

English Language Learning Attitude Among Students Of Art Study Programs In Bali

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ABSTRACT

The tourism industry is connected closely to the Balinese culture and art as stated in Governor of Bali regulations no 5 years 2020 that Balinese culture and art become the inspiration of the tourism field in Bali. The role of art students is as important as tourism students in the Bali tourism industry, both have the same chance to connect to foreigners to promote their work and achievements through the English language. This study investigates the art students' attitudes toward English language study for art study program students in some universities in Bali. The mixed method research design (quantitative and qualitative) was used in this study with sequential explanatory types with survey and interview as data collecting methods. The sample is 53 art students from three universities in Bali who have filled out the questionnaire and ten of them are chosen randomly to join the interview session. The result showed that the mean of the data score was 4. It can be concluded that art students from three universities in Bali had a positive attitude toward English language learning.

Keywords: English language learning, students' attitude, art students.

I. INTRODUCTION

Bali is well known as the most attractive tourist destination in the world by awarding various appreciation from *Luxury Lifestyle Magazine*, *Travel+Leisure*, *Time Magazine*, *Tripadvisor*, and *Travel Trade Gazette*. That recognition is worthwhile to increase confidence as a nation and raise credibility as a country. When people from around the globe come to Bali, they expect the beauty of its nature, unique tradition, custom, and art performance, which supports the tourism industry in Bali. The tourism industry is connected closely to the Balinese culture and art as stated in Governor of Bali regulations no 5 years 2020 that Balinese culture and art become the inspiration of the tourism field in Bali. Many studies have identified the importance of Balinese culture and art in the Balinese tourism area (Picard,1990; Snow & Wall, 1993; Sutawa, 2012). Some universities in Bali provided art study programs to promote the ability of the Balinese youth to contribute to Bali tourism and preserve the culture. Besides, their ability in English also improved by obtaining English language subjects at the beginning of their study at university. For art students, the English language may help them to face the work field, especially for artists who support the tourism industry.

The English language is an obligatory subject for all university students in Indonesia. In Korean society, the importance of English language learning for university students as the bridge to academic and professional success (Hsieh and Kang 2010; Kang 2008,). It makes English one of the required school subjects at all levels of education in Korean. The importance of English for young Japanese citizens in giving real communicative competence, English language teaching should be revised to include deletion of both grammar and vocabulary, tolerance of various Englishes, and help students attain clearer goals (Yuko, 2001).

Most of the previous studies were conducted to analyze the attitude of the teacher and students toward English language teaching, and only a few of them emphasized the tourism students' attitudes toward learning English, and none of them conducted a study of the language attitude of the art study program students. Even though, the role of art students as important as the tourism student in Bali tourism industry, both of them have the same chance to connect to foreigners to promote their work and achievements through the English language. This study investigates the art students' attitudes toward English language study for art study program students in some universities in Bali.

Attitudes Toward English Language Learning

Many previous research reported various attitudes toward English language learning (Masgoret, 2006; Masgoret & Gardner, 2003). The attitudes theory and the category used in each study depended on the study. The attitudinal factors in language study are the 'integrative attitude', the 'instrumental attitude', and the attitude representing a genuine interest and desire to study a foreign language (Changkee, 2013).

The integrative attitude refers to students' attitude toward the society/community of target language (Gardner & Lambert, 1972). Students perform high enthusiasm to connect or making friend to the target language speaker. (Masgoret & Gardner 2003). People with this attitude have an interest to interact with people and their culture and also the community as they have empathy toward the people speaking the target language. At last, they want to travel to the target language country to have direct contact with them (Gardner & Clément, 1990; Csizér & Dörnyei, 2005;).

The instrumental attitude relates to the pragmatic reasons for studying a foreign language. The attitude of a person in learning target language is to meet specific goals such as passing an examination, getting a better job, securing a job, earning academic credits, or facilitating the study of other subjects by learning the language (Ellis, 1986; Kim, 2004; Quist, 2000).

The intrinsic motivation attitude related to the natural desire or the wish of the language learner (Masgoret & Gardner, 2003; Noels, Pelletier, Clément, & Vallerand, 2000). The language learners' purpose in learning the target language is a purely aim for learning and enjoying the language as they think that the target language is attractive and having good sound in pronunciation each word (Noels et al., 2000; Vansteenkiste, Lens, & Deci, 2006; Ortega, 2009).

