



## **TIONGHOA STUDENTS' LANGUAGE ATTITUDES TOWARD THE ENGLISH LANGUAGE LEARNING**

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### **ABSTRACT**

*This research is primarily intended to find out the language attitude which is mostly hold by the Tionghoa students of Psychology Faculty of Prima Indonesia University toward the English language learning. In conducting this research, the writer applied descriptive research design in order to describe systematically the facts of area of interest factually and accurately. The respondents of this study are the third semester Tionghoa students of Psychology Faculty of Prima Indonesia University in the Academic Year of 2014/2015 who take the evening class. There are 32 Tionghoa students as the respondents of the study. The writer used a Likert scale to measure their attitudes toward the English language learning. Based on the data analysis, the writer found that 23 respondents have positive attitudes toward the English language learning and 9 (nine) respondents have very positive attitudes toward the English language learning. It is concluded that all of the third semester Tionghoa students of Psychology Faculty of Prima Indonesia University in the Academic Year of 2014/2015 who take the evening class hold a positive/an integrative language attitude toward the English language learning. From the analysis, it is advisable to the EFL teachers, learners of the English language, and curriculum designers to be aware that attitude concept is an essential component in language learning. Everyone should build up positive attitude toward the English language in order to get more positive result in the English language learning.*

**Keywords: language attitudes, the English language learning, Tionghoa students**

### **1. INTRODUCTION**

A language plays an important role in human's life. A language is a set of rules which is used by humans as a means of their communication. It is a system of sounds and words we all use to express ourselves and communicate to others. In communication process, the language which is used to express ideas/opinions and feelings should be understood by both speaker and listener.

There are so many languages in the world. So, how do people communicate and interact with others particularly with those whose nationalities are not the same? Therefore, we need a medium language in order to make us possibly live in a society. It is stated that "Many languages, such as Chinese, Italian, Korean, Spanish, Arabic, and French are gaining popularity and importance throughout the world, however,



English is the language that is still used by most of the earth inhabitants” (Harefa, 2013, p.1). As one of the international languages in the world, English language is used in the global communication and plays a very significant role in the globalization era. It has been greatly used as a lingua franca and language of science and technology in many different fields or activities.

In Indonesia, English language is taken as an important language besides Indonesian language. English language is purposely learned by Indonesian people formally at schools, universities, and courses. Today, English becomes a compulsory subject from the kindergarten level up to the university level. Even though English has become an international language for many many years, but not all Indonesian students are able to speak English actively or passively. In fact, the ability of Indonesian students in speaking English is still quite poor. Is this case concerning with attitude? Learners’ attitudes toward the language being learned have been researched many times by language teachers and psychologists. A language attitude is closely related to the motivation for learning a certain language, especially the second language (a language which is publicly used in or by the society), and another foreign language. A language attitude can be positive or negative. Most of the researchers agree that favorable (positive) attitude toward the target language will affect more positive result in the learning. The statement is strengthened by Abidin, Mohammadi, and Alzwari (2012) who state that “Briefly, attitude concept is considered as an essential component in language learning. So, a positive attitude should be the umbrella of language learning” (p.126). In contrast, negative view to the language being learned will be more likely to cause negative result in the study. Jendra (2010) states that “Several factors may influence a language attitude. In most studies, the prestige or power of the language, the historical background associated with the language and its users, the social changes found in the society, and the experience in learning the language are the most commonly factors influencing an attitude towards a language use” (p.109).

Based on the researcher’s experiences when teaching English subject at the Psychology Faculty of Prima Indonesia University, particularly the evening classes which are dominated by Tionghoa students, she found that not all students like English. Some of her students are motivated and have great expectation to learn English. As a result, they become efficient and effective learners and get good results in learning English, while others are less motivated and have low expectation to learn English. As a result, they do not progress in learning English and get poor results. Based on the researcher’s observation during the teaching and learning processes, she found that all Tionghoa students mostly spoke in Hokkien language in the classroom activities.

Fakeye (2010) states that the matter of learner’s attitude is acknowledged as one of the most important factors that impacts on learning language. It is stated that “Based on the researches done in the context of language learning, two types of language attitude are distinguished, namely an integrative language attitude and an instrumental language attitude” (Jendra, 2010, p.112 ). An integrative language

attitude is an attitude which is characterized with some desire and behaviors of the learners to integrate themselves with the language being learned, while an instrumental language attitude is identified when the learners study a language in order to fulfill only material needs, but have not the need of being 'part' of the culture related to the language. How about Tionghoa students? What kind of language attitude do they mostly hold in learning the English language? This study is intended to find out the dominant language attitude of Tionghoa students in learning the English language especially the Tionghoa students of Psychology Faculty of Prima Indonesia University.

