Abstrak: Penelitian ini bertujuan untuk mengetahui sikap siswa SMK Yaleka Merauke dan pengaruhnya terhadap pembelajaran bahasa Inggris. Sikap pembelajar mencakup sikap terhadap materi pengajaran, sikap terhadap guru, dan sikap terhadap bahasa Inggris sebagai variable bebas, sementara pencapaian pembelajaran sebagai variable terkait. Metode yang digunakan pada penelitian ini adalah metode campuran, dimana menggabungkan teknik pengumpulan data secara qualitative dan quantitative pada satu studi/penelitian. Data pada variable bebas diperoleh melalui angket, wawancara, dan observasi, dan variable terkait diperoleh dari nilai-nilai siswa. Angket tersebut dibagikan kepada 40 siswa sebagai sample dan observasi kelas difokuskan pada 12 siswa. Data dari angket lalu dianalisis menggunakan multiple regresi untuk mengetahui pengaruh variable independen terhadap variable dependen. Hasil penelitian dibuktikan bahwa sikap terhadap materi pembelajaran menghasilkan sig (2-tailed) adalah 0.655 lebih besar daripada 0.05, sikap terhadap guru adalah sig (2-tailed) 0.438 lebih besar daripada 0.05, sikap terhadap bahasa inggris sig (2-tailed) adalah 0.324 lebih besar dari 0.05. Kesimpulan penelitian ini adalah semua responden pada sampel memiliki sikap positif dan dimana tabel distribusi menunjukkan persentase yang tinggi, tak ada korelasi yang signifikan pada sikap siswa terhadap pencapaian pembelajaran siswa.

Kata Kunci: bahasa inggris untuk keperawatan, sikap.

THE CORRELATION OF STUDENTS’ ATTITUDE TOWARD ENGLISH FOR SPECIFIC PURPOSES LEARNING AT SMK YALEKA MERAUKE

Abstract: This research aimed to determine the attitudes of the learners and its effect on the learning of English of the second semester students of SMK Yaleka, Merauke. The attitude of the student covers the attitude toward the teaching materials, the attitude toward the teacher and the attitude toward the English language which serve as independent variables, while the learning achievement serves as dependent variable. The mix method was used by the researcher in this study. The data of independent variables were obtained through questionnaire, interview and observation, and the dependent variable was obtained from students’ score from their previous study. The questionnaire was administered to 40 students and classroom observation was focused to 12 students. The data from questionnaire were analyzed used multiple regressing in order to know the contribution of independent variables to dependent variables. It found that the attitude toward teaching material Sig (2-tailed) is 0.655 greater than 0.05, the attitude toward teacher Sig. (2-tailed) is 0.438 greater than 0.05, the attitude toward English Sig. (2-tailed) is 0.324 greater than 0.05. This study concluded that all participants in the sample hold positive attitude and strong motivation where can be seen from the percentage of distribution of attitudes and motivation, there are no significant correlation not only learners’ attitude toward learning achievement.

Keywords: English for nursing, attitude
INTRODUCTION
Attitude is the way of someone views to the object. The views can be positive or negative. The views is seen in the like or dislike of someone choices. According to Nancy (2008) Attitude is hypothetical construct that represent an individual’s degree of like or dislike for an item. Along with the global spread of English and the wide recognition of World Englishes, a whole breadth of studies have been conducted to explore the attitudes of learners toward the different varieties of English.

The attitudes towards the English language as a foreign language determine how far of people achievement in language learning. The attitude may be defined as part of peoples’ orientation toward the foreign language based on the values that appeared together with the language. The English language as Emerson in McCrum (1986:158) states that is the sea which receives tributaries from every region under heaven. From this stand point, the English language has appeared to be the most favorable foreign language toward international matters. This was decided by the history of English spreading toward the world which began its popularity together with the people who spoke it.

