STUDENTS’ ATTITUDE TOWARD ENGLISH LESSON IN VOCATIONAL HIGH SCHOOL SALATIGA

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ABSTRACT

This paper studies the attitudes of Vocational High School 2 Salatiga students towards English lesson in term of their emotional, cognitive and behavioral aspects. English is one of the required courses, but it is not the main course in that school because the students mainly learn about a particular major they took in school. In this study the researcher also examined the role of method and material that were used in class. A total number 88 participants were chosen from three different classes. They were asked to answers the questionnaire and 22 students were choosen to be interviewed in order to get richer data. The study showed that most students have a positive attitude towards English lesson and that they have passion to improve their English. The finding also explored about the students’ obstacles and their suggestion toward English lesson in order to improve the quality of the English learning process.

Key words: attitude, EFL learner, English learning.

INTRODUCTION

A. Background of the Problem

The high demands to master English as a foreign language has become an issue in Education field. Therefore, it is important that we understand the factors that affect the English learning process. In this case, English is needed for all students from all levels of schools even for vocational school (SMK) students. Unlike regular High School, vocational school does not have as many English classes as in a Regular high school. Students in Vocational school have to master a particular subject which help them prepare for their future. They learn English only an hour each week, and they spend much more hours on their major courses. The subjects that the students learn depend on the particular major they are taking, such as Engineering, Carpentry and Informatic engineering. From that time limitation of English, the teacher are demanded to achieve the students’
need of English and it aims to gain learning success.

Learning success refers to the students’ performance in classroom. Then, it is believed that attitude plays an important role in influencing the performance of language learners (Gardner 1985). When the students have positive attitude, usually they perform well in class. However, the performance of the students is often far from satisfaction. Several studies have been conducted to understand the local students’ attitudes towards English learning. For instance, the investigation by Alkaff (2013) and then Norris-Holt (2002). This study adapted the two previous studies to investigate the students attitude toward English lesson in vocational school Salatiga.

The purpose of this present study is to investigate the students’ attitude of Vocational High School Salatiga toward English lesson since the teacher of that school also face the disappointment toward the students’ performance in English subject. Through the informal communication with the teachers, the implementation of curriculum 2013 requires them to asses the students’ knowledge, skill and attitude. Here, the teachers claimed that they had difficulties to asses the student behavior. It was because almost all students acted in the same way; they were not fully participated in class (they tended to be passive). As a result the teachers gave the same score to all students. In this case, the teacher wanted to know how to make their students be more active in class. It follows then, the researcher wants to find out the problems that could be solved by knowing what the students think about their English lesson and finally can provide suggestion for the teacher to improve the language teaching process in
that school. According to Gardner (1983), he pointed out that a better understanding of students’ attitude can help the teacher to achieve the more successful ESL/EFL learner. Thus, the result of this study could serve as a reference for English teachers in that Vocational High School.

B. Research question

The problem that I found above leads me to find the answer for the question: What is the students’ attitude toward English lesson in Vocational High School Salatiga?

C. Significance of the study

It is hoped that the result of the study will help the teacher to know what students’ attitude about the way they teach and then learn about the students’ preferences in English lesson. Thus, when the teachers know about those things, they will be able to evaluate their teaching style in order to improve their English lessons. The finding of this study can also be useful for the reader who are interested in English language Teaching (ELT) in general, in which as teachers, they are supposed to consider about the students’s needs and learning preferences in language learning process.

THEORETICAL DISCUSSION

In this section, the researcher provides a review of literature which is related to the research objectives. It also includes a brief explanation about the concept of attitudes itself and the review of the related study.
**Definition of Attitude**

The study of attitude that was done by Ajzen (1987) indicated that attitude is one of the most important elements in learning language. Otherwise, he also added that attitude is not always about the students’ attitude toward language, but also toward the factors that influence the outcome of learning the language.

Attitude has become one of the main factors in education. People who are involved in education field have to know the concept of attitude. This knowledge can be used to help them to figure out the main factor that leads the students’ successfulness in school.

One of the attitude types which was classified by Baker (1992) was attitude toward language learning. In a language learning process, there will be many students' attitudes involved. It can be their attitude toward the learning process or toward the language as a subject that they learn.

Ajzen (2005) proposed more specific explanation of “attitudes”. He stated that the term attitudes include three components, they are:

1. **Cognitive**: This component is expressions of the beliefs and ideas or opinions about the object of the attitude.
2. **Affective**: This component has to do with feeling toward an object, 'likes' or 'dislikes', 'with' or 'against'.
3. **Behavioral**: This component is related to actions with respect or behavioral intentions towards the object.