## **2. REVIEW OF LITERATURE**

### **2.1 Definitions of Attitude**

Researchers in the fields of psychology and education, especially language learning, consider several definitions of attitude which mention different meanings from different contexts and perspectives (Alhmali, 2007). Based on the theory of planned behavior, Montano and Kasprzyk (2008) state:

Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude (p.71).

Gardner (1985) also points out that attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. According to Gardner (1985), attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal. Gardner's argument led Wenden (1991) to present a comprehensive definition of the attitude concept. He classifies the term "attitude" into three interrelated components namely, cognitive, affective and behavioral. The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. The affective component refers to the individual's feelings and emotions toward an object, whether he/she likes or dislikes. The behavioral component involves the tendency to adopt particular learning behaviors.

#### **2.1.1 The Importance of Attitude**

Reid in Abidin, Mohammadi, and Alzwari (2012) declares that "Attitudes are important to us because they cannot be neatly separated from study" (p.121). It is also stated that "Attitude is considered as an essential factor influencing language performance" (Visser in Abidin, Mohammadi, and Alzwari, 2012, p.121). Achievement in a target language relies not only on intellectual capacity, but also on

the learner's attitudes toward language learning. This means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one.

## **2.2 Attitudes in Language Learning**

The studies on language varieties and the investigations on various situations that result from language contacts, have brought scholars of sociolinguistics to some interest in understanding people's linguistic position, perceptions, and action toward the languages and the varieties, as well as toward the people using them. It is stated that "Such positions, perceptions, and actions have been defined as language attitudes" (Jendra, 2010, p.105).

Based on the researches done in the context of language learning, two types of language attitude are distinguished, namely an integrative language attitude and an instrumental language attitude.

### **2.2.1 Integrative Language Attitude**

Jendra (2010) states that "An integrative language attitude is an attitude which is characterized with some desire and behaviors of the learners to integrate themselves with the language being learned" (p.112). Learners with this attitude not only learn a language to have a proficiency in it, but also wish to know, imitate, or adapt themselves to the culture related to the (native) speakers of the language.

With such attitude, learners may read lots of books, papers, or magazines written in the language, want to speak in the language with the people they meet, and even perhaps wish to live in the country where the language is widely used. Researchers have claimed that learners with this attitude are more likely to succeed in mastering the target language than those who are not.

### **2.2.2 Instrumental Language Attitude**

Jendra (2010) states that "An instrumental language attitude is identified when the learners study a language in order to fulfill only material needs, but have not the need of being 'part' of the culture related to the language" (p.112). Students who are less motivated in practicing the language outside the classroom are often less interested in understanding the culture of the native speakers of the language. They never have an interest in reading books, magazines, or watching a movie in which the language is used.

This attitude is also usually followed with no desire to interact with the native speakers of the language even when there is actually a good opportunity to do so. With this attitude the learners tend to be less successful in reaching the goal of the learning.

## **2.3 Measuring Language Attitudes**

A language attitude can be positive or negative. In reality, some people may also hold a neutral attitude toward a language and/or its speakers. Jendra (2010) states that "To measure someone's attitude toward a language and/or its speakers, there are



two methods to be applied, namely direct and indirect methods” (p.106). The two methods are elaborated as the following:

### **2.3.1 Direct Method**

It is stated that “A direct method is a method used in measuring language attitudes by asking questions in an interview or by giving a questionnaire to be filled in by some respondents” (Jendra, 2010, p.106). In this method an interviewer asks questions to which the responses will directly state the interviewee’s language attitude. The questions asked can be in an interrogative-structure such as: Do you like studying English?, Will you study English instead of Chinese if you have to go and live in an Asian country?, or an open-ended questions like Why do you choose to study English?

In this study the writer used the direct method to measure Tionghoa students’ of Psychology Faculty of Prima Indonesia University language attitudes toward the English language learning. The writer gave a language attitudes questionnaire to be filled in by the Tionghoa students in order to get the reflection of their attitudes and perceptions toward the English language.