Garvin and Mathiot (2000:62) state that There are two features of language attitude; a positive attitude is the attitude of enthusiasm towards the use of language (the language used by the group/community speech in which he or she resides). Furthermore, Garvin and Mathiot formulate that there are three characteristics of language attitude; they are language loyalty, language pride, and awareness of the norms. Language loyalty encourages people to maintain their language and if necessary to prevent the influence of other language. Language pride encourages people to develop the language and use it as symbol of identity and unity of the community. Awareness of the norms encourages people to use language carefully and politely is a huge factor influence on actions that activity using language (language use). The three interpretations about characteristic of language attitude above expressed by Garvin and Mathiot is the characteristic of positive attitude towards the language. A positive attitude is the attitude of enthusiasm for the use of language (the language used by the group / speech community where it is located). If the third characteristic of this language is owned by someone then that person is said have a positive attitude towards the language. Conversely, if a person or group of people said no more passion or impulse to defend the independence of the language, then that person has a negative attitude towards the language.

According to Gardner (1985) there are three components of attitude: cognitive, affective, and action tendencies. Cognitive components relate to the knowledge, belief how to perceive an object. The cognitive component of an attitude consists of the individual about the object (Krech, et al.1962). The most critical cognition incorporated in the attitude system is evaluating beliefs, which involve the attribution of favorable or unfavorable, desirable or undesirable, good or bad qualities to the object. The cognitive component also might include the beliefs of the individual about the object appropriate and inappropriate ways of responding to the object. Another definition of cognitive component stated by Katz and Scotland in Travers
(1986:337), they defines that cognitive component refers to the intellectuality of the person or individual. The intellectual component and the affective component work hand in hand but they have are still independent component. Triandis (1971) formulated that cognitive component is the way we perceive an object, event, or situation, our thoughts, beliefs, and ideas about something. Affective component relates to a condition in which a person likes or dislikes an object. A person likes the objects is positive while a person dislikes an objects is negative. Katz and Scotland in Travers (1985) defines affective components consist of positive or negative effects (feeling). This positive and negative tendency represents two “dimensions rather than only one”. The most obvious quality is the behavioral tendency of seeking versus avoiding contact with the person or other objet of the attitude. The second dimension pertains to affect to liking or disliking.

Another definition about affective component is argued by Zanden (1985:161), He identified that the affective component of attitude consists of feelings or emotions that the actual object, event, or situation or its symbolic representation evokes within an individual. Fear, sympathy, pity, hate, anger, envy, love, and contempt are among the emotions that may be excited by a given individual or group. In the same way, Krech, et al (1962:140) also named the feeling components for affective of attitude. He stated that feeling component of this attitude refers to the emotions connected with the object. The object is felt to be pleasing or displeasing. It is like or disliked. It is emotional loading, which gives attitudes their insistent, stirred up, motivating character. Furthermore, Brown (1987:100) stated that affect refers to emotion and feeling. The affective domain is the emotional side of human, and if may be juxtaposed to the cognitive sates or feelings involves a variety of personality factors, feelings both about ourselves and about others with whom we come into contact.

The Action tendencies component indicates the level of intensity to behave towards an object. Krech, (1962:140) reveals that the action tendency of attitude includes all the behavioral readiness associated with the attitude. Furthermore, Krech gave an example that if an individual holds a positive attitude toward a given object. But, if he holds a negative attitude he will be disposed to harm or punish or destroy the object. According to Gagne (1985:223) Component of attitude is a disposition or readiness for some kind of action. He also stated that very often, this component of attitudes are assessed by asking people to respond to verbal statements on scales that indicate dimensions of like-dislike or favorable-unfavorable. A behavioral or action tendency component refers to one’s behavioral intentions or to one’s behavior to the object. These attitudes predispose people to act in certain ways (Rasyid, 1992:59).

Those three components above will shape one’s attitude. One’s attitude to the other will be different although the same object. The different are caused of the different perception, motivation, needs and the aim that want to be reached. The statement themselves, however may refers to other people’s behavior rather them to the behavior of the individual whose attitude is being tested.

