



**ATTITUDES TOWARDS LEARNING ENGLISH:  
A COMPARATIVE STUDY OF RURAL AND URBAN JUNIOR  
HIGH SCHOOL STUDENTS**

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for the degree of *Sarjana Pendidikan*  
in English

by  
**Inti Wigati**  
**2201415025**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
UNIVERSITAS NEGERI SEMARANG**

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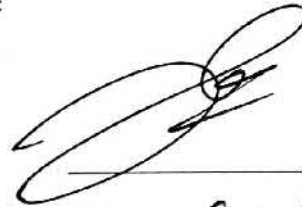
APPROVAL

This final project has been approved by the Board of Examiners of the English Department of Faculty of Languages and Arts of Semarang State University (UNNES) on August 2019.

**Board of Examiners:**

**1. Chairperson**

Dr. Hendi Pratama, S.Pd., M.A.  
NIP 198505282010121006



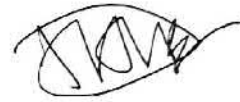
**2. Secretary**

Dr. Rudi Hartono, S.S., M.Pd.  
NIP 196909072002121001



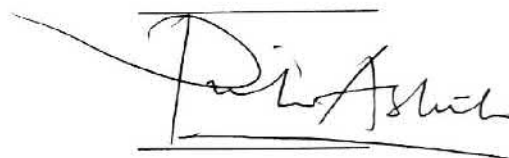
**3. First Examiner**

Dr. Dwi Anggani L. Bharati, M.Pd.  
NIP 195901141989012001



**4. Second Examiner**

Puji Astuti, S.Pd., M.Pd., Ph.D.  
NIP 197806252008122001



**5. Third Examiner as First Advisor**

Sri Wuli Fitriati, S.Pd., M.Pd., Ph.D.  
NIP 197510262005012001



Approved by

The Dean of Faculty of Languages and Arts



Dr. Supriyanto Rejeki, M.Hum  
NIP 196202211989012001

### **DECLARATION OF ORIGINALITY**

I, Inti Wigati, hereby declare that the final project entitled Attitudes Towards Learning English: A Comparative Study of Rural and Urban Junior High School Students is my own work and has not been submitted in any form for another degree or diploma at any university or another institute of tertiary education. Information derived from published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, August 2019



Inti Wigati

## MOTTO AND DEDICATION

*“Every flower blooms in its own time.”*

*(Ken Petti)*

**To**

**My beloved dad and mom**

**My fabulous brother and sister**

**and my future husband**

## ACKNOWLEDGEMENT

First and foremost, I would like to praise Allah the Almighty for the blessing and mercy given to me during my study and the accomplishment of my final project.

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I would love to dedicate my deepest gratitude to my father and mother who always mentioned me in their every prayer. I am also very grateful for having such wonderful friends who always motivates me every time I was down.

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Inti Wigati

## ABSTRACT

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**Keywords:** rural, urban, attitudes, learning English, qualitative case study

This study is about a comparison between rural and urban students' attitudes in learning English as a foreign language. The aim of this study is to describe students' attitudes in rural and urban schools towards learning English and to explain the similarities and differences in attitudes between rural and urban students.

The data of this study were taken from classroom observations, questionnaires, and focus group interviews. The research participants are the VIII C students at SMP N 41 Semarang, considered as rural students; and the VIII E students at SMP N 30 Semarang, considered as urban students. To get rich data, the researcher distributed attitudinal questionnaires in both classes. In addition, in order to triangulate the data, the researcher also conducted focus group interviews with the students.

The findings show that both rural and urban students had liking and disliking attitudes in learning English. Liking attitudes covered two aspects including enjoyment and pride in learning English. Meanwhile, disliking attitudes contained two aspects, boredom and anxiety in learning English. There were differences in percentages of children between rural and urban students in every aspect. In enjoyment, there are 50% of 32 rural students who enjoyed in learning English. While, in urban school, there were 62.5% of students who enjoyed in learning English. This difference is also found in other aspects of liking attitudes, namely pride in learning English. 93% of rural students were proud of learning English while urban students, only 87.5% were proud of learning English. This difference also occurred in the disliking attitudes. 72% rural students stated that they often felt bored in learning English. However, the percentage of boredom in learning English from urban students was higher reaching 81.25%. Despite the difference of 3%, there were differences in the number of students who felt anxious in learning English between rural and urban students. There were 72% for rural students and 75% for urban students who argued that they were often felt anxious in learning English. Those attitudes were affected by some factors including peers' influence, factors related to teachers, teacher quality, and teaching styles and materials.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, and outline of the report.

### **1.1 Background of the Study**

Indonesia is as a country which considers English as a foreign language. It means that English does not play an essential role in national or social life in Indonesia (Broughton, 2003). The consideration also affects the role of English in schools. Many students speak English only during language lessons (Tom, Aiza, Awang & Siti, 2013). Using English only during lessons is not enough to develop good English language users.

Talking about Indonesia, we know that Indonesia is spread in various regions, both rural and urban. According to the regulation of the Head of the Central Bureau of Statistics No. 37 of 2010 concerning classification of urban and rural areas in Indonesia, an area is considered a rural area if it is a village-level administrative area that has not met certain requirements in terms of population density, percentage of agricultural households, and a number of urban facilities such as formal education facilities, public health facilities, and so on. In addition, the regulation also states if it is a village-level administrative area has met certain

requirements in terms of population density, percentage of agricultural households, and a number of urban facilities such as formal education facilities, public health facilities, and so on can be called an urban area.

Similar conditions also happen in Semarang. Semarang is a city that consists of rural and urban areas. One of the rural areas in Semarang is Cepoko. Cepoko is one of the villages in Gunungpati sub-district, Semarang City. It has to spend about 24 km from the city center (Cepoko Profile Book, 2018). Based on the data obtained from the Central Bureau of Statistics of Semarang (2018), there are 2919 residents with a land area of 295,038 hectares in Cepoko. This shows that the population density in Cepoko is low. In addition, the majority of the population in Cepoko work as farmers. Based on the data obtained, there are 214 people who work as farmers, 124 people as construction workers, 36 as traders, and very few people who work as civil servants (Cepoko Profile Book, 2018).

