

Attitudes towards English: A Survey of UNPAD Undergraduates in Pangandaran Campus

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Abstract: Over 20 undergraduate freshmen of class of 2016 of Universitas Padjadjaran (Unpad) in Pangandaran campus (a branch of Universitas Padjadjaran Bandung), especially students from the Faculty of Communication and the Faculty of Social and Political Sciences were surveyed to find their attitudes towards English. The class of 2016 undertook English 101 (*Bahasa Inggris* course) with a curriculum designed differently from the previous academic years, as Unpad implemented a new system and a new learning environment involving fun classroom activities and interactive learning. To know about the effectiveness of the course, this study aims to assess the students' attitude towards English, learning model on English, and materials and skills in English. The method of this research is based upon language attitudes theory, adopted from Sarnoff (1970), Omar (1990), and Aziz (1994). The result of the survey could be used to create an appropriate learning model, congenial English skills to teach, and develop the materials the students need for their further study in their field of study respectively.

1 INTRODUCTION

At university level, students are required to read and understand English, as some of the knowledge they acquire from textbooks or scientific articles from international journals are mainly in English. This is one of the main reasons why English 101 (*Bahasa Inggris*) is a compulsory course at universities in Indonesia.

At Universitas Padjadjaran (Unpad), particularly for the students of 2016, *Bahasa Inggris* was given in only one credit hour in six sessions, which was a job almost impossible to accomplish. This new and hastily-implemented system caused the lecturers to come up with major adjustments in the teaching practice. The keywords applied for this new system included "fun classroom activities" and "interactive learning." In the classroom, the teaching of this course had to be conducted using more attention-grabbing materials and fun methods. Different approaches thus were implemented in the teaching process. In relation to this, this study was conducted to map out students' attitudes towards English after they took part in the course.

The mapping out of students' attitudes towards English will in the long run be used to create an

appropriate learning model, congenial English skills to teach, and develop the materials the students need for their further study in their field of study. In this light, the current study therefore deals with mapping out students' attitudes towards English in Pangandaran campus.

In mapping out students' attitudes towards English, the study was conducted by holding a workshop on effective reading skills which was then followed by filling out a questionnaire by the students. The workshop was part of a community service program organized in relation to the study. The questionnaire deals with questions regarding students' attitudes towards English. The workshop was conducted to measure students' skills in reading. The materials used in the workshop are the same course materials they received when they attended *Bahasa Inggris* course in their first semester. In the long run, this activity is expected to give result to an appropriate teaching model for social/humanity students in Pangandaran campus.

In the workshop, there are stages of activities that can be described as follows:

Table 1. Workshop Aactivity Stages.

No	Activity plan
1	Pretest
2	Delivering materials on reading skills (1): searching for key topics and ideas in the text.
3	Delivering materials on reading skills (2): look for specific explicit information.
4	Delivering materials on reading skills (3): looking for difficult vocabularies.
5	Delivering materials on reading skills (4): identifying text structures.
6	Delivering materials on reading skills (5): looking for implicit information (inference).
7	Posttest

Indicator of success of the activities complies with the following format:

Table 2. Activity's Indicator of Success

Indicator	: Improved level of English reading ability.
Base Line (before activities)	: The ability to read and understand English reading is at the middle level (middle proficiency level)
Achievement (after activities)	: The ability to read English at a high level (high proficiency level).

The teaching of English also needs to pay attention to a multicultural perspective, considering that the students come from different parts of Indonesia with different cultural background (Manurung, 2011). A study on university students' ability to read textbooks, according to Rohman (2016), rely greatly on how they can relate to what is presented in the texts. Students' different experiences is also a factor that can decide whether students can understand or relate to the texts or not. The method used, for instance, as proposed by Hashemian and Heidari (2013) can adopt the relations between learners' motivation/attitude and success.

2 METHODS

Several studies on attitudes towards English or in learning English have been conducted. Asmah (1990) studied a case among Malaysian students on their attitudes in the learning of English. Fadlalla (2017) conducted a study on Dongo; a University students on their attitudes and motivation towards English. Mondal (2012) commenced a study on students at

secondary level education in Bangladesh on their attitudes towards English alnlanguage learning.