### **2.3.2 Indirect Method**

An indirect method is a method to measure someone’s language attitude. Jendra (2010) states that “An indirect method is applied in the way that the participants are not aware that their attitudes are being measured. The most popular type is named the matched-guise” (p.107). Researchers that used this method did an experiment to get their informants judge speakers’ personalities based on a recorded speech they hear.

## **2.4 Factors Influencing Language Attitudes**

Several factors may influence a language attitude. Jendra (2010) states that “In most studies, the prestige or power of the language, the historical background associated with the language and its users, the social changes found in the society, and the experience in learning the language are the most common factors influencing an attitude toward a language use” (p.109). The factors are elaborated as the following:

### **2.4.1 The Prestige or Power of the Language**

In many countries around the world, an enthusiasm to learn the English language is not uncommon. Some people assume that learning a foreign language (for example: the English language) will correlate with declining the national loyalty of the learners. It is stated that “However, scholars have learned that the enthusiasm on learning a foreign language is not always correlated with a negative attitude toward the national and cultural feeling of the learners” (Jendra, 2010, p.109).

For example: Based on the researcher’s observation when teaching *Bahasa Inggris* subject to students of Economy Faculty, Psychology Faculty, and Technology

and Computer Science Faculty of Prima Indonesia University, particularly the evening classes which are dominated by Tionghoa students, the writer found that the Tionghoa students keep holding a strong Tionghoa identity and a language loyalty although they show great attraction toward the Western culture as well as the language being studied. The Tionghoa students seldom speak in the English language or in *Bahasa Indonesia* while communicating and interacting with their Tionghoa friends. They mostly speak in Hokkian language in their daily communication and in the classroom activities.

#### **2.4.2 Historical Background of Nations**

Jendra (2010) states that “Some Middle East people may not want to study English because they learn from their history that Western people were colonialists. The view is possibly strengthened with some complicated contemporary disputes between the Western and Arabic (Muslim) cultures” (p.110).

Being overshadowed with the misery caused by the atomic bombs dropped in their country in the past, some Japanese people today may not want to think of English as an important global vernacular that needs to be learned. Thus, both the Middle East people and the Japanese hold a negative attitude towards English as an international tongue because of some historical background. The same attitude might be found among some Indonesian people when they think it is wrong to learn Dutch or Japanese because the languages are associated with the colonialism upon their country in the past.

#### **2.4.3 The Social and Traditional Factors**

The following is the explanation of how social and traditional factors may influence an attitude toward a language use according to Jendra (2010):

In the society where a diglossic situation is found the higher variety of the language is normally considered as a better form than the lower one. In the society with a traditional polyglossia, a negative attitude may be demonstrated toward the use of language associated with a higher class, especially if it is perceived as an instrumental for controlling or downgrading the other people (p.109).

For example: In Javanese culture, *Kromo inggil* class is considered higher than *Ngoko* class. Therefore, *Ngoko* class may not use the language and the language variety which are used by *Kromo inggil* class.

#### **2.4.4 The Language Internal System**

It is stated that “People often show positive attitude toward learning a language because the grammar, pronunciation, and vocabulary are relatively easy” (Jendra, 2010, p.111). As the gender-based nominal system of the language is difficult to learn compared to English, students may choose to learn English, instead of French and German. A negative attitude might be also found toward learning Chinese with its complex tonal pronunciation and orthographic system.



## 2.5 Language Learning

Language is quintessentially human. We use spoken language every day as a means of communication and written language allows us to record and hold on to our history across generations. Clark (2003) states that “Using language seems as natural as breathing or walking. But babies are not born talking. They *learn* language, starting immediately from birth” (p. 1).

Language learning is not communicative. It is the result of direct instruction in the rules of language and it certainly is not an age-appropriate activity for young learners. In language learning, students have conscious knowledge of the new language and can talk about that knowledge.