II. METHODS AND DATA COLLECTION

The mixed method research design (quantitative and qualitative) was used in this study with sequential explanatory types, where quantitative data is collected and analysed first then followed by qualitative data as qualitative data will explain the quantitative findings.

The data was collected through a survey and interviews. The instruments used were a questionnaire (close-ended) to collect data about students' attitudes on the implementation of English language learning in the classroom. A five-point Likert scale used to measure the level of response from the statements, namely; 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Then, an interview guide was used to explain the students' attitudes regarding their confidence in the English language. The instruments used in collecting the data were a questionnaire and an interview guide. The questionnaires consist of 17 statements delivered through a google form. All of the questions in the questionnaires were in the Indonesian language to enable the participants easily understand the question and express their answers.

The total population in this study was 530 students from three universities in Bali that have art-related study programs. Then the researcher randomly selected 53 sample students which is 10% out of the whole population. Ten sample students were also selected purposely for the interview.

III. DISCUSSION

The purpose of the study is to analyze the attitude of art study program students in three universities in Bali toward English language learning. The quantitative data collected from the students' responses regarding their attitude toward the implementation of English language Teaching from the survey could be seen in the table below.

Table 1. Quantitative Data from Questionnaire

No	Statements	Responses
I. Integrative Attitude		
1	I have attended English courses	90% of 100% strongly agree
2	I have a desire to communicate with English native speakers	72% of 100% agree
3	I have a desire to study the culture, customs and habits of the people from an English-speaking country	83% of 100% agree
4	I have a desire to travel abroad and use my English there	89% of 100% agree
5	I have a desire to make friends with native English speakers	82% of 100% agree
6	I have a desire to join a student exchange to an English-speaking country	30% of 100% doubtful
7	I have a desire to participate in activities with foreign students after learning English	88% of 100% agree
8	I have a desire to live or work in an English-speaking country	52% of 100% doubtful
II. Instrumental Attitude		
1	I think by learning English I will get a better job	82% of 100% agree
2	I think by learning English I will be able to continue my education to a higher level	65% of 100% agree
3	I think by learning English I will be able to face certain tests	71% of 100% agree
4	I think learning English will help other subjects	76% of 100% agree
5	In my opinion, learning English will support my expertise in art field	88% of 100% strongly agree
III. Intrinsic motivation attitude		
1	I feel happy and interested in learning English	90% of 100% agree
2	I feel more sophisticated and modern when I use English	30% of 100% doubtful
3	I feel fascinated by English	58% of 100% agree
4	I think the voice of a native English speaker sounds melodious and interesting	71% of 100% agree

Table 2. Mean Score

N	Minimum	Maximum	Mean	Std. Deviation
53	2.25	5	4	0.82

The result of the students' responses analysed in the questionnaire could be seen in table 2. It showed that the mean of the data was 4. Table 3 displayed the criteria of the students' perception classification (Nurkancana, 1986).

Table 3. Students' Perception Criteria

Scores	Criteria
$X \geq 4.5$	Very Positive
$3.5 \leq X < 4.5$	Positive
$2.5 \leq X < 3.5$	Neutral
$1.5 \leq X < 2.5$	Negative
$X < 1.5$	Very Negative

The mean of the data score was 4 between 4.5 and 3.5. It can be concluded that art students from three universities in Bali had a positive attitude toward English language learning.

The qualitative data collected from interviews regarding the students' reasons for their attitude toward English language learning could be seen in the table below.

Table 4. Qualitative Data from Interviews

No	Statements	Responses
IV. Integrative Attitude		
1	Do you want to study the culture, customs, and habits of the people from English-speaking countries in their countries and use your English there? Why?	- Yes. Because I think that understanding English-speaking countries' cultures will be useful when we go to those countries. I want to increase my confidence and practice to be more fluent in English when I use my English there; - Yes. In my personal opinion, English-speaking country's culture is very familiar among people all over the world and also their culture is very unique. I will be happy to use my English there; - Yes. Because I want to learn how to be adapted to living abroad, increase my self-worth and develop my language skills; - Yes. Because I want to make my dream comes true by having the experience to live abroad.
2	Do you have the desire to join a student exchange in an English-speaking country? Why?	- Yes, because this is one of my dreams. I want to learn a lot there, how their culture, and how the learning system there; - Not now, because I am doubt. I think that I don't really understand English, but if I learn more and I am able to speak a little English maybe I