The implementation of this activity adopted the method used by Aziz (1994) in a survey he conducted for UKM students. The definition of language attitudes is derived from Sarnoff (1970), which explains that language attitudes are "disposition to react favourably and unfavorably to a class of objects"; and also Omar (1990) which defines the concept as "the way an individual feels ad thinking about something or someone" (Sarnoff and Asmah in Aziz, 1994, p.87). M. Sallehudin Abd. Aziz, who examines the language attitude of University of Kuala Lumpur (UKM) students towards English, writes that in examining attitudes, one must also consider another important element, namely motivation. He cites Gardner's (1985) explanation of the relationship between attitude and motivation. According to Gardner, motivation is a combination of effort and willingness to achieve the goal of language learning and a good attitude towards that learning (Aziz, 1994, p. 87). In this study, the motivation of students on English learning will also be examined.

The compilation of the questionnaire is based on Likert Scale, which invented a method for measuring characteristics and personality traits of a person. This attitude measurement scale consists of questions with five alternative answers. The choice of answers is divided into four alternatives, namely (1) STS (*Sangat Tidak Setuju*): Strongly Disagree; (2) TS (*Tidak Setuju*): Disagree; (3) R (*Ragu-ragu*): Not Sure; (4) S (*Setuju*): Agree; (5) SS (*Sangat Setuju*): Strongly Agree. The questionnaire given consists of three themes, namely (1) English teaching model; (2) English content needs and skills; (3) Further study on English.

Basically, the questionnaire consists of 27 questions, written in Indonesian. Indonesian was chosen instead of English because students would understand the question better as they are still at the early stage of learning English. The content of the questionnaire is as follows:

1. English Teaching Model

- 1) The teaching method which centers on the students gives more freedom to explore my English skills.
- 2) To develop English speaking skills, students need to be given the chance to do a role-play or a presentation in the classroom.
- 3) In *Bahasa Inggris* course, I find it highly important to learn how to solve a problem.
- 4) In *Bahasa Inggris* course, I find it highly important to participate in activities on inquiry (finding a concept independently).

- 5) I am willing to participate in *Bahasa Inggris* course if the lecturer uses several different learning methods.
- 6) I am willing to participate in *Bahasa Inggris* course if students are involved in a discussion.
- 7) I enjoy English songs in the classroom.
- 8) I enjoy games and assignments in English in the classroom.
- 9) I enjoy lecturer-students communication in English during class session.
- 10) I like to be given the chance to communicate in English with other students during class session.
- 11) I am more interested if English is taught with creativity.
- 12) An enjoyable teaching method is when the lecturer gives lecture.
- 13) Lecturers need to invite native speakers at least once in class session.

2. English Content Needs and Skills

- 14) I am aware that English skills are very important as it gives more chance in getting a job.
- 15) I am motivated to read English magazines and newspapers, to listen to English news, and to watch English programs.
- 16) Learning English is important because I use it in daily activities.
- 17) I think that learning English helps me to learn other foreign languages.
- 18) During class session, I prefer more if the lecturer emphasizes on four language skills (listening, speaking, reading, and writing).
- 19) I am more interested in attending *Bahasa Inggris* course if the lecturer emphasizes on speaking skills.
- 20) I am more interested in attending *Bahasa Inggris* course if the lecturer emphasizes on writing skills.
- 21) Through *Bahasa Inggris* course, I want to understand films or TV programs in English without reading the subtitle.
- 22) Through *Bahasa Inggris* course, I want to learn about the lifestyle and habitual activities of people in England and America.
- 23) I want to be able to pronounce English words like the British or Americans.

3. Further Study on English

- 24) I want the university to have a further *Bahasa Inggris* course so that I can make

friends with people living abroad through correspondence (by airmail or email).

- 25) I think there needs to be a *Bahasa Inggris* course which is specifically to improve TOEFL or IELTS score.
- 26) I want the university to have a special *Bahasa Inggris* course which gives the basic skills in reading books and academic journals in English easily.
- 27) Towards the end of my study, I want to have the basics in English that can support me in acquiring jobs.

The questionnaires were given to the students via the lecturer's assistants. The students were asked to complete the questionnaire in class and to return them to the lecturer's assistants.