## 2.6 Tionghoa

Tionghoa or Chinese Indonesian (*Orang Tionghoa-Indonesia*) previously known as the Indonesian Chinese (*Orang Cina-Indonesia*), are Indonesians descended from various Chinese ethnic groups, particularly Han. This migration was done both directly and through Maritime Southeast Asia. Their population grew rapidly during the colonial period when workers were contracted from their home provinces in southern China. Indonesia's 2010 census reported more than 2.8 million self-identified Chinese ethnic: 1.20 percent of the country's population ([http://en.wikipedia.org/wiki/Chinese\\_Indonesians](http://en.wikipedia.org/wiki/Chinese_Indonesians)). However other sources stated that there are about 10 to 12 million Chinese living in the country, mostly are half Chinese like Peranakan, Benteng Chinese, Straits Chinese, etc. and other Indonesians who have Chinese descendant, making up 5-6% of Indonesia population. Under the Dutch ethnic classification policy, Chinese Indonesians were considered "foreign Orientals"; as such, they struggled to enter the colonial and national sociopolitical scene, despite successes in their economic endeavors. Evidence of discrimination against Chinese Indonesians can be found throughout the history of Indonesia, although government policies implemented since 1998 have attempted to redress this. Resentment of ethnic Chinese economic aptitude grew in the 1950s as native Indonesian merchants felt they could not remain competitive. In some cases, government action only propagated the stereotype that ethnic Chinese-owned conglomerates were corrupt. Although the 1997 Asian financial crisis severely disrupted their business activities, reform of government policy and legislation removed a number of political and social restrictions on Chinese Indonesians.

The development of local Chinese society and culture is based upon three pillars: clan associations, ethnic media, and Chinese language schools ([http://en.wikipedia.org/wiki/Chinese\\_Indonesians](http://en.wikipedia.org/wiki/Chinese_Indonesians)). These flourished during the period of Chinese nationalism in the final years of China's Qing Dynasty and through the Second Sino-Japanese War; however, differences in the object of nationalist sentiments brought about a split in the population. One group supported political reforms in mainland China, while others worked towards improved status in local



politics. The New Order government (1967–1998) dismantled the pillars of ethnic Chinese identity in favor of assimilation policies as a solution to the "Chinese Problem". Patterns of assimilation and ethnic interaction can be found in Indonesia's literature, architecture, and cuisine.

The Chinese Indonesian population of Java accounts for nearly half of the group's national population. Although they are generally more urbanized than Indonesia's indigenous population, significant rural and agricultural communities exist throughout the country. Declining fertility rates have resulted in an upward shift in the population pyramid as the median age increases. Emigration has contributed to a shrinking population, and communities have emerged in more industrialized nations in the second half of the 20th century. Some participated in repatriation programs to the People's Republic of China, while others immigrated to Western countries to escape anti-Chinese sentiment. Among the overseas residents, their identities are noticeably more Indonesian than Chinese ([http://en.wikipedia.org/wiki/Chinese\\_Indonesians](http://en.wikipedia.org/wiki/Chinese_Indonesians)).

### **3 RESEARCH METHOD**

#### **3.1 Research Design**

A research is usually conducted in order to fill a gap in the prevailing knowledge or understanding of a subject field. Talking about research design, Cheek (2008) gives her opinion as follows:

Put simply, research design refers to the way in which a research idea is transformed into a research project or plan that can then be carried out in practice by a researcher or research team. However, research design is more than just the selection of methods or techniques to be used in collecting data for a particular study. Rather, the term refers to and encompasses decisions about how the research itself is conceptualized, the subsequent conduct of a specific research project, and ultimately the type of contribution the research is intended to make to the development of knowledge in a particular area. Importantly, the process of developing a research design combines three broadly connected and interdependent components: the theoretical, methodological, and ethical considerations relevant to the specific project (p.761).

In this study, the writer applied descriptive research design in order to describe systematically the facts of area of interest factually and accurately. It is stated that "Descriptive research is used in the literal sense of describing situations or events. It is the accumulation of a data base that is solely descriptive" (Isaac & Michael, 1982, p.46).

#### **3.2 Data and Data Source**

Tionghoa students' perceptions about their attitudes toward the English language learning are the data of this study. An adapted attitude questionnaire which

is focused on the Tionghoa students' language attitudes toward the English language learning is the data source of this study. The items in the attitude questionnaire were adapted from the attitude questionnaire test validated and employed by Abidin, Mohammadi, and Alzwari (2012) in their study entitled EFL Students' Attitude towards Learning English Language: The Case of Libyan Secondary School Students.

### **3.3 The Respondents of the Study**

The respondents of this study are the third semester Tionghoa students of Psychology Faculty of Prima Indonesia University in the Academic Year of 2014/2015 who take the evening class. There are 32 Tionghoa students as the respondents of the study. The writer used a Likert scale to measure their attitudes toward the English language learning. A Likert scale is commonly used to measure attitudes, knowledge, perceptions, values, and behavioral changes. A Likert-type scale involves a series of statements that respondents may choose from in order to rate their responses to evaluative questions (Vogt, 1999). In this study, the writer asked them to rate a statement to show an agreement or a disagreement on the issue presented.

