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SIKAP AFEKTIF SISWA SMP DI DAERAH PEDESAAN TERHADAP PEMBELAJARAN BAHASA INGGRIS SEBAGAI BAHASA ASING

Junior High School Students' Affecctive Attitude In Rural School Toward Learning English As A Foreign Language

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Abstrak

Penelitian ini bertujuan untuk melihat sikap afektif siswa yang lebih dominan di daerah pedesaan terhadap pembelajaran bahasa Inggris sebagai bahasa asing. Penelitian ini merupakan penelitian deskriptif kualitatif. Partisipan dalam penelitian ini adalah siswa kelas VIII di SMP N 6 Solok Selatan yang berjumlah 45 siswa dari dua kelas. Data dikumpulkan melalui pengamatan dengan merekam proses belajar mengajar di kelas VIII dan wawancara dengan beberapa siswa kelas VIII. Pengamatan dilakukan dengan *observation chekclist, field note,* dan *video recorder.* Sikap afektif terbagi menjadi empat indikator, yaitu *enjoyment, pride, anxiety,* and *boredom. Enjoyment* dan *pride* merupakan sikap positif siswa saat belajar. *Anxiety* dan *boredom* merupakan sikap negatif siswa saat belajar. Setelah melakukan pengamatan dan wawancara dengan guru dan beberapa siswa kelas VIII, maka hasil penelitian membuktikan bahwa siswa kelas VIII SMP N 6 Solok Selatan memiliki dominan sikap negatif saat belajar bahasa Inggris.

Kata Kunci:
Sikap Afektif
Sekolah Pedesaan
Pembelajaran Bahasa Inggris

Keywords:
Affective Attitude
Rural School
English Learning

Abstract

This study aims to look at the affective attitudes of students who are more dominant in rural areas towards learning English as a foreign language. This research is a qualitative descriptive study. Participants in this study were class VIII students at SMP N 6 Solok Selatan, totaling 45 students from two classes. Data was collected through observation by recording the teaching and learning process in class VIII and interviews with several students in class VIII. Observations were made using observation checklists, field notes, and video recorders. Affective attitude is divided into four indicators, namely enjoyment, pride, anxiety, and boredom. Enjoyment and pride are positive attitudes of students when learning. Anxiety and boredom are negative attitudes of students when studying. After conducting observations and interviews with the teacher and several Grade VIII students, the results of the study proved that Grade VIII students at SMP N 6 Solok Selatan had a dominant negative attitude while learning English.

INTRODUCTION

At the junior high school level, English as a foreign language is one of the lessons in the curriculum (Daar and Manggarai 2021). As a foreign language, English lessons are given more less than two times ninety minutes each week. In Indonesia, students only have 2 hours per week for regular English classes. Students in rural areas lack the motivation to learn English, they thought that English was a very difficult subject to understand.

According to Jain (2014), attitude can be viewed on the basis of three components: behavioral, cognitive, and affective. Behavioral components refer to how learners behave towards an object or person. Example of behavioral component is *"I Like to learn and will join English class."* Thus, the cognitive component this involves expressions of belief and ideas or opinions about the object. For example, *" I believe learning English will help to trip arount the world."* The last, affective component is that students experience fear, anxiety, happiness, comfort, and enjoy. Affective

involves a person's feelings or emotions about the attitude. Learning process is an emotional process which influences students' perspectives and attitudes toward the learning process. Example of affective component is *" I like learning English."*

Rural school means a school located outside the main metropolitan area in which the district is located and from which the district does not bus students into the metropolitan area (Oncescu 2014). Rural is an administrative area at the village level with a small population with a closer natural environment and the majority of the population live as farmers. SMP N 6 Solok Selatan is located in Bidar Alam, Sangir Jujuan, South Solok Regency, West Sumatera. It is about 17 km from the district capital and 180 km from the province capital.

The student's social background different at school effect on results and learning achievement caused by the influence of behavior and its social customs and on which it is embodied social. Urban students background social life is seen from its social life tend to be more advanced than students who are rural social background because in the urban it has complete educational facilities and is already more advanced in support results and learning achievements. Whereas in rural areas, supporting facilities in inadequate education (Khusaini and Muvera 2020).

Furthermore, family factors also determine students' attitudes towards learning English. Students from rural areas perform worse than students from urban areas because this is related to their parents' education. He also added that financial factors influenced their attitudes. The student's background refers to low socioeconomic factors in their family and one of the factors that influence their ability to learn English. Most students in rural areas come from low-income families, so they do not get enough educational resources compared to students in urban areas (Hossain 2016).