The completed questionnaires were analyzed using descriptive statistics by calculating the number of voters for each statement, and comparing the number of Agree and Strongly Agree (S + SS) with the number of Strongly Disagree and Disagree (STS + TS) voters. From the comparison, there is a tendency of each study program to look at the three themes mentioned above. The interpretation percentage of the answer's options is described in the following table:

Table 3. Percentage of Choice of Answer (Wiji, 2014 in (Abdullah et al., 2017)

Range	Interpretation
0	Nothing
1-25	A little
26-49	Nearly half of it
50	Half of it
51-75	Mostly
76-99	Almost entirely
100	Entirely

Each statement item will be interpreted based on the size in the table above. Then, from the total answers, an English learning model that students expect will be acquired.

The following section will describe the results of the analysis of the tests and questionnaires that have been given.

3 RESULTS AND DISCUSSION

The first part of the questionnaire deals with students attitudes towards English teaching model. For this part, 13 questions were posed. In order, from the first to the third themes, the result is as follows:

For the first theme (English Teaching Model), the highest voter fell on question 2 with 86.36% of students voted "Agree". The second highest were questions 3 and 6, with 81.81% students voted "Agree". The third highest was question 5, with 77.27% students voted "Agree". Next in line was question 10, with 68.18% students voted "Agree". After that was question 1, with 63.63% students voted "Agree". Question 8 was next, with 59.09% students voted "Agree". Question 11 was next, with 54.54% students voted "Agree". Question 13 was next, with 50% students voted "Agree". Question 7 was voted "Strongly Agree" by 45.45% of students, and the same percentage of students voted "Agree" on question 4. Question 9 had the lowest "Agree" vote, with only 40.9% of students. This percentage was also seen on question 12, equally voted for "Disagree" and "Not Sure." In summary, the data can be described in the following:

Table 4. Percentage of Choice of Answer (Theme 1)

Question number	Disagree	Not Sure	Agree	Strongly Agree
1			63.63%	
2			86.36%	
3			81.81%	
4			45.45%	
5			77.27%	
6			81.81%	
7				45.45%
8			59.09%	
9			40.9%	
10			68.18%	
11			54.54%	
12	40.9%	40.9%		
13			50%	

For the second theme (English Content Needs and Skills), the highest voter fell on question 14, with 86.36% of students voted "Strongly Agree". The second highest was question 23, with 63.63% students voted "Agree". The third highest were questions 21, 18, and 19, with 59.09% students voted "Strongly Agree," "Agree," and "Agree" respectively. Next in line were questions 17 and 20, with 45.45% students voted "Agree". After that was question 22, with 40.9% students voted "Agree". Lastly, only 31.81% of students voted for "Not Sure" for question 16. In summary, the data can be described in the following:

Table 5. Percentage of Choice of Answer (Theme 2)

Question number	Not Sure	Agree	Strongly Agree
14			86.36%
15		54.54%	
16	31.81%		
17		45.45%	
18		59.09%	
19		59.09%	
20		45.45%	
21			59.09%
22		40.9%	
23			63.63%

For the third theme (Further Study on English), the highest voter fell on question 27, with 77.27% of students voted "Strongly Agree". The second highest was question 25, with 59.09% students voted "Agree". The third highest were questions 24 and 26, with 54.54% students voted "Agree." In summary, the data can be described in the following:

Table 6. Percentage of Choice of Answer (Theme 3)

Question number	Not Sure	Agree	Strongly Agree
24		54.54%	
25		59.09%	
26		54.54%	
27			77.27%

From the survey, using the interpretation based on Wiji (2014) in Abdullah et al. (2017), it can be described that:

1. For English Teaching Model

- 1) Mostly agreed that the teaching method which centers on the students gives more freedom to explore English skills.
- 2) Almost entirely agreed that to develop English speaking skills, students need to be given the chance to do a role-play or a presentation in the classroom.
- 3) Almost entirely agreed that in *Bahasa Inggris* course, it is highly important to learn how to solve a problem.
- 4) Nearly half of it agreed that in *Bahasa Inggris* course, it is highly important to participate in activities on inquiry (finding a concept independently).
- 5) Almost entirely agreed that they are willing to participate in *Bahasa Inggris* course if the lecturer uses several different learning methods.