From those three components of attitudes, Ajzen (1987, p.96) stated that attitude could only be measured by someone's responses toward particular thing.
Students’ responses about their attitude usually affects their motivation to do something. Related to the language learning classroom, Zacharias (2004) claimed that there were two types of students in class. The first one was the students who behave positively toward the English course and the second one is students who react negatively. It is also believed that there will be a tendency that the students in the first type will perform better in the form of grade than the students who are in the second type. Those two types students are affected by their own purposes to learn that language (Abdullah et al., 2012). Here, the only way to know why some students behave either positively or negatively is by trying to know and understand the students' responses toward the subject that affects their performance in the classroom.

The Importance of Attitude

Studying language attitude is beneficial to identify and investigate the students' attitude about the teaching methodology used for teachers (Katz 1960). Therefore, after we know about how the students' attitude we could understand the students' needs, preferences and learning style, that lead them to act either positively or negatively in class. To support this idea, Elyildirim and Ashton (2006) also claimed that it was already well known that negative attitudes towards foreign language can impede the learning of that language. Conversely, positive attitudes towards the foreign language increase the chance of language learning success. In other words, knowing and understanding the students attitude toward foreign language learning is important, since as an educator, teachers want to achieve learning success.
In order to improve the quality of language learning, the researcher would evaluate many important aspects that affect the students' preference to act either negatively or positively in class. Those important aspects are related to the role of Materials, the role of Classroom Activities, and the role of Teacher in Language classroom. Therefore, the theory of those three aspects were used to design a framework for the questionnaire that will be given for the target participants.

a. The Role of Material in Class

Before discussing about the role of Material in class, it is better to know the definition of Material. Tomlinson (1998), cited in Zacharias (2004), defined materials as everything that is used by the teacher or learners to facilitate the learning of a language in classroom. It can be a book, cassettes, videotapes, CD-ROMs, etc. that were produced for learning purpose. Teacher have to suit the kinds of materials used with the learners' need in a particular subject (Maley 1998).

According to Zacharias (2004), materials that are used in the classroom are put as the authority figure in the classroom. She added that materials will provide important value that will engage the students' need. Besides, Cunningworth (1995) concedes that teachers have a role as connector in classroom. They have to be able to link materials and students' need. The point is the teacher should be able to match the value of the material with what the students need. They should think about the appropriateness between the material and the classroom condition. Classroom condition refers to the students' level of understanding, and things. Zacharias (2004) added that a useful way to think of the relation between materials and the teacher is by analogy to cooking. The teacher’s role as the chef
and materials are the ingredients. Chefs can skillfully turn ingredients into tasty
dishes, so they do not need to follow the recipe verbatim but can skip steps and
add more ingredients. Similarly, a teacher can evaluate the materials and use it (or
exclude parts of it) to maximize the learning and teaching outcome in order to
fulfill the students’ need.

b. The Role of Classroom Activities

In language classroom, teacher have the authority to decide what activity
they will use as a means to deliver the English material. Classroom activity can
refer to playing games, watching movies/some videos, telling a short story and so
forth. Ilter (2009) pointed out that teacher should be enthusiastic and creative,
otherwise the students will lose their motivation to learn. He also believed that the
use of technology (AVA/videos) can increase the students’ motivation in language
classroom, because video can help the students to have a real image of the real
world. However, he also suggested that the use of technology was not always
suitable with all teaching activities. Thus, teacher should consider whether or not
the technological affairs they used is needed.

c. The Role of Teacher in Language Classroom

In language teaching process, teacher holds a great importance role to
determine the teaching methodology and classroom setting used in class. The
kinds of pedagogy and the students’ preference are influenced by how the
the teacher teach and set the class is mainly used to provide the students a way to
gain their learning success toward particular object. Besides, teachers have to be able to help the students understand the material that being taught.

Providing learning objectives as a measurable term in teaching learning process is the valuable point for a teacher to achieve particular goal of the target learners. Ndirangu (2010) claimed that knowledge about objectives was going to help the teachers to learn how to select and use strategies for learning purposes. When teachers are selecting a strategy for learning, they have to consider whether or not it is effective. Effective means whether or not students had acquired particular knowledge given (Ndirangu 2010). One way to test the effectiveness of teaching is by trying to find out whether or not a student has acquired particular knowledge and it can be transferred and used in a new setting.

**Related Studies**

Since attitude becomes the main factor for the success of language learning, there are many researchers who have been conducting research in this issue. With different settings; interestingly most of them have similar finding which shows the participants' positive attitude toward English. However, the factors that affect the participant’s attitude were different from one study to another study. There was also finding that showed two kinds of attitude (both positive and negative) came up in the same study. For example, Alkaff (2013) investigated the students' attitude toward English learning. The finding showed most students have a positive attitude towards learning English in which they wanted to try to improve their English and to use the language even though there are a lot of demands on
their time and few opportunities to practice their English. For some Alkaff's participants who response negatively, they thought that they had to take many courses beside English and they thought English did not really need to be studied because English was not a measurement whether or not people was educated.