### **3.4 The Location of the Study**

This study was conducted at the Psychology Faculty of Prima Indonesia University. Prima Indonesia University has three campuses. The first campus is located on Jl. Belanga Simpang Ayahanda, Medan. The second one is located on Jl. Sekip Simpang Sikambing, Medan. And the third one is located on Jl. Danau Singkarak, Medan. The campus of Psychology Faculty where the writer conducted the research is located on Jl. Belanga Simpang Ayahanda, Medan. The reasons why the writer chose this university as the location of the study are that the writer ever taught *Bahasa Inggris* subject at the Psychology Faculty of Prima Indonesia University in 2014, and as far as the writer's knowledge, there have not been similar studies which have ever been conducted at the Psychology Faculty of Prima Indonesia University.

### **3.5 The Techniques of Collecting Data**

The techniques of collecting data in this study are as follows:

1. adopting the attitude questionnaire test validated and employed by Abidin, Mohammadi, and Alzwari (2012) in their study entitled EFL Students' Attitude towards Learning English Language: The Case of Libyan Secondary School Students. The items were put in a 4-point Likert scale from Level 1: Strongly Disagree, Level 2: Disagree, Level 3: Agree to Level 4: Strongly Agree for positive statements, and Level 1: Strongly Agree, Level 2: Agree, Level 3: Disagree to Level 4: Strongly Disagree for negative statements.
2. asking the third semester Tionghoa students of Psychology Faculty of Prima Indonesia University in the Academic Year of 2014/2015 to rate a statement to show an agreement or a disagreement on the issue presented on the validated attitude questionnaire test.

### 3.6 The Techniques of Analyzing Data

Once the data were obtained, then the writer analyzed them. This research was more focused on the Tionghoa students' language attitudes toward the English language learning, so 45 items were analyzed with the system of descriptive percentage. To analyze the data from the attitude questionnaire, the writer did the steps as follows:

- 1) checking the completeness of the Tionghoa students' answers in the questionnaires which had been filled in by them, and then arranging the questionnaires based on the registration numbers of the respondents,
- 2) quantifying the answer to every item by giving scores based on the predetermined weight,
- 3) making the data tabulation,
- 4) calculating the percentage of each sub variable by using the following formula:

$$\% = \frac{n}{N} \times 100 \%$$

where:

% = the percentage of sub variable

n = the sum of score for each variable

N = the sum of maximum score

(Ali, 1998, p. 184)

- 5) The obtained percentage was then transformed into qualitative sentences. It is necessary to determine the maximum value, minimum value, and interval in order to determine high, medium, and low categories in the form of distributive statistic table.
- 6) to determine the interval and the distance of interval, the writer adopted the formula proposed by Sugiyono (2011, p. 172) as the following:
  - a) Determining the percentage of maximum score =  $\frac{\text{Maximum score}}{\text{Minimum score}} \times 100\%$   
=  $\frac{4}{4} \times 100 \%$   
= 100 %
  - b) Determining the percentage of minimum score =  $\frac{\text{Minimum score}}{\text{Maximum score}} \times 100\%$   
=  $\frac{1}{4} \times 100 \%$   
= 25 %
  - c) Determining the range = 100 % - 25 % = 75 %
  - d) Determining the intended interval, namely Strongly Agree, Agree, Disagree, and Strongly Disagree
  - e) Determining the width of interval that is  $75/4 = 18,75$
  - f) Based on the above calculation and technique adopted from Sugiyono (2011, p. 172), the range of percentage and qualitative criteria were obtained and presented in the table of distribution statistic as the following:

**Table 3.1 The Interval of Categorization of Qualitative Criteria Score**

Interval	Criteria
81,25% < score ≤ 100%	Very Good / Strongly Agree
62,5% < score ≤ 81,25%	Good / Agree
43,75% < score ≤ 62,5%	Not Good / Disagree
25% ≤ score ≤ 43,75%	Not Very Good / Strongly Disagree

#### 4 DATA ANALYSIS AND RESEARCH FINDING

##### 4.1 Data Analysis

The data of this study are the Tionghoa students' perceptions about their attitudes toward the English language learning, and the data source of this study is an adapted attitude questionnaire which focuses on the attitudes toward the English language learning. All items in the attitude questionnaire were fully adapted from the questionnaire test validated and employed by Abidin, Mohammadi, and Alzwari (2012) in their study entitled EFL Students' Attitude towards Learning English Language: The Case of Libyan Secondary School Students.