Talking about facilities in Cepoko, Cepoko does not have adequate health facilities because there is no hospital, polyclinic or other health facilities. Moreover, in educational facilities, there is only one junior high school, SMP 41 Semarang, which is located on North Cepoko Street, Cepoko, Gunungpati, Semarang (Central Bureau of Statistics of Semarang, 2018).

Students who attend SMP 41 Semarang are the majority of native Cepoko people. Based on government regulations regarding zoning systems in new student admissions, the school must at least accept prospective students at least 90 percent who live in the radius of the closest zone of school (Salpiati, 2017).

Subsequently, the students who study at Semarang 41 Junior High School are the children who live near the school or can be called as rural students.

The opposite condition occurs in Krobokan, West Semarang which is considered as an urban area. Krobokan is a village located in the West Semarang sub-district, Semarang. It takes less than 5 KM from the city center (Kelurahan Krobokan, 2019). Based on data obtained from the Central Bureau of Statistics of Semarang (2018), the population density in Krobokan is quite high with a land area of 82.50 hectares capable of accommodating a population of 14,161 thousand inhabitants. With such a large population, the majority of them work as civil servants with 373 people, followed by 313 people working as industrial workers and only 1 person working as a farmer. The facilities in Krobokan are also quite adequate. For facilities in the health sector, there are 1 health center and 1 polyclinic in Krobokan. In addition, for educational facilities, Krobokan has 6 kindergartens, 3 elementary schools, and 1 junior high school. The only junior high school in Krobokan is SMP N 30 Semarang. It is located on Amarta Raya street number 21, Semarang.

Similar to the rural school, the urban school also uses zoning systems as regulated on the regulation of the minister of education and culture of the Republic of Indonesia number 14 of 2018 students in kindergartens, elementary schools, junior high schools, vocational high schools or other equivalent forms, schools organized by local governments must accept prospective students who live in the radius of the closest zone of the School at least 90% (ninety percent) of the total number of students accepted. Regarding zoning systems in new student

admissions, students who attend SMP N 30 Semarang are the majority of native Krobokan people or can be called as urban learners.

Different geographical background conditions between rural and urban can influence students' attitudes in learning English (Hossain, 2016). An attitude means a single statement that expresses a point of view, a belief, a preference, a judgment, an emotional feeling, a position for or against something. It is reinforced by beliefs and attracts strong feelings (Oppenheim, 1996). Attitude also appears when a student learns English in the classroom. It can show whether the student likes or dislikes English (Setianengsih, 2017). A Student who has a positive attitude show more interest in learning English. Thus, the student will enjoy the teaching-learning process whatever the situation is. It shows the desire to learn and makes the classroom atmosphere alive. It contrasts with a student who has a negative attitude shows low interest and dislikes the language. The student has no desire to learn the language and probably ignores the teaching-learning process.

Apart from all of those, according to Hossain (2016), family factors also determine students' attitudes in learning English. Students in a rural area have low performance compared to students in an urban area because it is related to their parents' education. Moreover, he also added that financial factor affects their attitudes. The students' background relates to low socio-economic factors of their family also one of the factors that affect their attitudes in English learning. Most of the students in rural areas come from low-income family so that they cannot get enough educational resources compared to students in urban areas. Students who

have access to more facilities or resources are getting an advantage compared to those from poor families.

In short, we can say that geographical location also determines the variations in students' attitudes towards learning English. Urban school relates to a school in an area that is surrounding by cities and it is well populated compared to rural school which is in a rural area that is sparsely populated areas and it usually farmland areas. By the mentioned reasons, the writer wants to know the comparison of students' attitudes between rural and urban schools towards English as a foreign language.

## **1.2 Reasons for Choosing the Topic**

This research focuses on a comparison of attitudes between students at rural and urban schools toward learning English as a foreign language. Some reasons are taken into account in choosing the topic. The first reason is attitudes are believed to directly influence students' behavior especially in learning English because the term attitude is often used as an umbrella expression covering such concepts as feelings, emotions, and beliefs. (Jain, 2014) Therefore, attitudes hold an important role in the English learning process of students. They will affect the way students behave in learning English as a foreign language.

Despite it, in order to pass a national examination, students have to pass the English test including speaking, listening, writing and reading skill. In learning those skills, the students face many obstacles or problems. Because in learning a foreign language, there are many factors that need to be considered, one of them is an attitude towards learning English.

The last reason is that the writer felt curious about how students act in learning English with different background conditions in rural and urban schools. By clarifying the one of factors that influence students' English performances namely attitude, this study tries to suggest how teachers should not equate how to teach in rural and urban schools because of the background of the students. It is because differences in student backgrounds are also different in how to teach English.

### **1.3 Research Questions**

Based on the background above, the problems can be formulated as follows:

- 1) How are attitudes of students at a rural school towards learning English?
- 2) How are attitudes of students at an urban school towards learning English?
- 3) How are similarities in attitudes towards learning English between students at rural and urban schools?
- 4) How are differences in attitudes towards learning English between students in rural and urban schools?

### **1.4 Objectives of the Study**

The objectives of the study are:

- 1) to describe the students' attitudes in a rural school towards learning English;
- 2) to describe the students' attitudes in an urban school towards learning English;
- 3) to explain the similarities of students' attitude between rural and urban schools;
- 4) to explain the differences of students' attitude between rural and urban schools.



### **1.5 Significance of the Study**

This study can give contributions to teachers and students in teaching learning English. The significances of the study impact on the pedagogical and practical aspects.

Pedagogically, this study can be used as a suggestion in developing English language education, especially about social support of students in learning English because we know that environmental differences between rural and urban will certainly affect their attitudes in learning English.