METHODOLOGY

Research is an activity in the form of a process in finding and collecting solutions to a problem which is analyzed from the accurate data obtained, so that research is systematic, logical and objective. This research design was descriptive research, because the researcher are going to try to describe the students attitude in affective component in learning English at eight grade of SMP N 6 Solok Selatan. A descriptive research also called survey research, the purpose of descriptive research is to describe people, events or situations in nature through the study of objects (Siedlecki 2020). The sample used in this study was 45 students eight grade of SMP N 6 Solok Selatan. The researcher took the data by purposive sampling.

In this research, the researcher collected the data through observation chekclist and interview. The researcher was prepare observation checklist, field notes, audio and video recorder to observe students learning process. During the observation process the researcher filling out the observation checklist. When the teacher taught, video recording took as research support. In interview, the researcher took some students to interviewed and gave them from 3-5 minutes each time. The researcher asked the same questions to all respondents to ensure that the data collected were the same.

FINDING AND DISCUSSION

Observation	Positive Emotions		Negative Emotions	
	Enjoyment	Pride	Anxiety	Boredom
1st	✓	✓	×	×
2nd	×	×	✓	✓
3rd	×	×	✓	✓
4th	×	×	✓	✓

Table I. Student affective attitude of class $VIII_1$

Observation	Positive Emotions		Negative Emotions	
	Enjoyment	Pride	Anxiety	Boredom
1st	×	×	✓	✓
2nd	×	×	✓	✓
3rd	×	×	✓	✓
4th	×	×	✓	✓

Table 2.Students affective attitude of class $VIII_2$

1. Enjoyment

Enjoyment referred to a condition where the students felt enjoy and happy when learning process at their class. Should be in enjoyment indicator, students do not look for cheat sheets to their friends, but reality in class students walked to look for cheat sheets. In the first observation, students did the task by themself and they did not cheating to their friends. But, in the second observation, when the teacher told students to collect their homework, only six of the 22 students did it. Students just copied the answers by their friends.

2. Pride

Pride is a condition where the students felt like when studied English and proud with their ability and the results that they got from studied English. When the teacher wrote down the material in front of the class, many students walked to their friends' chairs to disturb them. When the teacher explained the material in front of the class, students did not pay attention to the teacher and they were busy talked with their friends next to or behind them. Students did not seem pay attention to learning when they were asked questions and did not focus and can not answer them.

3. Anxiety

Anxiety is a feeling anxious of students toward learning process in the class. When the teacher asked about the difference between simple present and simple past tense, no one of the students were able to answer. After that, teacher asked students to practice dialogue in front of class and female students came forward to practice with her partner. Only a few six students who ready to come to the front of the class to read the English dialogue text. But during the practice, two of them they looked anxious and confused to read the text, it can be seen when their hands tremble while reading the text and they were not excited in front of the class. Students look shy to start reading the English dialog text.

The results of interviewed with some eight grade students that they were very afraid to come forward to the front of the class when told by the teacher, and they were nervous when answered questions given by the teacher. They also said that they were nervous about reading the English dialogue because they were afraid of being ridiculed by their other friends if they wrong about the language.

4. Boredom

Feelings of boredom will keep students from focusing on the learning process. Students have increasingly shown their negative emotions while studying. Some male students slept and just put their heads on the table. When asked why he was sleeping, he answered because he was sleepy. This bad attitude of students often occurs during researchers conducting research in eighth grade. Based on the researcher interviewed to some students, they also said that felt bored when learning English, because english language was so difficult to understand, and they did not learning English when they was in elementary school. So this language was very new and hard to understand for them.

Based on interview. After some students were interviewed by the researcher, the researcher can

concluded that the students had negative attitude in learning process because the average students answer the questions in interview with negative answered. The students did not enjoyed and focused when learning because they thought the language was so difficult to understand. They also admitted that they could not pay attention with the material because they got any distraction from their classmates. Students often feel anxious and nervous when asked to answer questions or appear in front of the class. The students were also boring when learning English.

CONCLUSION AND SUGGESTION

The main purpose of this research is to describe students' affective attitude in learning process at eight grade students of SMPN 6 Solok Selatan, there are three indicators of students' attitude. They are cognitive component, affective component, and behavioral component. But, in this research, the researcher only focuses on the describing students' attitude based on affective component. The researcher describes their attitude in each component and then describes the mostly component find in learning English. Moreover, based on the analysis, the researcher founds that most students did not enjoyed and focused while learning English process. They also felt anxious and bored while learning. So, it can be conclude that eight grade students of SMP N 6 Solok Selatan had the dominant of negative attitude.

Based on the researcher finding and conclusion of the study, the researcher wolud like to give some suggestion: first, the researcher proposes to the English teacher that she can increase students feeling toward learning English. Second, it is suggestied to the students to do the task given by the teacher and increase their feeling toward learning English. Third, for the researcher as a candidate of teacher, it is suggested to be a guide for teaching learning English process in the future. The last, it is suggested for the reader as an additional knowledge and references if she/he wants to investigate some variables.

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