The Tionghoa students' perceptions about their attitudes toward the English language learning which were obtained from the attitude questionnaire filled in by the Tionghoa students were analyzed. Based on the data analysis, the Tionghoa students' language attitudes toward the English language learning can be seen as the following:

**Table 4.1 The Tionghoa Students' Language Attitudes toward the English Language Learning**

No.	Registration Numbers	Names of Respondents	Percentage	Attitude
1.	143310010001	Sri Juliany	72%	Positive
2.	143310010002	Stephen	72%	Positive
3.	143310010004	Ria Angga Winata Juang	76%	Positive
4.	143310010005	Emiral	80%	Positive
5.	143310010006	Juni Editio	77%	Positive
6.	143310010007	Jessica Nauli	67%	Positive
7.	143310010008	George Steven	68%	Positive
8.	143310010009	Dewina Pangrastika	81%	Positive
9.	143310010010	Marjon	77%	Positive
10.	143310010011	Vinny	82%	Very Positive
11.	143310010012	Evelin	89%	Very Positive
12.	143310010013	Eric Santoso	85%	Very Positive
13.	143310010014	Elvina	63%	Positive
14.	143310010015	Bambang Purwadi	74%	Positive
15.	143310010016	Netty	91%	Very Positive
16.	143310010017	Cerrie	77%	Positive



17.	143310010018	Juliyanti Lim	91%	Very Positive
18.	143310010019	RR. Jovana Bunga Setianka	74%	Positive
19.	143310010020	Shinta Regina	77%	Positive
20.	143310010023	Tamara Amanda Adams	73%	Positive
21.	143310010024	Erwin Hogi	77%	Positive
22.	143310010025	Robin Suhendra	82%	Very Positive
23.	143310010026	Albert Alyono	85%	Very Positive
24.	143310010027	Djorkaeff Sutanto	73%	Positive
25.	143310010028	Kennerdy Bunafa	77%	Positive
26.	143310010029	Rosmiati	76%	Positive
27.	143310010030	Yen's Lauren	75%	Positive
28.	143310010031	Yuna	92%	Very Positive
29.	143310010032	Stefani	76%	Positive
30.	143310010034	Lisa Hadi	77%	Positive
31.	143310010035	Fendy Heryanto	87%	Very Positive
32.	143310010037	Diana Rores Tandiono	74%	Positive

#### **4.2 Research Finding**

After analyzing the data, the writer found that 23 respondents have positive attitudes toward the English language learning and 9 (nine) respondents have very positive attitudes toward the English language learning. None of them has negative attitudes toward the English language learning. Based on the data analysis, the writer found that although the third semester Tionghoa students of Psychology Faculty of Prima Indonesia University in the Academic Year of 2014/2015 who take the evening class keep holding a strong Tionghoa identity and a language loyalty toward Hokkian language they show great attraction and positive/integrative attitude toward the Western culture as well as the language being studied that is the English language.

### **5 CONCLUSION AND SUGGESTIONS**

#### **5.1 Conclusion**

After analyzing the data, the writer concluded that all of the third semester Tionghoa students of Psychology Faculty of Prima Indonesia University in the Academic Year of 2014/2015 who take the evening class hold a positive/an integrative language attitude toward the English language learning.

#### **5.2 Suggestions**

In line with the conclusion, it is advisable that:

- 1) the EFL teachers are recommended to create an encouraging atmosphere in the English classes to promote the students' positive attitudes toward the English language learning. They should also motivate the students to learn the English language and highlight its importance. This can be achieved by implementing the appropriate methods and activities of teaching English effectively. Furthermore,



they should integrate up-to-date materials and supplementary resources in addition to the English textbooks. This can help them capture students' attention to learn English successfully,

- 2) learners of the English language should be aware that attitude concept is an essential component in language learning, so they are motivated to build up positive attitude toward the English language in order to get more positive result in the English language learning,
- 3) curriculum designers should review the content and the design of the curriculum to meet the needs and the interests of the students. They are recommended to consider that the EFL learners have different perceptions about learning other languages due to their differences regarding gender, specialization, year of study, etc. Thus, taking all these issues into account, the curriculum design should be reevaluated so that students could see something different concerning the activities, content, topics, teaching practices, etc. and be more motivated to learn the English language.

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