Practically, after knowing the comparison of students' attitudes in rural and urban schools, teachers can understand the characteristics of students' social background both in rural and urban schools so that they can motivate their students to learn English harder.

### **1.6 Outline of the Report**

The research report of this study is divided into five chapters. Chapter I is an introduction to the study. It consists of background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, and outline of the report.

Chapter II is review of related literature. It discusses reviews of the previous studies. It contains some studies related to the topic. Secondly, it also has some reviews of the theoretical background including definitions of learning English as a foreign language, attitude from experts, aspects of attitude, and rural and urban concepts. The last is a theoretical framework of the present study. It explains a framework of the study will be held. In this study, the researcher will

compare students' attitudes in learning English in rural and urban junior high school using thematic analysis by Braun and Clarke (2006).

Chapter III deals with research methodology. This chapter elaborates research design, object of the study, the role of the researcher, type of data, procedures for collecting data including classroom observation, distributing questionnaire, and focus group discussion interviews. Moreover, it also contains procedures for analyzing the data.

Chapter IV is about findings and discussion. This chapter presents discussion and explanation about analysis of the data which are related to the comparison of attitudes towards learning English between students at rural and urban schools.

Chapter V is about conclusions of the researcher findings and followed by some suggestions for teachers, students, and next researchers dealing with the subject matter of the research.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

Chapter two presents review of related literature. This chapter consists of three parts. They are review of the previous studies, theoretical background, and theoretical framework.

#### **2.1 Review of Previous Studies**

There have been a number of researchers conducted some studies about attitudes in learning English as a foreign language both in rural and urban schools.

##### **2.1.1 Attitudes in Learning English in Rural Schools**

A number of researchers have investigated about attitudes in learning English in a rural school. One of the studies was conducted by Zulkefly and Razali (2017). It is about attitudes towards learning English as a second language in a Malaysian rural secondary school. The objective of the research was to examine the students' attitudes towards learning English as a second language in one rural school in the country, involving 6 students from 3 different classes. The finding from the research was students' individual reactions to negative/positive experiences. Some students were found to have negative attitudes as a result of having bad experiences in learning or using the English language such as not being able to perform well in learning English. Consequently, it had caused them to be more passive in the classroom, avoiding speaking English. Moreover, not only were they being playful and ignoring the lesson, but they were also disturbing their friends who were sitting near them in the class. Those were from students who

had a negative attitude towards learning English. In the other side, some students made the experience as a motivation for them to work harder to improve their English language proficiency. They also showed positive in learning English such as completing all the notes, materials, and the tasks assigned to her. They also made their own effort to improve their proficiency by reading a lot of English books and listening to English music so that they could widen their vocabulary list.

Not only Zulkefly and Razali, but Yunus and Abdullah (2011) also studied attitudes towards learning English in primary rural school students. The purpose of the research was to report the findings of investigating attitudes of the sixth grade students in their primary school. In gaining the information, the researcher used a questionnaire to collect the data. From the questionnaire, the researcher got some findings. The first findings showed that English was an interesting language for the year's six students. Most of them enjoyed learning English. It was encouraged by the second findings which showed that they had a strong desire to be good and successful in English. However, the researcher also found some negative attitudes. These students still demonstrated attitudes of shyness when approached to answer questions or called on to provide feedback. There were prolonged hesitations, very short answers of not more than two words and some provided no answers but preferred to stare at their books to avoid answering questions.

Ler (2012) explored cultural factors affecting English proficiency in rural areas. The purpose of the study is to investigate the rural cultural problems and to

determine their effect on the learning of English. The researcher gained the data by interviewing twenty students from different ethnic backgrounds in six rural school schools. The findings of the study showed that there are five major problem areas exist, namely peer pressure and motivation, attitudes towards English, teaching methodology, school culture, and all these identified problems are closely related to the rural setting. Therefore, it could be concluded that rural cultural factors adversely affected the students' attitude from rural students.

Ross and Stracke (2017) studied about experiences of pride in rural second language education. They gained the study by taking interviews. The interviews revealed that pride had a significant impact on the experiences of learners. It was also discovered that within the notion of pride there exists a degree of dimensionality. Pride is felt in communicative contexts whereas a feeling of 'Non-pride' can occur in learning contexts. The article also presents implications arising from the study concerning the place of emotions in language teaching and learning.

Other studies of attitudes in learning English at rural school had been conducted by Khattri, Riley and Kane (2007). They discussed students at risk in poor rural areas. The purpose of this report was to review the research on rural education and at-risk students in order to determine what the literature reveals about the combined influence of "poverty" and "community type" (in this case rural communities) on placing students at risk. The researchers first compared outcomes for students in poor, rural schools with outcomes for students in poor, urban schools in order to determine whether poverty alone affected student

outcomes, or whether location also plays a role. Next, the researchers explored the ways in which rural location and poverty might put students at risk of educational failure. We drew some preliminary conclusions about students in poor, rural schools, and made a number of research recommendations for the National Institute on the Education of at-risk students in the area of rural education.

### **2.1.2 Attitudes in Learning English in Urban Schools**

In another condition, many experts also conducted researches about attitudes in learning English as a foreign language in urban schools. In 2012, Yossatorn and Yossiri studied about learning English as a foreign language in an urban school. This study investigated the students' attitudes towards activities used in an EFL classroom in one Thai University. In this study, the researchers said that the teacher used a presentation method in the whole active learning. From the method, it gave positive and negative effects on the students. In a positive effect, they liked the activities because it could grow their interest and build their confidence to act according to the situations of daily life. Moreover, it could make them active to study by participating in presentations or in other tasks. Nevertheless, presentations made them nervous and seemed hard for them. They thought the teacher should give a choice of using mother tongue or English to the students in class activities. Some other students also felt bored because of presentations during the EFL class.