- 6) Almost entirely agreed that they are willing to participate in *Bahasa Inggris* course if students are involved in a discussion.
- 7) Nearly half of it strongly agreed that they enjoy English songs in the classroom.
- 8) Mostly agreed that they enjoy games and assignments in English in the classroom.
- 9) Nearly half of it agreed that they enjoy lecturer-students communication in English during class session.
- 10) Mostly agreed that they like to be given the chance to communicate in English with other students during class session.
- 11) Mostly agreed that they are more interested if English is taught with creativity.
- 12) Nearly half of it disagreed and were not sure that an enjoyable teaching method is when the lecturer gives lecture.
- 13) Half of it agreed that lecturers need to invite native speakers at least once in class session.

2. For English Content Needs and Skills

- 1) Almost entirely strongly agreed that they are aware that English skills are very important as it gives more chance in getting a job.
- 2) Mostly agreed that they are motivated to read English magazines and newspapers, to listen to English news, and to watch English programs.
- 3) Nearly half of it were not sure that learning English is important because they use it in daily activities.
- 4) Nearly half of it agreed that they think that learning English help them to learn other foreign languages.
- 5) Mostly agreed that during class session, students prefer more if the lecturer emphasizes on four language skills (listening, speaking, reading, and writing).
- 6) Mostly agreed that they are more interested in attending *Bahasa Inggris* course if the lecturer emphasizes on speaking skills.
- 7) Nearly half of it agreed that they are more interested in attending *Bahasa Inggris* course if the lecturer emphasizes on writing skills.
- 8) Mostly strongly agreed that through *Bahasa Inggris* course, they want to understand films or TV programs in English without reading the subtitle.
- 9) Nearly half of it agreed that through *Bahasa Inggris* course, they want to learn about the lifestyle and habitual activities of people in England and America.

- 10) Mostly strongly agreed that they want to be able to pronounce English words like the British or Americans.

3. For Further Study on English

- 1) Mostly agreed that they want the university to have a further *Bahasa Inggris* course so that they can make friends with people living abroad through correspondence (by airmail or email).
- 2) Mostly agreed that they think there needs to be a *Bahasa Inggris* course which is specifically to improve TOEFL or IELTS score.
- 3) Mostly agreed that they want the university to have a special *Bahasa Inggris* course which gives the basic skills in reading books and academic journals in English easily.
- 4) Almost entirely agreed that towards the end of heir study, they want to have the basics in English that can support them in acquiring jobs.

A summary of this interpretation can be seen as follows:

1. English Teaching Model,

- 1) almost all consider that student-centered teaching gives more freedom to explore English proficiency,
- 2) almost all of them consider that to develop English speaking skills it is necessary to use varied learning methods: presentation and discussion / role playing / watching / movies and most like inquiry methods (martial arts concepts), games and tasks.
- 3) almost all want to be given the opportunity to communicate in English with other students, but only half of whom do not mind speaking or listening to English explanations with lecturers during lectures.
- 4) almost all think that lecturers need to bring native speakers at least once in English lectures.
- 5) only half of them do not like the lecture method in English lectures.

2. Content Needs and English Skills, students:

- 1) all students are aware that English proficiency is very important considering job opportunities and almost all are encouraged to read British magazines and newspapers, listen to English news and watch programs in English.
- 2) nearly half of them think that English is important because it uses it in everyday life,

- but almost all argue that learning English helps him to learn other foreign languages.
- 3) almost all assume that in English lectures are more likely when lecturers emphasize four language skills (listening, speaking, reading), with priority speaking skills.
 - 4) almost all also consider that through English lectures, want to be able to understand British film and TV programs without looking at subtitles and most of them want to learn about lifestyle and habits abroad like Britain and America.
 - 5) all students want to be able to speak English like English or American.

3. Further Studies on English:

- 1) Almost all want an advanced English course to be friends with people living abroad by exchanging letters and e-mails, and can read books and journals in English easily
- 2) Almost all consider that there should be English lectures specifically preparing for the ability to increase the TOEFL or IELTS score, and all require English language that supports the world of work.

In order of priority, an appropriate learning model, congenial English skills to teach, and developed materials the students need for their further study, need to be designed as follows:

1. Activities for English Teaching Model

- 1) Singing English songs in the classroom.
- 2) A role-play or a presentation in the classroom.
- 3) Solving a problem.
- 4) Involve students in a discussion.
- 5) Use several different learning methods.
- 6) Practice to communicate in English with other students during class session.
- 7) Student-centered teaching method which gives more freedom to explore the students' English skills.
- 8) Games and tasks in English in the classroom.
- 9) Teaching English with creativity.
- 10) Invite native speakers at least once in class session.
- 11) Participate in activities on inquiry (finding a concept independently).
- 12) Lecturer-students communication in English during class session.
- 13) Lecture.