The definition above, attitudes refers to the internal condition of an individual. In
this case, the mental aspects stimulate the response of individual human conditions are constantly changed or may become permanent according to their perception, motivation, and needs to a certain object. In Indonesia, English is the only compulsory foreign language subject in the public schools which is most widely learnt by students until secondary schools, and once they start studying at university they are offered English for academic purposes. Tony, Evan and Maggie in their book Developments in English for Specific Purposes (1998) assumed that English for academic purposes refers to any English teaching that relates to a study purpose. Students whose first language is not English may need help with both the language of academic disciplines and the specific ‘study skills’ required of them during their academic course. The study skills may involve any of the main skills depending on the context. It is very important to be aware of how, as the study situation changes, the emphasis on different skills also needs to change. The key aspect here is the extent to which either English for the national language is used as the medium of instruction for subject courses. The key determinant of what an EAP course should contain is whether or not the subject course is taught in English. Along with that, Tony, Evan and Maggie stated that there are four types of EAP situation. The four types of EAP are:

1. An English speaking country, such as UK or USA.
2. An English as a second language (ESL) situation where English is the official language of education and is widely spoken, as in former British colonies in Africa or South East Asia.
3. A situation in which certain subjects, such as medicine, engineering or science, are officially taught in English, while for others subjects and at other levels of education the national language is used.
4. A situation where all subject courses are taught in the national language, but English may be important for ancillary reasons.

Seeing from the references above, the fourth of four types of EAP above is what this study means. The final situation is where the subject courses are taught in the national language but English is included on the timetable. In many situation for example such as in Indonesia. The commitment of the teachers and their involvement in the writing of materials lead to high motivation on the part of both teachers and students (Hutchinson and Waters, 1987). The motivation problem is in a sense similar to that in the third type of situation. It can be very difficult to decide what students’ real needs are. In the theory, student’s needs to focus on the reading skill, in practice, the reading text books or articles may be little more than an optional extra and students may be more motivated by materials that focus on other skills, or on delayed needs rather than supposed immediate needs. By delayed needs we are referring to needs that arise either in the final year (for example project work) or to communication needs in the future work.

There is an obvious pressing need for English at any technical level and students are aware of this situation, since English has become one of the international language of science. As a result of this tendency, the teaching of EAP has become a major preoccupation mainly, but not only, in the non-English speaking world.
Considering the achievement and the success in language learning process, student’s attitude plays important role. Vocational students are expected to exhibit positive attitudes toward English. The SMK Yaleka, one of the nursing vocational in Merauke with a student population of some 200 (in 2013) has become one of the centres of all nursing education activities in Merauke. In order to ensure that learning English impart the key communicative skills that are most useful to graduates in their chosen careers, it is now time that the quality should be prioritized. It is expected that nursing vocational students will exhibit positive attitudes toward English in order to meet the achievement and the successful in learning process.

Merauke nursing students’ attitudes to learn English are probably typical of student’s all over the world living in small, district town with very little connection to the larger outside world. The result from these conditions is the student always complains about their English and through a casual observation it was found that their average grade on English subject is low. In fact, Wilkins (1975) in his study stated that the need to communicate and the recognition of the regulatory function of language would provide a very powerful motivation for learning a foreign language. Motivation defines by Guthrie and Wigfield as the individual’s personal goals, values and beliefs with regard to the topics, process, and outcomes of something. In the other word, the individual’s motivation is determined by belief, values and goals. It also implies that motivation is multifaceted and complex (Wigfield & Guthrie, 1997).

There are two kinds of motivation that is intrinsic and extrinsic motivation. Intrinsically motivated student do activities for their own sake and out of interest in the activity, while extrinsically motivated students do activities for instrumental or other reasons, such as receiving a reward. The implications of this distinction are many. According to Wigfield’s description of intrinsically motivated students, it can be assumed that if students hold a genuine interest in the activity or content, intrinsic motivation will likely exist. Seeing from the references above, students’ attitude can be seen from their motivation. But, this study didn’t focus on the students’ motivation.