Other than, Sudirman and Huzairin (2017) also analyzed language attitude of SMP and SMA towards English learning in Bandar Lampung. The objective of this study was to describe the language English as a lesson at schools in an urban

school. It was found that students were happy to be in English class because they realized the importance of learning English especially for those who wished to go abroad. They also hoped to speak English fluently. Moreover, they also argued that if they were able to speak English fluently, they would be more respected by others. However, some children were upset if their mistakes were corrected by their teacher.

Zaman et al. (2011) studies about anxiety and attitude of secondary school students towards foreign language in urban school. It was examined foreign language anxiety of 10<sup>th</sup> grade students and their attitude towards learning foreign language learning. Based on the result of the study, the researchers found that there was significant negative correlation between foreign language anxiety and students' attitude towards foreign language learning. Girls showed less anxiety in English language class and had more positive attitude towards English.

Another study about attitudes in learning English as a foreign language in an urban school was held by Maharani and Hartati (2017). The research was about an analysis of students' attitudes about learning English as a foreign language. The purpose of this study was to know the attitude of vocational high school students towards language learning English according to their needs including behavioral, cognitive, and emotional aspects. Based on the results of the study, the researchers found that participants had negative attitudes in two aspects such as behavioral and emotional and positive cognitive attitudes towards learning English. This positive attitude was in the form of their interest in learning English. Moreover, they preferred to learn their mother tongue rather than learning a foreign language.

In addition, he said that he had many ways to make his students interested because he knew that his students were interested in taking English lessons when he used a lot of media in teaching English. Based on the results of the documentation, student achievement in English language lessons tended to be low. The teacher thought that their school was not a public school, students were not too smart. In fact, only some of them were interested in learning English.

### **2.1.3 A Comparative Study of Rural and Urban Attitudes' in Learning English**

Not only taking researches about attitudes in learning English as a foreign language in a rural or urban school, but many researchers also compared both of them. The first study is about Sri Lanka urban and rural undergraduates' motivation to learn English from Prasangani and Nadarajan in 2015. The purpose of the study was to examine the similarities and differences between the participant group of urban-rural and war-affected and non-war affected regions in Sri Lanka. Interestingly, attitudes towards learning English appeared as a significant contributory factor of the English learning motivation of the rural and war affected learners. In addition, social goals also had a significant contribution to the learners' motivation and their ideal L2 self. Further, ought to L2 self, mastery goals and attitudes towards the L2 community showed no contribution to the learners' motivation. In accordance with, the study especially highlighted the country-specific motivational picture of learners in Sri Lanka.

Another research is conducted by Chohan and Rana (2016). They compared rural and urban EFL secondary school students towards usefulness and liking of



English in Punjab, Pakistan. The study was intended to find out perceptions regarding usefulness and likings of EFL students of secondary schools in Punjab Pakistan. The result of the study was rural students tended to be less interested in learning English because they preferred their native language for their language of instruction when they were in the classroom. In their perceptions, English was less important for them because most of the students after completing secondary education, they took their father's profession and started their own business. Therefore, they did not like English because their lives were no longer dependent on learning English. Besides, less competent teachers and inadequate facilities also influenced their enthusiasm for learning English. This was contrary to students from the urban. They realized the importance of foreign language knowledge, especially English. This was indicated by information about some children who attended English language courses outside of their regular study hours at school. Moreover, their learning process was supported by a competent teacher so that made it easier for them to learn English.

Gajalakshmi (2013) showed a study about high school students' attitude towards learning English. It was to investigate the ninth grade students' attitude towards learning English. A standardize questionnaire was administrated in the form of normative survey to 600 students to collect their attitude towards learning English. The result revealed that the urban students had higher attitude towards English than rural students.

Nair et al. (2014) also presented a study about attitude, parental encouragement, and perception of the importance of English in English learning.

It aimed whether their attitude towards learning English is positive. It was found that the students were well aware of the importance of English and also had a very positive attitude towards English learning and receive more than adequate parental encouragement and support in their English learning. It has a positive relationship between the students' perception of the importance of English and their attitude towards learning the language.

Moreover, Murthy and Yeo (2018) also examined anxiety, motivation, and attitude of Indian students in learning English in national-type Tamil Schools. It compared between rural and urban areas. The purpose of the research was to investigate any significant differences in the level of anxiety, motivation, and attitude in learning the English Language between Indian students from urban and rural areas National-type Tamil School (SJKT). This result showed that the students' facing a good level of motivation in learning English language. However, by comparing both the school areas, students' from urban areas stated a high level of motivation compared to rural area students. However, the students from both areas were highly instrumentally motivated towards learning English language because they learned English for future career, education and to improve their self-respect. This showed that parents in rural areas did not pay much attention to their children's level of English proficiency and academic achievement, and this led to low levels of motivation in rural area students.

Similar to them, Monde (2012) presented a comparative study of performance of grade 9 pupils in the junior secondary school leaving examinations in selected rural and urban basic schools in Senanga district. The

purpose of the study was to compare the performance between urban and rural Grade 9 school pupils in the Junior Secondary School Leaving Examinations in basic schools in Senanga District. Two objectives guided the study namely, to establish if there was any difference in performance between urban and rural Grade 9 pupils in basic schools in Senanga District and to find out the factors that affected the performance of the Grade 9 pupils in rural and urban basic schools in Senanga District. The sample comprised 140 respondents from urban and rural basic schools, consisting of 100 Grade 9 school pupils, 50 from the urban and 50 rural basic schools, 20 Grade 9 class teachers, 10 from the urban and 10 from the rural basic schools, 10 head teachers, 5 from the urban and 5 from the rural basic schools and 10 PTA chairpersons, 5 from the urban and 5 from the rural basic schools from Senanga District. The study employed mostly the quantitative and, to a lesser extent, the qualitative research designs. The research instruments used were questionnaires, the semi-structured interview and the document analysis. The questionnaires were used to collect data from the pupils, head teachers and the class teachers, while semi-structured interviews were used to collect data from the PTA chairpersons. Quantitative data were analyzed using the Statistical Package for Social Sciences (SPSS) which was used to generate tables of frequencies, percentages and graphs. The findings revealed that the performance of urban and rural Grade 9 school pupils in Junior Secondary School Leaving Examinations was generally poor with no significance difference between the urban and rural Grade 9 school pupils. The poor performance of the Grade 9 pupils was attributed to factors such as lack of qualified teachers, shortage of

Grade 9 school teachers, long distance to and from school, lack of homework, insufficient learning materials and lack of library facilities.