Besides Alkaff, Norish Holt (2002) revealed that differences between students attitude was influenced by the students’ purposes to learn English. For junior high school, they studied harder in order to get a high garde in class, while for the Senior high school students, they were motivated to learn English because they realize about the importance of English for their future life.

Other studies by Tang, King Fong (2004), Abdulah (2012) and Tsuda (2003), all of the results showed positive attitude toward English learning. Most of the students believed that English had an important role to find a job in the future, so that they like people using English and they also wanted to use that. And then, they also believed that English could increase the good impression for people who use that Language. Based on those three studies, it can be concluded that students tended to believe the role of English is more important in career than in academic field. However, those studies also found the negative attitude which briefly claimed that the students did not like the English culture. In other word, they only want to learn the language to get better job in their future career.

From those studies above, it is true that although the dominant attitude toward English is positive, a range of different reasons occured in every different study. The present study intends to investigate what kind of attitude toward
English that occurs in the context of Vocational High School in Salatiga by considering the three aspects of attitude (Cognitive, Affective and Behavioral).

**RESEARCH METHODOLOGY**

This section describes the participant of the study, followed by the formation of the questionnaire and the semi-structured interview session.

**A. Participants**

The participants of the study are the students of Vocational High School in Salatiga where the researcher did her teaching practicum last semester from September to December 2013. This school was chosen because the researcher found some problems that come from the English teachers in their some less-academic-oriented classes. The participants itself came from 3 different classes that are recommended by the English teachers in Vocational High School 2 Salatiga. They are from grade X and XI from three different departments and there are altogether for about 88 students.

**B. Questionnaire**

As Ajzen (1988) claimed the word “attitude” is a hypothetical construct, which means it cannot be directly observed. In order to measure the attitude, it is necessary to operate the construct of language attitude in the form of questionnaire. The questions were made by adopting some questions from Al Mamun’s study (2012), Alkaff’s study (2013) and King-fong’s study (2004), and then some questions were made by the researcher based on the theories about the role of Materials, the role of Classroom Activities, and the role of Teacher in
Language classroom. Here, the questionnaire was given to the 88 students from the three classes which were recommended by the teacher.

Given the students' level in English language, a closed-ended questionnaire was used. The participants were asked to indicate their degree of agreement and disagreement toward each of the statements given.

In order to measure the degree of agreement and disagreement to each statement, a 4-point Likert scale was used. The Likert scale is a technique that commonly used to measure statements that express either positive/favorable or negative/unfavorable attitude toward a certain object (Drnyei 2003). The 4-points Likert scale are "strongly agree", "agree", "disagree" and "strongly disagree".

In the questionnaire, the students or participants were also asked to give their personal information that includes their class, and also contact information (their phone number or email address) in order to be interviewed by the researcher.

The questionnaire was translated into Indonesian to ensure an optimal understanding among all students and to eliminate any potential language barrier that could prevent them from expressing their full opinions. Before the questionnaire is distributed to the real participants, the researcher did the pilot study to 20 students (who were not the real participants, they were in third grade) in SMK N 2 Salatiga first. It was used to make sure whether or not the questionnaire was understandable enough to be answered by the participants.
C. Semi-structure Interview

The researcher chose semi-structure interview to have a great deal of flexibility to get more insightful information toward what the students had answered in the questionnaire given. In this interview session, the researcher asks about the students’ reason from their 17-answer points on the questionnaire.

D. Research Procedure

1. Data Collection

The study was conducted in a Vocational High School in Salatiga. The fixed Questionnaire was given to three different classes. Before the participants were asked to fulfill the questionnaires, the researcher provided the students with explanation about the purpose of the study and about the questionnaire in order to make them understand the researcher’s aim in doing data collection in their class.

The interview session was conducted two weeks after all the questionnaires were collected and analyzed by the researcher. Delayed interview was suggested by Craik & Lockhart (1972) and Modigliani (1976) because they claimed that delayed interview was more likely to be beneficial. It was because the information retrieval was more cognitively effortful and this was turned strengthens the memory trace. The researcher had interviewed 22 participants who were chosen randomly. They were interviewed for about 10-15 minutes each. There were some students who were interviewed together with their friends. In the interview session the interviewer encouraged the participants to be more expressive in order to ensure
the accuracy of the information they gave to the interviewer. The interview session was recorded with the permission of the participants.

1. Data Analysis

After all the questionnaires had been gathered, the findings of questionnaires were analyzed quantitatively. The classified findings were analyzed by calculating the finding according to how many percentage on each theme, interpreting the data by adding the detail information from the interview, and correlating the data with relevant literatures. The analysis of the finding would be delivered by presenting the tables and percentage, and providing the description for the participants’ answer in interview session. For the last step, I drew a conclusion from the analyzed findings.

