

MIDWIFERY STUDENTS' ATTITUDE IN LEARNING ENGLISH CONVERSATIONS IN THE CLASSROOM SETTING

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Abstract

In the global era, English is a mandatory material that must be used as teaching material for midwifery students. This is important; because it cannot be denied that midwives in Indonesia often encounter obstacles when serving foreigners. It is quite difficult for them to have a dialogue with tourists, even though at this time our country is increasingly being visited by foreigners, whether for holidays, research, or student exchange. It is not impossible, to engage or converse with them while they are experiencing health problems, or just need a check-up. This study is aimed at describing the types of midwifery students' attitude toward English conversation, elaborate realization of Midwifery students' attitude toward English conversation, and reasons for the midwifery student's reality their attitudes toward English conversation. Qualitative study is conducted. The subjects of this study were 55 students. The data were collected by interviews. Some results, firstly they were positive and negative attitudes toward English conversation class, nine realizations, and four reasons of the students realized i.e. (1) language pride, (2) awareness of language norms, (3) motivation to get the job, and (4) lack of skill. It was concluded the students attitude varied as to positive and negative ones and real numerous manners affected by several factors.

Keywords: Positive Attitude, Negative Attitude, English Conversation.

1. Introduction

The development of conversational skills and etiquette is an important part of socialization. Conversations may be the optimal form of communication. In the process of English teaching and learning conversation, some students have attitudes in several ways, they do not participate in the classroom activities, in addition they do not want to speak. Then others are not confident to speak, but some of them are serious in learning and some others are confident in their English speaking. For instance:

Lecturer : " Good morning my students, how are you today?"

Students : " I am fine ma'am, enggak ngerti ma'am indonesian ajalah maam."

It shows negative attitudes by saying "enggak ngerti ma'am indonesian ajalah maam." It means that they do not like to speak in English during learning process. These phenomenon happens in English teaching and learning process for midwifery students. Some students say that learning English is not important but the others say that English is important. Other responses from some students which show the attitudes in learning English conversation can be seen as follows:

Lecturer: "Okay students, we would like to discuss about Tenses, are you ready?"

Students : "Yes ma'am, but they aren't keep in spirit."

Above conversation shows that the students' attitudes toward English conversation class is negative which is expressed directly by their behavior. However, some students have positive attitudes toward English conversation. It can be seen from their responses as follows:

Lecturer : Ok, if you don't understand all, you can mix with Bahasa Indonesia

Students : Ok ma'am, I try full in English.

This expression is shown by the students because of their expectations to use full of English language and showed by their positive attitudes towards English class. Actually, there are some problems found among students in Deli Husada Deli Tua and Senior Health Institute. Firstly, some students are confused about saying things in classrooms by using English. It means that some students are tend to dominate, while they speak very little or not at all; students tend to speak their mother tongue because it feels unnatural to speak to one another in a target language and because they are felt less exposed if they are speaking by using their mother tongue.

2. Literature Review

In this research, the problem is formulated into the following question: How is midwifery students' attitude towards English speaking, The researchers interested to investigate how the students' attitude towards English speaking by consideration there are reasons that midwifery students' confidence to speaking English, the students follow rules from health institute about using English language and have intelligence to follow English classroom.

The interaction between a lecturer and students in a classroom causes the valuing of students to the lecturer, or to the lesson that is being learned. In the process of teaching and learning, the students always evaluate process or activities in the classroom. The evaluation can be good or bad, and it can be positive or negative. The way of evaluating or responding from the students to the subject or teacher can be called as attitudes. The attitudes are expressed by the students can be direct or indirect, verbal or gestures, and positive or negative. So, it can be said that attitude is about feeling, opinion or the way of behaving to something or someone.

Attitudes are crucial in language growth or decay, restoration or destruction. Attitudes are internal states that influence what the learners likely to do. The internal state is some degree of positive / negative or favorable / unfavorable reaction towards an object (Azizifar, 2015). Attitudes are selectively acquired and integrated through learning and experience that they are enduring dispositions indicating response consistency, and that positive or negative affect toward a social or psychological object represents that salient characteristic of an attitude (Carrier, 1981).

Learning language attitude is one of the factors that influence foreign language learning because how much effort students put into language learning depends partly on attitude (Gardner, Lanlonde and Moorcroft, 1985). Thus, it can be inferred that learners with positive attitude towards speaking English will be more involved in speaking activities and may try to make use of more strategies that help them deal with their difficulties in the course of conversation and learners.

Attitude toward a language refers to a person's mental attitude or feelings regarding the position of their own or other people's languages. If learners have positive attitudes about language development, they will be satisfied with the learning process. Positive attitudes contribute to increasing language skills. On the other hand, negative attitudes have an unfavorable impact on students' impressions. Furthermore, the lecturer and the approach impact students' attitudes in the classroom (Amin, 2020).

Negative attitude will be less willing to participate in speaking activities. In addition, learning process and teacher who teaches intellectual capacity is not enough to target achievement for good performance in speaking English, but also the students' attitudes towards language learning, where students' attitudes can be more motivated and enthusiastic in learning languages. According Abidin (2012) learning language attitude should be approached especially as a social and psychological phenomenon rather than as a purely academic one.

3. Research Method

This research is a descriptive qualitative design which revealed the students' attitudes in English class. It was done to acquire much information related to the current status phenomena. This design was chosen because this research conducted for three classes and attempted to reveal the description of students' attitudes toward English conversation at the first semester in Health Institute. The learning process was conducted in morning from 10.00 a.m. until 12.00 a.m. The conversation class was conducted once meeting in a week with the duration 2 x 40 minutes for one meeting.