From the previous studies above, we can conclude that difference conditions between rural and urban students influence their attitudes in learning English. Rural students are less interested in learning English because they prefer their native language for their language of instruction when they are in the classroom. Moreover, English is less important for them because they think their lives are no longer dependent on learning English. The opposite condition is found in urban students. They realize the importance of foreign language knowledge, especially English. They courses outside to improve their skills. Moreover, their learning process is supported by a competent teacher so that it makes easier for them to learn English.

Those researches aim at bringing this research gap about a comparative study of students' attitudes both in rural and urban schools towards learning English as a foreign language. Though there are many researches about students' attitudes in learning English as a foreign language, only a few researches are on the comparison of attitude in learning English as a foreign language in rural and urban schools in Indonesia. In addition, there have been few comparative studies of rural and urban students' attitudes towards learning English as a foreign language in Semarang. As a result, the researcher wants to study about a comparative study of students' attitudes both in rural and urban schools towards learning English as a foreign language in Semarang.

## **2.2 Theoretical Review**

In this part, the writer presents a review of some related theories which are related to the topic of the study. The explanation which is presented in this part is the review of the theory about motivations, attitudes behaviors, aspects of attitude, learning English as a foreign language, and rural and urban concepts.

### **2.2.1 Definition of Motivations, Attitudes, and Behaviors**

In this subchapter, there are some definitions of motivation, attitudes, and behaviors from experts.

#### **2.2.1.1 Definition of Motivations**

There are many definitions of motivation. Crookes and Schmidt define motivation as the learner's orientation regarding the goal of learning a second language. Motivation gives the reasons for people's actions, desires, and needs (Elliot & Cavington, 2001). Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa

According to Gardner (1985), motivation is the combination of attempt plus desire to obtain the aim of learning the language plus favorable attitudes toward learning the language. Oxford and Shearin (1994) defined motivation as a desire to gain an objective, combined with the energy to work towards that objective. Narayanan (2006) said that motivation is the reason or reasons behind one's actions or behaviors. Broussard and Garrison (2004) defined motivation as the attributes that moves us to do or not to do something.

From the definitions above, it can be concluded that motivation is a reason for someone to do or not to do something. It causes someone to want to repeat a behavior and vice versa.

#### **2.2.1.2 Definitions of Attitudes**

Many experts have tried to describe what definition of attitudes. Oppenheim (1996) stated that attitude is a single statement that expresses a point of view, a belief, a preference, a judgment, an emotional feeling, a position for or against something. It is reinforced by beliefs and attracts strong feelings. As a result, it may lead to particular behavioral intents.

Ghazali (2008) defined that attitudes are shaped and influenced by social contexts such as an individual's home and community. It determines a type and amount of learner motivation. Both motivation and personal characteristics influence how an individual makes use of the learning opportunities in both formal and informal context. The final outcomes are the linguistic proficiency of a learner and also non-linguistic outcomes such as attitudes which might change after the learning process.

Baron and Byrne (1984) explained attitudes as a relatively lasting clusters of feelings, beliefs, and behavior tendencies directed towards specific persons, ideas, objects or groups. Moreover, it is a way someone behaves to each other or in a particular situation, especially when this shows how people feel (Faot, Fitriati, Faridi, 2019).

From the definitions above, it can be concluded that attitude is a way of thinking about something both acceptance and rejection that can affect a person's behavior. Everyone has his or her own attitude depending on how they perceive things including belief, feeling, and behavior tendencies which are interacting between each other to comprehend, act and feel towards an object.

### **2.2.1.3 Definitions of Behaviors**

According to Gordon (2000), behavior can be defined as the way in which an individual behaves or acts. It is the way an individual conducts herself/himself. He also adds that behavior should be viewed in reference to a phenomenon, an object or person. It can be seen in reference to society norms, or the way in which one treats others or handles objects. He also states that behavior is also the way an individual acts towards people, society or objects. It can be either bad or good. It can be normal or abnormal according to society norms, Society will always try to correct bad behavior and try to bring abnormal behavior back to normal.

Bergner (2011) stated behavior as an attempt on the part of an individual to bring about some state of affairs either to effect a change from one state of affairs to another, or to maintain a currently existing one. Behavior is observable so people can see it.

From the definitions above, it can be concluded that behavior is the way someone acts. In addition, it can be observed.

### **2.2.2 Aspects of Attitude**

Learning process is regarded as a positive change in the individual's personality in terms of the emotional, behavioral as well as cognitive domains, since when one has learned a specific subject, he/she is supposed to think and behave in a different manner and one's beliefs have been distinguished (Kara, 2009).

Moreover, learning process has social as well as behavioral aspects besides the cognitive approach. Attitude concept can be viewed from the dimensions. Each one of these dimensions has different features to bring out language attitude results. Accordingly, Schiffman and Kanuk (as cited in Jain, 2014) stated that there are three aspects of attitude. They are cognitive (belief), affective (feelings), and conative (behavior) components.

1) Cognitive component is an evaluation of the entity that constitutes an individual's opinion (belief/disbelief) about the object. Cognitive refers to the thoughts and beliefs an individual has about an attitude object. Fishben and Ajzen (1975) express that a belief is information a person has about an object. Nevertheless, belief is formed because of the less of information about the object. If the students never know the benefit and the importance of English, so it can be concluded that the students have a negative belief towards the English language. For instance, a student may or may not believe that learning English is important for the future and their career.

