that describe learning English as false, incorrect, and undesirable action, that is negative attitude.

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