

# [In of english in social environment. secondly,(gitawaty, 2010)](https://assignbuster.com/in-of-english-in-social-environment-secondlygitawaty-2010/)

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In Indonesia, English is not used only for the certain purpose but alsofor communication, it is used as the national language as well as the linguafranca. English can be defined as a language which is adopted forcommunication. To be fluently in English is a key success of life because tolink up the people from all around the world to share information.

That’s why, English should be taught in the school as a foreign language. (Shams, 2008) defines some factorswhich can influence the learning process in English as Foreign language, suchas motivation, learning achievement and attitude. Moreover, learner’s attitudeis one of the most important factors that impact on learning language. According to (Latchanna, 2009), attitude is about beliefsand feelings which has been known as one of the important factors in learningforeign language. Moreover, (Kara, 2009)stated that attitude toward learning has an impact on students’ behavior andtheir performance. In other words, positiveattitude facilitate students on language learning.

If students do not have theinterest in acquiring target language, this student will have a negativeattitude and will not be enthusiastic in learning language. Thus, learners’ attitudes could integrate in language learning because it givesimpact on their performance in acquiring the target language. This study looksfor the concept of attitude as one of the affective factors for success inlearning a foreign language. More specifically, it investigates in MACI Amanatul Ummah Surabaya. MACI Amanatul Ummah Surabaya is an Islamic boarding school in Surabaya.

It has an educational aim to prioritized English as foreign language to be usedin their daily life. They have different English learning system. Students arenot only expected to come to the class but they have to learn English all dayboth inside and outside the class.

They are forced to stay in their dormitoryat the school area and speak English to communicate with others.  Many studies have been conducted to explore the students’ attitudes towardslearning foreign language in general. For instance (Shams, 2008) conducted a study toexamine students’ attitudes, motivation and anxiety toward learning English.

The result found that students have positive attitude and high enthusiasmtowards English which emphasize on the use of English in social environment. Secondly,(Gitawaty, 2010) also stated thatthere is a correlation between students’ attitude and their achievement inlearning English. From those previous studies above, itshowed that attitude is related tolearning and it will affect learning. Therefore, theresearcher expects to fill a gap, Dothe students who have positive attitude will implement their positive actstoward English in their daily life? Or do they do the opposite.

Because of thisreason, this study was aimed to identify how is the students’ attitude towardL1, L2 and L3 and their language practices outside the school hours. It willalso describe in depth the correlation between their language attitude andtheir achievement in learning English. The researcher addressed the followingresearch questions: 1.     How is thestudents’ attitude toward L1 L2 L3? 2.     What is theirlanguage used out of school hours in relation to their attitude? 3.     Is there anycorrelation between their language attitudes in their learning achievement? This paper contains of five chapters, chapter I isintroduction, it covers about general background, previous studies, research gapand research problem. Chapter II talks about the literature review. Chapter IIIdescribes the method and methodology which is used in conducting the research.

It covers the research design, participants, instrument, data collectiontechnique, and data analysis. The researcher will describe them one by one. Chapter IV is about result and discussion. Chapter V is conclusion of thepaper.