2) Affective component is the emotional response (liking/disliking) towards an attitude object. The emotional reaction mostly influenced by belief or what a person believes towards an object. It is agreed that the inner feelings and emotions of foreign language learners influence their perspective and their attitude towards



the target language (Choy & Troudi, 2006). The most important of attitude component is the emotional aspect. It is important to know the students attitude in term of this aspect or component because of this aspect it can be known whether the students like or dislike the English language learning.

According to Pekrun (as cited in Goetz, 2103), the forms of students' liking are students' enjoyment and pride of learning English as a foreign language. Meanwhile, the form of students' disliking is students' anxiety and boredom in learning English as a foreign language. For example, a student may indicate that learning English makes him feel proud or anxious where it is as the student's emotion.

Dewaele and MacIntyre (2016) identified two dimensions of foreign language enjoyment: a *social dimension*, linked to a good classroom atmosphere and encouraging and supportive peers and teachers, leading to positive feelings and satisfaction; and a *private dimension*, linked to the cognition that accompanies enjoyment and to a sense of accomplishment.

Meanwhile, pride can be triggered both by an individual's perception that they have achieved some kind of outcome of personal value or that they are valued as a person by others. Such perceptions establish an important self/other distinction in terms of the evocation of pride; that is, the individual has achieved something of value to the self, or something that is appraised as valuable and good by others thus allowing and fostering an improvement in self-esteem or self-worth, as well as improving others' perceptions (Muris & Meesters, 2014). According to Ross and Stracke (2016), pride is considered a feeling when student

is able to keep up with the material in class well, or can contribute something in class in a discussion or other activity.

On the other hand, disliking attitude can be in the form of anxiety. Horwitz et al. (1986) discussed foreign language anxiety as “a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p.31). Based on Zhiping and Paramasivam (2013), reasons for students’ anxiety in learning English are fear of being in public and shyness, fear of negative evaluation, and fear of speaking inaccurately.

The other disliking attitude is boredom. Boredom can be defined as a mild, unpleasant or even painful affective state, drive or psychological experience that makes an individual disengaged from what goes on around them, which entails a combination of dissatisfaction, disappointment, annoyance, inattention, lack of motivation to pursue previously set goals and impaired vitality (Danckert & Allman, 2005; Fahlman, 2009; Fisher, 1993). In the control-value theory of achievement emotions (Pekrun, 2006; Tulis & Fulmer, 2013) boredom is described in terms of valence and activation, the former referring to whether or not the emotion is positive and pleasant, the latter concerning emotions as driving action or deactivating and leading or preventing emotional withdrawal. In this very theory learners’ appraisals of control and value in relation to a particular activity predict the type and level of experienced emotions. If a given task is perceived as uninteresting and/or unrewarding, if the learner feels that they can not control the outcome of invested effort and if little value is attributed to this

task, the learner will not care about performing it well, which will inevitably culminate in being bored.

3) Conative component is a behavior or tendency of behaved towards as object attitude whether it is a verbal or nonverbal action. Jain (2014) stated that behavioral tendency by an individual and it consists of actions or responses of an object. The response of this component is not always in form of behavior that directly can be measured but it can be in form of statements or words. As a result, a student who is not interest in English will not always show an action that the student will leave the class every meeting, but he prefers to stay in the classroom, does not pay attention to the teacher and just copy homework from the student's friends. Those actions or behaviors are already shown a negative attitude in term of behavioral aspect.

### **2.2.3 Learning English as a Foreign Language**

In this subchapter, there are some articles reviews of learning English as foreign language. The first is from Normazidah, Koo, and Hazita (2012) in their studies about factors which cause students low English language learning. They stated that when English is considered a foreign language, English is regarded as a difficult subject to learn because students have a limitation of vocabulary proficiency as well as English reading materials are not always available. Moreover, they have unwillingness and lack of motivation to learn English as they do not see the immediate need to use the language.

The second is from Broughton (2003). He stated that learning English as a foreign language is a learning English which is taught in schools, often widely,

but it does not play an essential role in national or social life. When anyone learns English as a foreign language instrumentally, he needs it for operational purposes including being able to read books in the new language or being able to communicate with other speakers of that language.

From the definitions above, it can be concluded that learning English as a foreign language is learning English which is largely treated as an academic subject in the school system and is not widely used outside of the classroom. Moreover, it does not play an essential role in national or social life.

#### **2.2.4 Rural and Urban Concepts**

In this part, there are some definitions of rural and urban areas. Moreover, the researcher also presents classification both of them. In addition, the researcher also provides some definitions of rural and urban schools in order to convince a research about a comparative study of rural and urban students' attitudes in learning English as a foreign language.

##### **2.2.4.1 Definition of Rural Areas**

Many experts defined rural areas. According to the regulation of the head of the Central Bureau of Statistics No. 37 of 2010 concerning the classification of urban and rural areas in Indonesia, rural areas is a village-level administrative area that have not met certain requirements in terms of population density, percentage of agricultural households, and a number of urban facilities including formal education facilities, public health facilities, and so on.

Moreover, Surbhi (2016) claimed an area located in the outskirts where developed randomly, based on the availability of natural vegetation and fauna in

the area with an environment that feels closer to nature and most of the residents works as farmers Furthermore, the air is clean, enough sunlight, the soil is fresh covered in various types of plants and various animals everywhere. Abundant water sources flow through tributaries irrigating rice fields.

From the definitions above, it can be concluded that rural is a village-level administrative area that has a small population in a closer natural environment and the most residents make a living as farmers.

#### **2.2.4.2 Definition of Urban Areas**

According to the regulation of the head of the Central Bureau of Statistics No. 37 of 2010 concerning the classification of urban and rural areas in Indonesia, urban areas is a village-level administrative area that have met certain requirements in terms of population density, percentage of agricultural households, and a number of urban facilities such as formal education facilities, public health facilities, and so on.

Furthermore, Surbhi (2016) declared urban as a settlement where the population is very high and has an environment that is mostly covered in concrete and asphalt. There are also tall buildings with wild huts surroundings and dense settlements. Air that often feels stuffy because it is contaminated by factory chimney exhaust and motorized vehicles. Hustle and bustle, passing vehicles or humans in between the noise coming from various sound sources that seemed to be fighting over each other loudly.