FINDING AND DISCUSSION

In this section, I would discuss and analyze the finding as the answer from the research question “What is the students’ attitude toward English lesson in vocational high School Salatiga?” From the data categorized; The students’ opinion about learning English, The students’ behavior in English Lesson, The students’ opinion about materials and activities in English lesson, and Students opinion about the teacher’s role in English lesson. Those four attitudes will be the titles of the themes. The discussion of the themes was presented as follow.
THE STUDENTS’ OPINION TOWARD LEARNING ENGLISH

The first theme would discuss about the opinion of participants toward the English lesson in general. In this theme, there would be two sub-themes presented which were positive and negative attitudes. According to the finding of questionnaires, the majority of participants had positive attitude toward English lesson (see Table 1).

Table 1

Students’ Opinion about Learning English

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I like English Class</td>
<td>33.69%</td>
<td>60.58%</td>
<td>5.52%</td>
<td>0.00%</td>
</tr>
<tr>
<td>2</td>
<td>Studying foreign language like English is enjoyable</td>
<td>23.56%</td>
<td>72.97%</td>
<td>3.33%</td>
<td>0.00%</td>
</tr>
<tr>
<td>3</td>
<td>I would like to study more about English</td>
<td>29.53%</td>
<td>61.48%</td>
<td>9.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>4</td>
<td>I would take English even if it is not a compulsory subject in school</td>
<td>10.20%</td>
<td>60.26%</td>
<td>28.33%</td>
<td>1.07%</td>
</tr>
</tbody>
</table>

As shown in Table 1 above, most of the participants have positive attitude (87.68%) regarding to what they think about learning English. 11.82% of the participants have a negative attitude. This finding clearly showed that almost all of the participants have a positive attitude toward learning English. They liked English even they also wanted to learn more and still took it although English was only an elective course. The finding was not surprising because some studies resulted alike, such as King-fong’s (2004) and Alkaff’s (2013). Furthermore, we
needed to understand the reason behind the participants’ attitude toward learning English. The analysis includes the detail information derived from interview session. The participants’ attitude description would be presented also in the two sub themes below.

**Positive attitude**

Participants who showed their positive attitude toward learning English said that there were some factors affected their attitude. Those factors include the teacher and the motivation purpose of the study.

**The Teacher**

Based on the finding, most of the participants mentioned that they liked English because of their English teacher. Students A said, “I like English since when I was in second grade of junior high. It was because I met a nice English teacher. Moreover, the way he taught could make the class fun”. What happened to Students A reflected that the kind of pedagogy and the student's preferences are influenced by the learning environment (Ruth Beyth-Marom, et al 2005). It means that how the teachers teach can measure the students’ responses toward particular subject. In this case, knowing and understanding the students’ responses toward a certain subject is important, because that responses have a big effect to students’ performance in class (Zacharias 2004).

**The Students’ Instrumental Motivation**

The second factor was the participants felt that English was needed to study. Most of the participants had planned to go abroad for working, and they
also believed that English was needed for all job fields in Indonesia. That was why they encouraged themselves to learn more about English. Student B said, “I have a plan to learn English more, because I want to go abroad later on and now I have develop my English skill by joining ECD (English Debate Class) at school”, the Student C added, “in term of finding a job, English is badly needed nowadays, that is why we have to study it deeper”. Those two arguments were also found in the study that was done by Norris-Holt (2002), the result showed that the participants also realized about the importance and the value of studying English. This may mean that students are motivated by their own purposes to learn English (Abdullah et al., 2012).

**English as a Means for Achieving Students’ Study Purpose**

The third factor which influences the students’ positive attitude is their view that learning English could help them a lot in understanding their field. In vocational high school, students took a particular major, and English was dominantly used to help them understand many references in their field. Student D asserted, “Knowing and understanding English is very important in Machine Engineering. For instance, when we want to operate a machine whose instruction uses English, we have to know what the meaning is. It is because sometimes that instruction isn’t translated into Indonesian”. Another students from other department also stated (Student E), “I will still take English although I have a lot of tasks. That’s not a big problem because English is related to Automotive Engineering study that I take”. Those two facts were in line with previous study by Norris-holt (2002). What participant mentiones is in
accordance to what Katz(1960) refers to as knowledge function. He proposed that knowledge function presumed as basic human need to gain meaningful view of the world, so that, when students have positive attitude toward particular subject, they will be more motivated to learn.

**Negative attitudes**

11, 82% of the participants reacted negatively in term of learning English. They said that they did not have any passion for English; they also added that the main courses which are related to their department were the most important subject to be studied instead of English. Student F argued, “I do not really have passion to learn English, for me studying English can be done by myself“. Therefore, the student G also said, “Due to my priority as one of the Information of Technology members, I have to focus more on my main courses, for the rest I could take any extra English class when I have time.” Rudd, Greenbowe, & Hand (2002) argued that if attitudes were negative, every activity which related to the course will be also negatively affected. In other words, when a particular participant has a negative attitude they tend not to grasp and learn English because these were not significant to them or they do not see a relationship between English and their field. What he really means is that, as teachers, they should change the students’ perception toward English learning. As supported by Simonson & Aushak (2001), providing an individual with new information that changed the cognitive component of attitude can be the main cause for a particular person to change overall attitude toward an object. It can be done by providing more interesting material or different classroom atmosphere to the
participants. Once the negative can be changed into positive, it can help the participants to understand the English language easily.