2. English Content Needs and Skills

- 1) Students are aware that English skills are very important as it gives more chance in getting a job.
- 2) Students want to be able to pronounce English words like the British or Americans.
- 3) Through *Bahasa Inggris* course, students want to understand films or TV programs in English without reading the subtitle.
- 4) During class session, students prefer more if the lecturer emphasizes on four language skills (listening, speaking, reading, and writing).
- 5) Students are more interested in attending *Bahasa Inggris* course if the lecturer emphasizes on speaking skills.
- 6) Students are motivated to read English magazines and newspapers, to listen to English news, and to watch English programs.
- 7) Students think that learning English help them to learn other foreign languages.
- 8) Students are am more interested in attending *Bahasa Inggris* course if the lecturer emphasizes on writing skills.
- 9) Through *Bahasa Inggris* course, they want to learn about the lifestyle and habitual activities of people in England and America.
- 10) Learning English is important because they use it in daily activities.

3. On Further Study on English

- 1) Towards the end of my study, students want to have the basics in English that can support them in acquiring jobs.
- 2) Students think there needs to be a *Bahasa Inggris* course which is specifically to improve TOEFL or IELTS score.
- 3) Students want the university to have a further *Bahasa Inggris* course so that they can make friends with people living abroad through correspondence (by airmail or email).
- 4) Students want the university to have a special *Bahasa Inggris* course which gives the basic skills in reading books and academic journals in English easily.

Based on the results of the questionnaire, it can be concluded that the students FIKOM and FISIP Unpad Campus Pangandaran have the following opinions:

1. For the English lecture model, students expect student-centered instruction, as this gives more freedom to explore students' English proficiency in role-playing, presentation, problem-solving, discussion,

singing, game and bring in expert speakers. Half still want a lecture method and do not like the activity of seeking concept independently. They also enjoy communication with other friends in English but choose not to communicate in English with lecturers.

2. In terms of the need for English content and skills, students are keen to lecture four skills (listening, speaking, reading and writing), with an emphasis on speech. Students also hope to understand the movie without reading subtitles, and can learn about the culture and lifestyle in the UK or America and all want to speak English as English or American.
3. In the case of advanced English lectures, students want English lectures to communicate via e-mail with foreigners, TOEFL / IELTS preparation, understand books and journals in English, and all students want to have English language that can support the world of work .

4 CONCLUSION

Students like varied learning methods such as presentations, discussions, listening to songs, watching movies, games, but few still want learning by lecture method, not with the discovery of the concept independently.

1. Students like varied learning methods such as presentations, discussions, listening to songs, watching movies, games, but half still want learning by lecture method, not with the discovery of the concept independently.
2. The content of the material they want is one that enhances the four skills of reading, writing, listening, and speaking; they also prefer learning language skills rather than writing. All of these students can speak in English like English or American.
3. Almost all of them want Advanced English learning especially that enables them to improve the TOEFL/IELTS score and enable them to understand textbooks and journals in English.

Since this study was conducted in Pangandaran campus of Unpad, it is clear that this only applies to the students there, and the result of the survey is only beneficial for students of the same faculties (Faculty of Communication and Faculty of Social and Political Sciences). In a wider scope, the students' attitudes

may also be applicable to those in the study field of social sciences and humanities.

5 SUGGESTIONS

From this study, it is expected that this can be useful for the sustainability of teaching and learning process of higher quality English Course in Unpad Pangandaran Campus. By looking at the interest of students who want an improvement in their oral and written proficiency in English, there is either an Further English Lecture Course or a short course of four English skills or TOEFL / IELTS preparation or an English language reading course.

Another suggestion is the preparation of learning models based on the results of the survey above. In addition, this language teaching model can be compiled by studying various teaching methods, some of which have been mentioned above. Especially for writing skills can be added also with the description proposed Rosida Tiurma Manurung in her writing about teaching language while building character of nationality and multicultural issues. Some of his suggestions-which can be said to be challenging and varied-are teaching with the task of interviewing the community, the analysis of literary works on multiculturalism, observing a community group, and doing theater activities with national themes, which are then written in a report in English (Manurung, 2011, p.239-240).

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