From the definitions above, we can conclude that urban area is a village-level administrative area that has a high population area with adequate urban

facilities. Moreover, the environment in urban area is influenced by factory chimney and motorized vehicles and the noise is coming everywhere from various sound sources.

#### **2.2.4.3 Classification of Rural and Urban Areas**

Based on the regulation of the head of the statistics center number 37 in 2010 article 2, the determination of the score to determine as urban and rural areas are:

- a. Urban areas, if from population density, the percentage of households agriculture, and the existence/access to owned urban facilities has a total value / score of 10 (ten) or more; and
- b. Rural areas, if from population density, the percentage of households agriculture, and the existence/access to owned urban facilities has a total score / score below 10 (ten).

Population density values/scores, percentage of agricultural households, and presence/access to urban facilities owned are set in

**Table 2.1 Classification of Villages in Rural and Urban Areas**

Criteria				Existence / Access to Urban Facilities			
Density Population Per Km <sup>2</sup>	Score	Percentage of Agriculture Households	Score	Urban Facilities	Criteria	Score	
<500	1	>70,00	1	a. Kindergarten School	<ul style="list-style-type: none"> <li>• Available or <math>\leq 2,5</math> Km<sup>*)</sup></li> <li>• <math>&gt; 2,5</math> Km<sup>*)</sup></li> </ul>	1	
500-1249	2	50,0 – 69,99	2	b. Junior high school		0	
1250-2499	3	30,00 – 49,99	3	c. Senior High School			
2500-3999	4	20,00 – 29,99	4	d. Market	<ul style="list-style-type: none"> <li>• Available or <math>\leq 2</math> Km<sup>*)</sup></li> <li>• <math>&gt; 2</math> Km<sup>*)</sup></li> </ul>	1	
4000-5999	5	15,00 – 19,99	5	e. Shop		0	
6000-7499	6	10,00 – 14,99	6	f. Bioskop	<ul style="list-style-type: none"> <li>• Available or <math>\leq 5</math> Km<sup>*)</sup></li> <li>• <math>&gt; 5</math> Km<sup>*)</sup></li> </ul>	1	
7500-8499	7	5,00 – 9,99	7	g. Hospital		0	
>8500	8	< 5,00	8	h. Hotels/Billiards/Discos/Massage Homes/Salons	<ul style="list-style-type: none"> <li>• Available</li> <li>• Not available</li> </ul>	1	
				i. Percentage of RT Phone		<ul style="list-style-type: none"> <li>• <math>\geq 8,00</math></li> <li>• <math>&lt; 8,00</math></li> </ul>	1
				j. Percentage of RT electricity		<ul style="list-style-type: none"> <li>• <math>\geq 90,00</math></li> <li>• <math>&lt; 90,00</math></li> </ul>	0

Note: <sup>\*)</sup> Mileage is measured from the Village Office

#### 2.2.4.4 Definition of Rural Schools

There are some definitions of rural school from experts. Khattri et al, (1997) defined rural school is located in a rural or farming community, a small city or town. Furthermore, it is attended by nearly 40% of all rural students or only 5% of urban students.

Redding and Walberg (2012) stated rural school is a small school in rural area that has low population density together with family isolation and remoteness that uniquely characterize rural area. Moreover, students in rural school may be disadvantaged by their lack of access to the supports and resources of programs, organizations, and educational institutions prevalent in urban and suburban areas.

From the explanation above, rural school is a school located in rural area with low population density. Most students in rural school are rural students and few students from urban area.

#### **2.2.4.5 Definition of Urban Schools**

Many experts have tried to define urban school. The first is from Kirunda (2005b). She defined urban schools are schools which are essentially the schools where the learners well in examinations. Most of them are located within a radius of less than three kilometers around the urban areas, but they include a few other schools which are further than that, but within reach of basic amenities such as safe water and electricity.

In addition, Mudra (2018) stated that urban school is also larger, have more teachers, administrators, and support staff, and offered more courses, and extracurricular activities than rural school. Moreover, parents whose their children attend in urban school tends to rely on teachers' responsibility to educate their children and their social and economic levels discourage them to pay full attention to their children.



From the definitions above, urban school is a school that is located a radius of less than three kilometers around urban area and has more adequate facilities than urban school.