STUDENTS’ BEHAVIOR IN ENGLISH LESSON

This theme would present about the participants’ behavior in English lesson, since we had known in the previous discussion that mostly they showed a positive attitude in learning English. In this section there would be further discussion from the finding result. The following table 2 would give a clear summary of the finding.

Table 2

Students’ Behavior in English Lesson

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>I feel enthusiastic to come to class when the English is being taught</td>
<td>24.37%</td>
<td>66%</td>
<td>9.00%</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>I always pay attention when my English teacher is explaining the lesson</td>
<td>20.25%</td>
<td>70.33%</td>
<td>9.33%</td>
<td>0.00%</td>
</tr>
<tr>
<td>7</td>
<td>I enjoy doing my English homework</td>
<td>17.10%</td>
<td>71.41%</td>
<td>11.67%</td>
<td>0.00%</td>
</tr>
<tr>
<td>8</td>
<td>I study English not only when I have a test</td>
<td>12.39%</td>
<td>55.90%</td>
<td>29.33%</td>
<td>2.34%</td>
</tr>
<tr>
<td>9</td>
<td>I am satisfied with the performance in the English class.</td>
<td>12%</td>
<td>42.22%</td>
<td>38%</td>
<td>8.13%</td>
</tr>
<tr>
<td>10</td>
<td>I am able to think and analyze the content in English language.</td>
<td>4.53%</td>
<td>64.55%</td>
<td>31.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td></td>
<td><strong>Total percentage</strong></td>
<td><strong>15%</strong></td>
<td><strong>62%</strong></td>
<td><strong>21.39%</strong></td>
<td><strong>2%</strong></td>
</tr>
</tbody>
</table>
Table 2 revealed that approximately 2/3 of the total participants showed their good behavior in English lesson. After the percentage was presented above, this study also found three major sections about the reasons why the participants chose that certain option. The explanation will be briefly presented below.

*Teachers’ Role and Curriculum Implementation Affect The Students’ Behavior*

Participants who chose the option they always enthusiastic when attending English class, highlighted that the class environment did affect their feeling to attend English lesson. “*I always enthusiastic to join English class, the class is enjoyable, not even boring, both the lesson and the teacher*” (Student H). Since, teacher has a power to affects the students’ view about a particular subject, teaching style and classroom environment that the teachers create have a big role in term of students’ preference toward certain subject( Good, T.L & Brophy, J.E 2003).

Another aspect is about the implementation of curriculum 2013, the students acted differently (they acted more active in class) in order to get a good grade from the teacher. Like the student B asserted, “*paying attention to the teacher is a part of behavior point, since the curriculum 2013 is already applied, it means our grade is covered from 3 major points; the knowledge, skill and behavior. In other words we are not supposed to be noisy, so when we give full attention to the teacher, he will give a good grade to us moreover when we can be actively participated in class. Since curriculum 2013 refers to students centered*”. This fact also reported similar finding in a study of high school science class by Nolen (2003). It was noted that students in science classes
where the teachers were asked to endorse independent scientific thinking as the application of new curriculum, its result had higher achievement and greater satisfaction in science. It can be concluded that a different classroom setting can have a major impact on student learning a particular subject.

**Level of Material’s Difficulty Affects the Students’ Learning Passion**

It is a common fact that mostly students tended to ignore their homework when it was difficult for them. As student I explained, “*When I understand the content I will do the homework, however when I don’t, I tend to do it at school and ask for some friends to help me*”. It is suggested that homework must be realistic in term of the level of difficulty given to students’ abilities to work independently (Good and Brophy 2003). Unstructured homework might even have a negative effect on student achievement. In the other words, teachers must carefully plan and assign homework in a way that maximizes the potential for student success (Marzano and Pickering 2007).

Another aspect beside designing a well plan and structure homework, give an extra point for homework is also a good strategy to be taken. “*I always do my homework in order to get a better grade, it is because there is an additional point for those who did the homework.*” (Student J). To put it in another give, giving an extra point is one of the teacher strategy that the students like. Since most of the students are grade oriented, giving an extra point could encourage students at least trying to finish their homework in order to get the point that they want. In this case, the teachers are supposed to help the students by setting achievable goals for themselves. It means, the teacher should encourage students
to focus on their continuous improvement, not just on their grade on any others test. Saret (2007) believed that, it could be done by setting up a grading system that provided the possibility for students to succeed even if they struggled in a certain course they took.