The need of nurse in developed countries like America, Canada, Europe, Australia, Japan and Middle-East has jumped up drastically since 1980. However, Kirnantoro the chairman of the national nurses (2009), argued that even though the need or requirement of nurse abroad is available, the mastery of foreign language such as English still becomes the main problem of these nurses. He also argued that many nurses did not pass the recruitment of professional nurse abroad, because they are lack of English language competence, while Irian (2011) said that nurse has to be able to communicate adequately and fast both in written and orally. Simanjuntak, director of PT Roll Internusa Mandiri, also strongly indicated that the striking weaknesses among Indonesian nurses was in mastering English which is adequately to communicate in English became the prevailing major prerequisite in America. Further, Simanjuntak stated that if this prerequisite is able to be fulfilled, it is believed that Indonesian nurses would be able to compete in America work market (cited in Sinar Harapan website 2009). Gardner and Lambert in their past studied (1959, 1972) in “Attitude and Motivation
in 2nd Language Learning” has shown that some undergraduates lack competency in English language because of their attitude toward English (cited in Basar 2006). Students’ attitudes have a great deal of contribution to their achievement because it was assumed that they will influence their success in learning English. However, to the best of the researchers’ knowledge, no study has been conducted to investigate language learning attitudes of Merauke English learners in general and SMK Yaleka EAP students in particular. Seeing from the fact above, these study needs to do in order to know how far the contribution of the nursing students’ attitude in their achievement in language learning process.

METHOD OF THE STUDY

This study is a mixed method, which combined both qualitative and quantitative approaches in a single study. This study was conducted at the SMK Yaleka Merauke, Papua. The population of this study is 132 students of second semester students of SMK Yaleka Merauke for academic year 2014/2015. In this case, the writer purposively took 40 students from 4 different classes out of 132 students as samples of the study (Purposive Sampling technique) became representatives of a given population.

There are three instruments used in this study that is questionnaire, Stimulated Recall interview, and observation. The questionnaire was distributed to the students during their normal class sessions. Before conducting the SR interviews, the subjects were briefed on the aims and procedures of the SR interview sessions, to ensure better and valid results, the interviewees were informed that their answers would be treated with complete confidentiality. In obtaining data through observation, the observer sat and looked at the students’ activities in the classroom, using the check list.

The quantitative data of the questionnaires such attitude toward teaching material, and teacher, English, that is described by Gardner and Lambert 1972 were analyzed and interpreted in terms of means that was supported by Statistical Package for Social Sciences (SPSS) 16.0 software.

RESEARCH FINDINGS

The Students’ Response

It is found that most of student obviously grew the positive attitudes and strong motivation. The data collected through questionnaire shows that the total score for attitude toward teaching material, teacher, English and motivation gained by the respondents respectively are 1128 or 80.57%, 1016 or 84.66%, 1230 or 87.85% and 997 or 83.08%. Meanwhile, the highest score gained by student individually, respectively are 33 or 94.28%, 29 or 96.66%, 35 or 100% and 30 or 100%. Further, the total score that gained by the respondents for attitude toward teaching material, and teacher English and motivation respectively are 1128 (80.57%), 1016 (84.66%), and 1230 (87.85%). Related to the class observation, this study found that the students who performed well are the more active students and that the attitudes of the students are highly correlated to their actual activities in the classroom. Students who have good score tend to do more activities and participate which is indicated by the value of their activities. And furthermore, this study implied from student’s response on the interview
sessions, that they would prefer have material that can be used for self study without teachers’ attendance or guidance. Apparently, the short time of the class hours and also the size of the class lead the feeling of reluctance of learners in participating at classroom activities, especially in asking and answering questions. However, students realized the benefit of English for their future career and motivated themselves to study regularly and productively in order to take every opportunity to improve their English.

**Correlation Finding**

This study found that there is no significant correlation, neither on the attitude toward teaching material, attitude toward teacher, attitude toward English to the students’ achievement. This is indicated by the value of Sig (2-tailed) of the attitude toward teaching material, attitude toward teacher, and attitude toward English which respectively are Sig (0.655) > α (0.05), Sig (0.438) > α (0.05), and Sig (0.324) > α (0.05). As a result of the classroom observation, the activity of each student can be compared by showing their value in each tales (activity) they have from 8 meetings, and it was concluded that the students who performed well are the more active students and the one who have better achievement (score) and that his or her attitude are highly correlates to their actual activities in the classroom.

