

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Currently, English language is needed to be learned in public and private schools, colleges and universities although in other institutions in the capital, central of provinces throughout the country. On the opposite hand, English is one of the mandatory subjects in public schools. It should be started from the 1<sup>st</sup> year of lower secondary till higher secondary instructional levels. Lao students study English underneath a structured curriculum that is obtainable by the Ministry of Education, significantly from the National English resources center. Nevertheless, the English curriculums at universities, college levels in both public and private aren't standardized, because every university and/or college has their own completely different set of requirement. Additionally, the English teaching and syllabus been criticized for disregarding the learners' desires, because every university designed its own English course and select its own textbooks and teaching materials, for instance, some universities developed unique English program for business, technical terms and so forth (Anson & Lau, 2003).

Champasak University is situated in the Southern Laos, Pakse District in Champasak Province, and it opened in 2003. It's one of other public University in Laos that is administered by the Ministry of Education. This university has offered several fields of studies, one of them is an English program. However, presently, Lao students increased positive effect of learning English in their study in several areas, for example, business, finance and banking, science and technology, culture and international. Thus, Laos, a country that has national interest for learning English and currently experiencing impressive economic, social-cultural changes, becomes an ideal place in which to explore the nature of English language learners' inspiration and characteristics formation in the state and public University (Siphong, 2008).

The Knowledge of English proficiency of Lao students is currently declining. The decline in English proficiency of Lao students may have an impact on students at higher

levels. The culture may affect the development of the country in the future. Lao people may not be able to communicate in English as a tool to seek knowledge in other countries. Teaching English in Laos, the Lao government has set a target to develop English language proficiency to Lao students. In less than 20 years, Lao students will need to be fluent in English. Lao government has accelerated the development of the stimulus package to promote and develop the potential of using English for Lao students that developed by the Ministry of Education, the teaching English in Laos must be covered Four axes are the language for communication, Language and Culture, Language with relation to other subjects, and language with its relation to the world community (Siphong, 2008).

Stark & Paltridge (1996) and Karahan (2007) state that attitudes are the components of motivation that stimulate knowledge the learner's desire to learn the language. It also directly influences the process of learning the language and controls the way of learning the mother tongue and foreign languages. The factors of the learner's behavior in learning, motivation, and attitudes towards learning including teaching factors positive correlation with achievement because the factors that are related have a positive effect on the success of learning a second language or the foreign language of the learner. As well from the study of research, it has been found that there are many factors that affect the success of English language learning among students who study the English language. In this study, it was found that the students 'attitudes toward are the main factors influencing language learning its relationship to intellectual well-being.

Kara (2009), the attitude of the student impacts the student's behavior, which helps the student to develop his or her language learning. Specifically, positive attitudes of language students can help motivate students to improve strategies or behaviors including ways of language learning to be effective, this will influence the accomplishment of language learning.

Learning behaviors of the learners in preparing and organizing the learning system requirement to look for knowledge, and to improve better learning without impediments. Additionally, the study found that the attitudes and behaviors of learner learning were positively related to the accomplishment learning if the student has good behaviors, he or

she will be fruitful in learning. A positive attitude leads to the performance of positive behavior toward learning, engrossing themselves in it, and endeavoring to take in more. Such learners are additionally seen to demonstrate more enthusiasm to solve problems, to get what is helpful for everyday life, and to connect with themselves emotionally.

Besides, Al-Tamimi & Shuib (2009) attest that language instructors and learners ought to recognize that high inspiration and positive attitude of learners encourage in second language learning. Consequently, if a student does not have the interest and propensity in obtaining the objective language to speak with others, this student will have a negative attitude and won't be motivated and energetic in learning the language. Thus, students' attitudes could unite in language learning since it might impact their performance in obtaining the objective language. Cognitive performance can be accomplished if the students have positive attitudes and appreciate obtaining the objective language. Thus, the effective perspective, particularly attitude, ought to be considered in language research. The researcher trusts that learning attitudes enable language teachers to get more noteworthy comprehension of the language learning and teaching process.

This study investigates the idea of attitude as one of the major affective factors for accomplishment in learning a foreign language. The behavioral aspect of attitude (BAA) manages the behaves in which one acts and responds specifically circumstances. Actually, effective language learning improves the students to recognize themselves with the native speakers of that language and obtain or receive different parts of practices which describe the individuals from the objective language community. This aspect of attitude includes the convictions of the language students about the knowledge that they get and their comprehension of the process of language learning.

From the statement background above the researcher is interested in conducting this research on “Language Attitudes and English Learning Behaviors of Low English Proficient Students at Faculty of Education, Chamapasak University”.

### **B. Limitation of the Study**

This study is limited to the Second year students at Lao language department, Mathematics department, and English department in Faculty of Education, Chamapasak University. This research focuses on language attitudes and English learning behaviors

of low English proficient students. This leads to the question of whether Lao students are less likely to use English as a result of this factor, or not.

### **C. Problem Statement**

Based on the limitation of the study, the problems are stated as follow:

1. What kinds of language attitudes do the low English proficient students have in English language learning?
2. What are English learning behaviors of low English proficient students in English language learning?
3. How are the relationship of language attitudes and English learning behaviors of low English proficient students in English language learning?

### **D. Objective of the Study**

Based on the problem statement above, this study aims:

1. To study language attitudes of low English proficient students in English language learning,
2. To study English learning behaviors of low English proficient students in English language learning,
3. To study the relationship between language attitudes and English learning behaviors of low English proficient students in English language learning.

### **E. Benefit of the Study**

The benefit of the study consists of two: the theoretical benefit and the practical benefit.

#### **1. Theoretical benefit**

This research can be usefully in the study language attitudes towards learning English, behaviors in learning English and relationship between language attitudes and English learning behaviors of low English proficient students at Faculty of Education, Chamrasak University.

#### **2. Practical benefit**

##### **a. For the Students:**

This study is beneficial for the second year students after they understand about language attitudes and behaviors in English language learning, the students will get help

from the lecturers and other students to practice their learning of English to high proficiency level.

**b. For the English Lecturers**

This study is expected that the lecturers will give information about language attitudes and English Learning Behaviors of Low English Proficiency of the Second year Students at Faculty of Education, Chamapasak University". So the lecturers should solve the problem in the class and outside the classroom, to make them effective in learning, the lecturer should give regulation for students in order to learn English.

**c. To the Future Researchers:**

This study is beneficial for future researchers, it will give the researchers knowledge about Language attitudes and English Learning Behaviors of Low English Proficient students. This research can be used as one of the references to conduct other research.

**F. Research Paper Organization**

In order to make the research is easier to discuss, the research is organized into five chapters as follows:

Chapter I contains an introduction which covers the background of the study, limitation of the study, problem statement, the objective of the study, benefit of the study, and research paper organization.

Chapter II employs the review of related literature which consists of the previous study, underlying theory: language attitudes, foreign language learning behavior, the relationship between language attitude and foreign language learning behavior, and theoretical framework.

Chapter III is the research method includes the type of the research, object of the research, subject of the research, data and data source, technique of collecting data, data validity, and technique of data analysis.

Chapter IV is the research finding and discussion.

Chapter V presents the conclusion and suggestion of the research.