Students Fatigue Causes the Students’ Grade Dissatisfaction

There were some participants claimed that the main reason why their grade was bad was because of exhaustion. They had a lot of activities, especially there were many practices for the main courses of each department. That was why their concentration was being distracted. As a result, they had difficulty in understanding the English material. And then it affected their performance when they faced their English test. As a fact, not few students felt dissatisfied with their grade. Like the student K briefly said, “I don’t really satisfied with my grade. It is because my garde was bad. Perhaps I didn’t really study hard, but at that time, I was very tired. I had a productive course (the main course in TKJ), before the English test was held”. And student B added, “In term of understanding English material, for me, it is not always, that depends upon how fit my body is. When I tired, of course my concentration would be distracted. There are a lot of school activities, a lot of assignments”.

Those facts are supported by Hembree (1988), who suggested that a lack of study skills contributes to poor performance, which in turn leads to high level of anxiety feelings when it came to perform in the following examinations. Referring to the fact that the students had a lot of tasks, teachers need to give treatment study for the students. The treatment can be defined as trying to help
students to improve their study skills. Study skills can help to reduce the students’ anxiety and improve their performance (Trifoni and Shahini 2011). Study skill here can be described as giving a strategy of how to study English to the students in order to be able to understand the English material in the easy way.

THE STUDENTS’ OPINION ABOUT MATERIALS AND ACTIVITIES IN ENGLISH LESSON

In this section I would discuss about the participants’ view toward the materials and activities used in English lesson. As depicted Table 3 below.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Materials in English class are appropriate with what I need</td>
<td>11,13%</td>
<td>63,70%</td>
<td>25,00%</td>
<td>1,67%</td>
</tr>
<tr>
<td>13</td>
<td>Materials in English class are interesting to be studied</td>
<td>17,96%</td>
<td>73,97%</td>
<td>8,00%</td>
<td>0,00%</td>
</tr>
<tr>
<td>14</td>
<td>Activities in English class are appropriate with what I want</td>
<td>7,75%</td>
<td>64,74%</td>
<td>27,67%</td>
<td>0,00%</td>
</tr>
<tr>
<td>15</td>
<td>Activities in English class are interesting to do</td>
<td>21,26%</td>
<td>68,52%</td>
<td>10,33%</td>
<td>0,00%</td>
</tr>
<tr>
<td></td>
<td>Total percentage</td>
<td>14,53%</td>
<td>67,73%</td>
<td>17,75%</td>
<td>0,42%</td>
</tr>
</tbody>
</table>

The Role of Material in Language Classroom

From Table 3, large number of participants (82.26%) believed that the materials given in class were already appropriate with what they need. Although from the interview, participants said that the material was just almost the same
with what they had got in Junior high school, they argued that was still acceptable. They felt that was just fine because they could re-learn what they had got, and that way made them thought that they understand more about the certain materials that were being taught. Student K asserted, “I think, when we learn the same material that we have got in Junior high, that is beneficial for me because I can be more understand toward that material”. That idea is also similar to Zacharias (2004) that materials given in in language classroom indirectly showed the content about what had been studied by the students, so that the students could improve their ability in language learning by revising their own grammatical and functional points that they have been concentrating on. It can be said, it does not even matter if the same material is given in the different school level, as long as it provides a way of improvement.

Interestingly, the participants explained that the material were mostly interesting because the teacher deliver the material in an interesting way by the teacher. Student L told me, “it is interesting because usually teacher taught us via movie and explain it by correlating the material with the movie, so it will be easier to be understood”. Weimer(2002) emphasized that teacher should be able to encourage students want to learn the subject that being taught. Since a teacher is an authoritative figure in class, they can use the materials which is appropriate what goes on in the classroom. Teachers do not need to follow every single word written in the material book, they can skip a particular item and add more information in an interesting way to teach.
Adjusting the Materials Given with the Students’ Need

There were some dissatisfaction about the material given in English lesson. The felt that they were not taught enough about the English pronunciation and speaking practices. As student C asserted, “I do not agree because I think the teacher should also teach us about the pronunciation”, student I added, “actually the material hasn’t fulfilled my need yet, because I want to be able to use English fluently, so we need more practice to speak). This issue was discussed by Maley (1998) that the teachers have to suit the materials with the learners’ need in a particular subject. In other words, teachers are not supposed to only focus on a particular skill. They should give more varied activity in class by providing all skills that need to be given intensively to the students.