**DISCUSSION**

This study revealed that students’ attitude were positive. Students appeared to retain their positive attitude and motivation over the semester. As can be seen from student’s response in the interview session also, students were found to be more likely to make effort on the process of learning with stronger motivation and positive attitude. The result of correlation analyses reveals that there are no significant correlations between students’ attitudes, and their achievement. This finding contradicts with Deci and Gardner statement where they were proposed that there was significant correlation between attitude, and achievement (Deci, et al 2004; Gardner 1985). In spite of the learners’ attitude toward teaching material that concluded are positive, it contributes insignificantly to their achievement shown by Sig (0.655) > α (0.05). The implication from the interview sessions, students were satisfied with the material used in their class and consider the materials fully for their own achievement, and also they prefer to have material that can be used for self study without teachers’ attendance or guidance. It is important to consider that the teaching materials used should meet the students’ needs in order to have a good classroom situation and a good classroom interaction.

Seeing the result of hypothesis testing, the attitude toward teacher does not play significant role to the learning achievement and its correlation is also negative. This is indicated by the result of this present study that the effect of students’ attitude toward teachers to their learning achievement (t. count) is – 0.784 with Sig (0.438) > α (0.05). It is implied that the teacher(s) did not play proper role in the classroom situation and lead the dissatisfaction of students to the teacher(s). Although students hold positive attitude, it is not enough to achieve the success in learning English. Students do not bother themselves of the lack of classroom situation or teachers’ approach due their need in the classroom. Teachers present the materials in the classroom where there is not enough
interaction occurred between the teacher and the students, while students need more attention from teacher, especially in giving the feedback of students’ work. In addition, the students’ personal efforts to improve their English performance are not supported by the condition in teaching learning process such as the class size, classroom atmosphere, and the class time hours, shortage in resources, classroom facilities, also the efficiency of the time that teacher has for the students.

The attitude of the student toward the English language may be concluded as the way of which the student view the English language as a foreign language and it is therefore, affect their proficiency and ability in English. Here, although the distribution of respondents shows that students’ attitude toward English response positively which is indicated by the high value of percentage on stating strongly agree and agree, it does not correlate significantly to their language achievement, proven by Sig (0.324) > α (0.05). Students’ positive attitude, somehow, indicates that students may see the benefit of learning English. Students understand that they should manage their own life for their future career by running lots of efforts and work hard in terms of learning English, such as making error and using English outside class. Whereas, students’ attitude influence the level of achievement in language learning and also the student is affected by this success. In other words, the students’ positive attitude is strengthened by success (Ellis, 1997). However, the absence of significant correlation of students’ attitudes to their achievement would be probably caused by the fact that the attitude is not the main factor in determine students’ success in language learning. Other factors that probably contribute to the language students’ success is stated by Spolsky 2000 (in Tibi, 2009) that the language learner’s success depends on: Language Aptitude, personal traits, the affective motivational domain, and system supporting language acquisition.

It might be implied here, that the students who were motivated will study regularly and productively in order to take every opportunity to improve their English and who had positive attitudes and motivation were able to control their learning even though they had to study on their own.

Although the researcher has reached two aims, there were some unavoidable limitations. First, because of the limit time this research was conducted only on a small size population who were attending the English Nursing course in their second semester at SMY Yaleka Merauke. Therefore, to generalize the result for larger groups, the study should be involved more participants at different level; if necessary they can be in different age, sex, cultures, and social status. Second, this study also has no English pre-test to determine their English level because it is really time-consuming. The last point is that this study was not conducted the need analysis before to reassure the fit able material used either in a high level or low level class.

CONCLUSION AND SUGGESTION

Conclusion

It is concluded that students held positive attitude not only toward the teaching material, but also toward the teachers and the English language.

Suggestion
In this case, the researcher would like to suggest to English teachers of SMK Yaleka Merauke to create the suitable material and methodology in teaching process by looking students learning behaviors. Also, intrinsic and extrinsic motivation has to promote in order to stimulate students’ success in language learning. Teachers should take part as consultant and facilitator in and outside the class as well. And of course, more various researches among which is the curriculum, the teaching method, learning environment.

REFERENCES