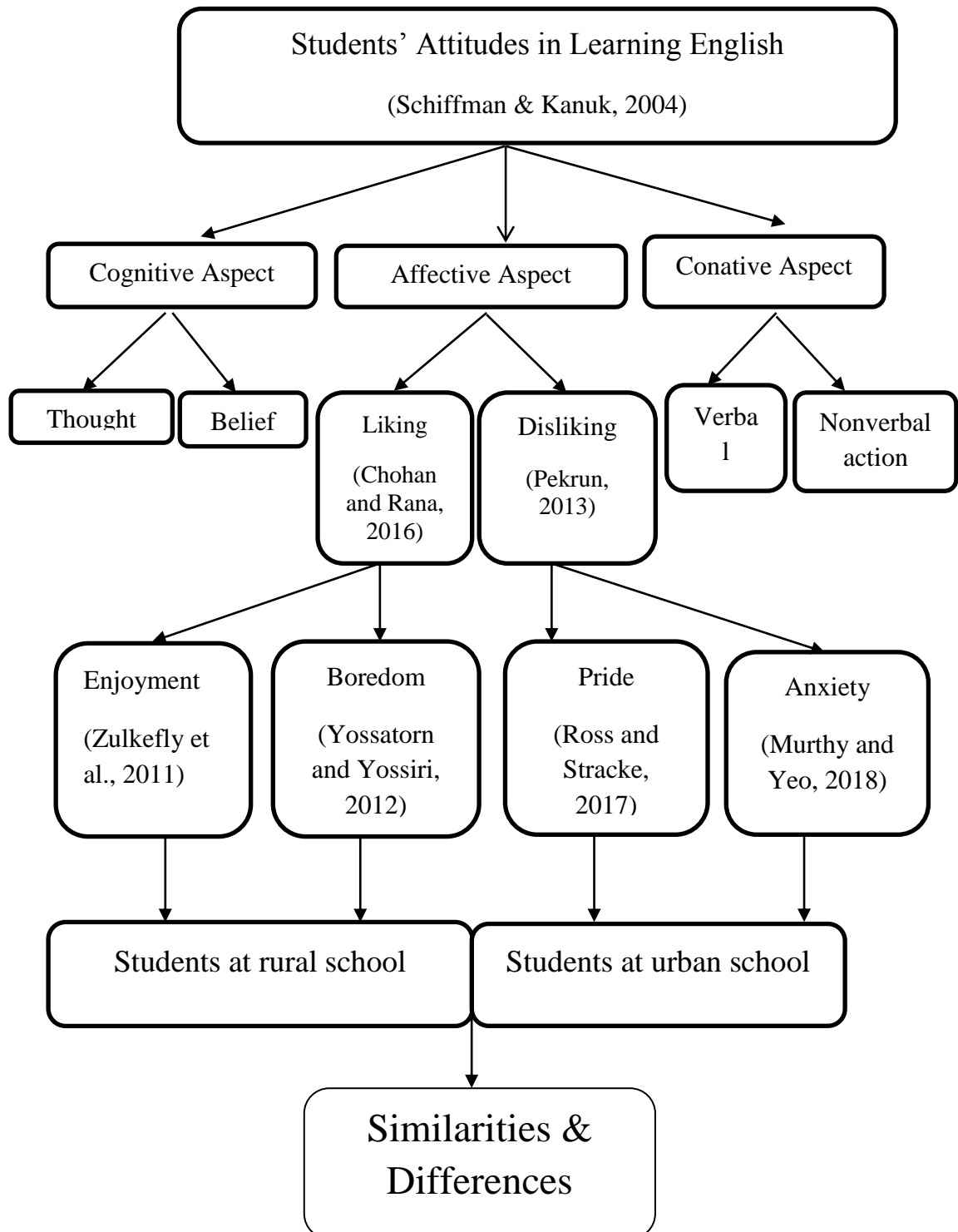
### **2.3 Theoretical Framework**

In this study, the researcher focuses on students' attitude in learning English as a foreign language. The data will be taken from observation during learning English in the classroom. In addition, the researcher also conducts two semi-interviews towards rural and urban students in order to explore more about the comparison of the students' attitude both rural and urban junior high school students.

The researcher analyzed the data using thematic analysis by Braun and Clarke (2006). There are six steps to analyze the data including becoming familiar with the data, generating initial codes, searching for themes, reviewing themes, defining themes, and writing-up the results.

In analyzing the data, the researcher will use three components of attitude as themes. Each theme has each own codes. The first theme is cognitive aspect which contains students' thought and belief. The next theme is affective aspect including students' liking and disliking. The form of students' liking is the interest of students in learning English as a foreign language. While the form of students' disliking is students' disinterest in learning English as a foreign language. The last theme is conative aspect which has students' verbal and nonverbal actions. The theoretical framework in the present study can be in the following figure.

**Figure 2.1 Theoretical Framework of the Present Study**



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This final chapter provides two subchapter: conclusions and suggestions derived from findings and discussions presented in the previous chapter.

#### **5.1 Conclusions**

This study presents a comparative of attitudes towards learning English between rural and urban junior high schools students. Based on the data analysis and the findings of the study in the preceding chapter, there are some conclusions given in the following paragraphs.

First, most of the rural students have liking attitudes, especially feeling pride. It is because they had studied since they were in the sixth grade of elementary school. It is not like the urban students who have started learning English since they were in the first grade of elementary school.

Second, technological development can also affect students' attitudes in learning English. The rural students who do not allow in bringing mobile phones while studying English are different from the urban students who feel free to use their mobile phones during the class. The urban students can access their social media freely when they feel bored in the English class. Meanwhile, the rural students express their boredom by talking to their peers.

Third, both rural and urban students have liking and disliking attitudes even though there are several different factors that determine their attitudes when learning English. There are some factors that can influence students' attitudes in learning English including friends, factors related to teachers, teacher quality, and

teaching styles and materials. One of the factors that has main role is an English teacher style. When the teacher can bring the class to an interesting class, the students will enjoy the class. Meanwhile, if the teacher is less interesting, the disliking attitude called boredom will come to the students. Moreover, joke is important to be inserted in the middle of the lesson because both rural and urban students will enjoy the learning if there is a joke when they start to be bored.

Fourth, a main factor that makes a difference between the rural and urban students is a desire to learn English. It affects the students' attitude in learning English. The urban students more enjoy learning English because they had the desire to speak English fluently. The rural students enjoyed learning English because they enjoyed teaching styles and material from the teacher, not from their own desires.

## **5.2 Suggestions**

In this present research, the findings were limited on the comparison of affective aspect of attitude between rural and urban junior high school students. The suggestion can be made for the students, English teachers, and future researcher. There are suggestions according to the conclusions presents as follows:

For the students, they need to be good in giving attitude when they are in English class. They should be able to more pay attention to the teacher during the lesson. When the disliking attitudes such as boredom and anxiety come, they have to do some more positive activities and go back to pay attention to the teacher immediately.

For the English teacher, this study showed that teacher has important role to the students during the English class. Subsequently, the teacher should manage the class to be a comfort place to learn English in order to minimize the disliking attitudes from the students.

For the future researcher, the present study is only taking two classroom observations, they are too short to know students' attitudes towards learning English. As a result, the researcher suggests that the future researcher should take more than two classroom observations in order to get rich data. In addition, the present study is limited on the comparison aspect of affective attitude between rural and urban junior high school students. It can be used as related reference to explore another aspects of attitudes including behavioral and cognitive aspects.

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