The Effectiveness of Providing Movies and Games in Language Classroom

Tomlinson (1998) that defined material as anything used by the teacher to facilitate the learning of a language. Related to classroom activities, most of the participants showed good impression about class activity. Student G said “I like the activities in class, usually teacher plays the video and ask me to work in group”. Another student F also said ,” usually we go the multimedia lab, then the teacher explains the material via computer with pictures, then he gives us the exercise and I like it”. What the participants said is probably affected by their interest to use any kinds of technological tools. The use of video in class can help the students to have a real image of the real. That way can make the students understand the material that being taught easily.As Ilter (2009) pointed out that teacher should be
enthusiastic and creative, otherwise the students will lose their motivation and
desire to learn. This study found similar finding as Ilter’s study (2009) that the
participants argued that technology increased their motivation in language
classroom. It might be said that technology usage is needed in order to keep the
stability of students’ motivation.

However, despite to the fact that many students like the use of technology,
the use of video and movies need to be reduced. Student L said, “I did not really
like with the class activities, because I think we watch too much movies. I think that
affects many materials that should be taught by the teacher”. Student M also said,
“actually I am a kind of person who like to do something in class. For instance
making a dialog, discussion, or doing presentation. Unfortunately, I did not have
those things in my class. It is because the teacher was always asked me to watch
movie and discuss the material”. With regard high-tech, teachers tend to use
technology as a means to deliver the material, because technology can save time.
However, it must be highlighted that technology is not the only means to deliver the
material. Therefore, technology is not always suitable with all teaching. To put it
in another way, teacher should make sure any kinds of technological affairs they
choose must cover all aspects that relate to the students need.

Those discussion about Table 3 above actually related to the last to the
participants whether or not they could apply what they have got in English lesson.
As presented in table below.
<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>I can apply what I have learnt about English in the real life</td>
<td>11.28%</td>
<td>59.60%</td>
<td>23.00%</td>
<td>4.72%</td>
</tr>
</tbody>
</table>

As shown in table above, more than a half of the participants demonstrated that they can use what they have learned such as having a chatting using English, talked to their relatives, even English very useful in the participants field (depends upon the department they took). Student E affirmed, “what I did is like have a chat with friends or teach my sister say english words, even though I did not use full English, I just mixed it.” Another student A said, “I try to talk to my sister who sometimes uses english,” and then student G added, “In TKJ English is needed, that why English lesson is very useful for us”. That fact proved the quality of the teacher, Rowe, et al. (2006) emphasized that teacher quality will be evident in the reality of major improvements of students’ behaviour outcomes. Here, as the knowledge resource in class, teachers have to provide an effective meeting in order to make correlation between the students development and students need in a particular subject at school. The term “effective” means whether or not students had acquired particular knowledge and it can be transferred and used in a new setting/real life (Ndirangu 2010).

**STUDENTS’ OPINION ABOUT THE TEACHER’S ROLE IN ENGLISH LESSON**

In this part I would discuss the participants’ opinion about their English teacher in term of how far the teacher could help the students understand the
English matter in class. As shown in the Table 4 below.

Table 4

Students’ Opinion about The Role of Teacher in English Lesson

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Teachers always help me to understand English</td>
<td>21.26%</td>
<td>67.18%</td>
<td>11.33%</td>
<td>0.00%</td>
</tr>
<tr>
<td>16</td>
<td>My teacher is able to simplify difficult material so I can understand it.</td>
<td>17.87%</td>
<td>68.26%</td>
<td>12.67%</td>
<td>1.19%</td>
</tr>
<tr>
<td></td>
<td><strong>Total Percentage</strong></td>
<td><strong>19.57%</strong></td>
<td><strong>67.72%</strong></td>
<td><strong>12.00%</strong></td>
<td><strong>0.60%</strong></td>
</tr>
</tbody>
</table>

From the data, 87.29% of participant said that they felt their teacher could help them understand the English matters well in class. In English classroom, Good, T.L & Brophy, J.E. (2003) emphasized that teacher shouldn’t only serve as the one who help when the students did not have enough vocabulary to understand the teaching environment designer, but they also play a role to help the students in order to convey the understandable knowledge to students as a knowledge receiver.

From the interview the participants explained that there were two aspects that make them feel their teacher help them a lot in English class.

**a. The use of L1 as students’ preference in EFL classroom**

From the interview, the participants explained that the use of could be English content. Student N uttered, ”teacher always uses Indonesian when he teaches, that way help us to understand the material”. As Ellis (2008) demonstrated that the use of L1 could serve as valuable source background knowledge and information to prepare the students for L2 input. Nonetheless, it needs to be
interpreted carefully because overusing of L1 has to be avoided. Ellis (2008) also claimed that in the language foreign context, teachers were not suppose to use L1 a lot, because the EFL classroom is the only place where the learners got exposure to the target language. It means, L1 in EFL context should be used wisely.

b. The Use of Games as Students’ Preferred Activity for Comprehensible Input

Participants who gave a good responses in the agreement option felt that game played an important role to help them understand the material. Through game, they felt that they teacher could explain the material straight away. Even for the hardest material, it could be understood easily when teacher provided them some games to explain that. Student A mentioned, "I agree, it is because the teacher use game to explain certain topic, it is helpful for the students in term of understanding the content". Dessri (2002) pointed out that even though games were often associated with fun, we should not lose sight of their pedagogical values, particularly in second language teaching. Games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication. In other words, as teachers they have an authority to use any kinds of games as long as they do not leave out the value of the target language.