The subjects of this research were Health students who learned English conversation in the first semester of academic year class consist of 15 students. The subjects of this research were in the age 18-19 years old. In this case, the researcher observed the students' attitude covering the three aspects of language attitude: behavioral aspect, cognitive, aspect and the emotional aspect of the attitude.

The data of this research were the students' attitudes toward English conversations class consisted of sentences, clauses, phrases, and words. Behaviors consisted of action or respond of students during English conversation. The data sources of this research were students' transcript of utterances and behavior from audio / video recording, interview, observation and field notes.

4. Results and Discussion

Data analysis is the process of systematically searching and arranging interviews transcripts, field notes and other material that the researcher accumulate to increase his/her own understanding of him/her and to enable him/her to present what she/he has discovered to others (Bogdan & Biklen, 1992).

The researcher used four steps to analyze the data have been collected suggested by Miles, Huberman and Saldana (2014) called as interactive Model. In this model the step consists of data condensation, data display, data drawing and drawing conclusion. Those steps are used to answer the research problem of this research.

This research deals with the students' attitudes toward English conversations. The subjects of the study are the midwifery students in Health Institute at the first semester. The data of this research are the utterances and behaviors consisting of sentences, clauses, phrases, words, action, and respond of students of observation and interview. The data was gained in order to describe the attitudes by midwifery students, to explain how they realize their attitudes and to explain how they realize their attitudes and to explain the reasons of why the students have such attitude toward English conversation class.

Data condensation consists of the process of selecting, focusing, abstracting, simplifying and transforming. The five steps of the process of data condensation can be seen as follows.

Selecting Step

In this step, the data were selected to find out the students' attitudes toward English conversation class. The following are the examples data got from interview and observation.

Table 1. Data.

No	Students' utterances	Types of Attitudes
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1	Saya suka conversation maam tapi sulit kali mengucapka n ya	Negative
2	Saya suka bahasa inggris apalagi kalo dengar orang bicara bahasa inggris	Positive
3	Saya suka bahasa inggris maam dan memang harus belajar berlatih terus	Positive
4	Saya suka bahasa inggris tapi kalo sudah diajak ngomong bahasa inggris saya jadi tidak percaya diri maam	Positive
5	Maam saya enggak ngerti sama sekali	Negative
6	Saya sangat suka mendengar percakapan dalam bahasa inggris, disamping itu juga bahasa inggris adalah bahasa internasioal yang diakui oleh dunia, dan kalo saya lulus nanti apalagi saya dibidang kesehatan akan pasti bertemu dengan banyak pasien yang bukan orang Indonesia. Jadi mau tidak mau harus bisa bahasa inggris. Terimakasih.	Positive

Focusing Steps

This is selection of the students' utterances of attitudes toward English conversation class for language attitudes toward English conversation class for language attitude in this process, the utterances had been specified with the reasons of each attitude the examples can be seen in the table 2. as follow.

Table 2. Focusing Data

No	Students' utterances	Realizations	Reasons
1	Saya suka conversation class Maam, tapi sulit mengucapka n ya		Lack of skill
2	Saya suka bahasa inggris apalagi kalo dengar orang bicara bahasa inggris		Language pride
3	Saya suka bahasa inggris dan memang harus belajar berlatih terus		Language pride
4	Saya suka bahasa inggris tapi kalo sudah diajak ngomong bahasa inggris saya jadi tidak percaya diri maam		Lack of skill
5	Maam saya enggak ngerti sama sekali		Lack of skill
6	Some students are listened and responded the teacher		Lack of skill
7	Some Students are talked with her friend during the class		Lack of skill
8	Some students are sleepy during the class		Lack of skill
9	Saya suka bahasa inggris, karna bahasa inggris adalah salah satu bahasa internasioal yang diakui oleh dunia, dan kalo saya lulus nanti apalagi saya dibidang kesehatan akan pasti bertemu dengan banyak pasien yang bukan orang Indonesia. Jadi mau tidak mau harus bisa bahasa inggris. Terimakasih		Motivation to get the job

Simplifying Step

In the step, the researcher simplified the data by data separating the attitudes of students into positive and negative. Then it was coded to make it manageable, easier, and simple to understand in line with the theories of realization of attitudes. The codes used R= respondent number, I= data interview, O = data Observation, U= data of student's utterances. For example, Data R/I/1, it means R for Respondent, I for Interview, and I for Respondent number 1. Clearly, the data were gotten from interviewing.

Table 3. Simplifying

Respondent	Data	Positive in direct Utterances
6	Data R/U/6	1. Listen and respon actively 2. Use English in the class
9	Data R/U/9	1. Listen and respon actively 2. use english in the class

Table 3. shows that the students have the positive indirect during the English conversation class. They tended to listen and respond actively without any positive direct action. In addition, they also mix Bahasa Indonesia when they did not understand about some words rather than using Bahasa Indonesia dominantly in the process of teaching and learning of English conversation. Those positive indirect behaviors were in line with the level categories of attitude namely the level of receiving. In this level the students

5. Conclusions

This study is concerned with the students' attitudes toward the English conversation class after deliberately analyzing the data, conclusions are drawn as following:

1. The attitudes types of midwifery students toward English conversation class consist of positive and negative.
2. The students realized their attitudes in nines ways i.e., :(direct/Verbal/Negative), (Indirect/Verbal/Positive), (Indirect/Verbal/Positive), (Direct/Verbal/Negative), (Direct/Verbal/Negative), (Indirect/Verbal/Positive), (Indirect/Verbal/Positive), (Direct/Verbal/Negative), (Indirect/Verbal/Positive)
3. There were four reasons of the students' attitudes realizations i.e., language pride, awareness of language norms, motivation to get the job and lack of skill.

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