CONCLUSION

The present study was designed to determine vocational school students’ attitude toward English lesson. The finding suggested four major themes, i.e. the students’ opinion about learning English, students’ behavior in English class, students’ opinion about materials and activities in class and students’ opinion about
English teachers’ role in class.

The first theme was about students’ attitudes about learning English. It was asserted that the majority of the participants responded positively about their attitude toward studying English as one of the foreign languages. Over two-thirds of the participants (87.68%) were positive about learning English. There were some factors that underlie the students’ positive response, such as the way their teacher taught them; their view about English for their future and their view about English as a means for achieving their study purpose at school. The finding was equivalent with the previous studies conducted by King Fong (2004), Alkaff (2013), and Norris-Holt (2002). However, students who reacted negatively mentioned that they did not have any passion for English; they even thought that English could be learned independently.

The second theme was about students’ behavior in English lesson. From the questionnaire and interview session, we found out that the implementation of curriculum 2013 influenced the way students behave in class. In this case the students encouraged themselves to participate more in class to get extra point in their English class. However, there was a factor that affected their disappointing performance in the form of English test result. The factor is the students’ fatigue because they spent most of their school time learning and practicing the major subjects offered by their school. As a result they had difficulties to understand English material. Hence, one possible solution that may be suggested is that the teacher provides structure and well-planned homework in order to optimize the students’ learning. And then regarding to the students’ fatigue, teacher should take
part in giving study skill for the students to make the students get the idea of how to study English and understand its content in the easy way.

The third theme was about the students’ opinion about materials and activities in English lesson. From this theme, it was found that although the materials given in English lesson was very similar to what they got in junior high school, it was still considered beneficial for the students because it could drill their English skill and make them understand more about their English lesson. Furthermore, for class activities which use movies, students demonstrated that movie could make them more motivated in joining English lesson. Nonetheless, there was also suggestion from the participants that the frequency of using movie needs to be reduced. It was because they thought that they did not have enough time to study others skills that they need because they spent too much time watching movies. In other word, the teacher should understand more about the effectiveness of using technology. Although technology could help them to deliver the materials well, they should also think about how to use that wisely in order to fulfill all students need in English matters.

The last theme was about the students’ opinion about English teacher’s role in class. From the interview, the students’ emphasized that their English teachers help them a lot to understand their English lesson. They said that the English teacher use of L1 while explaining the English material help a lot to understand what the teachers meant. Further, the use of game as a means to explain certain material was also claimed as an important aspect to help the students understand the material easily. However, as it was suggested by Dessri(2002) the use of game was
just fine in a pedagogical affairs, as long as the main idea or the value of the material still involved.

This study had limitation that needs to be highlighted. The result of the study can not be applicable for all school levels. It is because there is factor that will make the different result. For example, when it is conducted in regular high school where there is no demand for the students to have a lot of practicums in the subjects of their major, they will have more time allocated for English lesson. Therefore, learning from the result of the study, it is hoped that this study can be used as reference to develop the quality of English lesson in Vocational High School in Salatiga. As my recommendation, I suggest that the more teachers participated in this kind of study as more varied teachers styles, it may influence the findings. As a result, all the findings can complement each other, and of course the suggestion or solution taken can be applicable for vocational school in general.
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APPENDIX
QUESTIONNAIRE

Dear SMK N 2 Salatiga Students,

I am interested in researching the students’ attitude toward English Lesson in SMK N 2 Salatiga for my S1 thesis at English Department of Satya Wacana. I would be very grateful if you would kindly answer this questionnaire. Your answer will be treated with utmost confidence. Many thanks.

I. Please indicate with a tick whether you agree or disagree with the following statements.

(1 Strongly agree ; 2 Agree ; 3 Disagree ; 4 Strongly disagree)

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I like English Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Studying foreign language like English is enjoyable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I would like to study more about English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I would take English even if it is not a compulsory subject in school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I feel enthusiastic to come to class when the English is being taught</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I always pay attention when my English teacher is explaining the lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I enjoy doing my English homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I study English not only when I have a test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I am satisfied with the performance in the English class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I am able to think and analyze the content in English language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Teachers always help me to understand English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12 Materials in English class are appropriate
13 Materials in English class are interesting
14 Activities in English class are appropriate
15 Activities in English class are interesting
16 My teacher is able to simplify difficult material so I can understand it.
17 I can apply what I have learnt about English in the real life

II. Please write your contact number below:

Class : 
Sex : Male / Female
Phone number/ email : 

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