		want to join the exchange; - No, because it would be expensive.
3	Do you have a desire to live or work in an English-speaking country? Why?	- Yes, I think I will get more experience and self-improvement process. I think it's quite promising to work abroad; - No, because I'm afraid of being away from my family; - Not yet, because I want to serve my own country and my own village now.
4	Do you have the desire to make friends and participate in activities with native English speakers after learning English? Why?	- Yes. In my personal opinion, I really want to make friends with native English speakers directly as from my experience I only have online friends; - Yes. I really want, because if I have a native English speaker friend I can learn a lot about English from him. - Yes. Because I rarely have friends, especially if a friend who is a native English speaker will just be fun
V. Instrumental Attitude		
1	Do you think by learning English you will get a better job? Why?	- Yes. Because having a good English will be special consideration for the job seeker; - Sure, because in today's world especially in Bali which is known for its good tourism, we need to have a good English to communicate with guests; - Yes. Because in this modern era, especially Bali as the famous tourism area, many people from other countries visit Bali. On the other side, many Balinese people also work abroad as they have good English.
2	Do you think by learning English you will be able to continue your education to a higher level? Why?	- Yes, of course because by having a good English we can continue our study anywhere, for example by taking master degree abroad; - Yes, because it is one of many requirements for applying scholarship; - I think yes, because learning English is very important for our future.
3	Do you think by learning English you will be able to face certain tests? Why?	- Yes, because as we can see on social media, there are some English tests, for example, IELTS, TOEFL, Duolingo and many more; - Yes, because English test has been applied everywhere; - Yes, because nowadays, in applying for jobs we face English test.
4	Do you think by learning English will help other subjects? Why?	- Yes, there are many articles that we have to read on the internet are written in English; - Absolutely right. The promotion of works also

		<i>needs to be published, if you want more people from abroad to be interested, of course English language will help us to do that;</i> - <i>Very helpful, because if there are other courses that use English in their courses, it will be easier for us to understand.</i>
5	<i>Do you think by learning English will support you expertise in art field? Why?</i>	- <i>Yes, because English language skills is also needed in the creative industry, such as marketing, branding, and for works. And if we can speak English we can easily join foreign markets;</i> - <i>Yes very helpful, because Bali is a tourism area and has unique culture so the tourists will certainly ask questions and of course we have to be able to answer their question. We also need to realize that art can immerse in Balinese tourism industry.</i> - <i>Yes, English supports art field. Because later if we want to introduce the art product abroad, we need to use English or when the foreigners come to Bali we also need to explain the products in English.</i>
VI. Intrinsic motivation attitude		
1	<i>Do you feel happy and interested in learning English? Why?</i>	- <i>Yes, because in my opinion being able to speak English is very useful especially Bali area is a weel known tourism area;</i> - <i>Yes, because the world of art is also related to tourism, tourism and the English language;</i> - <i>Yes, because it can broaden my knowledge that will be very useful if we visit other countries.</i>
2	<i>Do you feel more sophisticated and modern when using English? Why?</i>	- <i>Yes, because it's also an international language, so I can speak to anyone, working with foreign people, it seems fun;</i> - <i>Yes, because it's also an international language, so I can speak to anyone, working with foreign people, it seems fun;</i> - <i>It doesn't feel superior or modern, but if we use English we just learn it and try to practice it in everyday life so we can get used to it.</i>
3	<i>Do you think the voice of a native English speaker sounds melodious and interesting? Why?</i>	- <i>Yes, I think it's very interesting because when seeing them speak English fluently is very attractive;</i> - <i>Yes interesting, different accent, something attractive;</i> - <i>Yes, because somehow it seems to have its own aura (something attractive).</i>

The points of interview results can be seen in table. 4 that the art students in three universities in Bali had positive attitudes toward language learning. According to integrative attitude, the students showed that they think that English is important, and they are interested to learn more about English and make friends with English native speakers as they think that they only need to practice more to develop their speaking skills. However, it was found that most of the students seems to be doubtful about students' exchange and work abroad as they were afraid to be far away from their families. In the instrumental attitude, most of the students displayed similar agreement that English will help them to get a better job, higher level of education, face English tests and help to learn other subjects. The students also realize the relations between art, the tourism industry, and the English language, having a good ability in English will help them to promote their art products in the tourism industry. From the intrinsic motivation attitude, the students felt happy to learn English and they think that a native English speaker sounds melodious and interesting. On the contrary, most of them felt that English will not help them to be superior or modern.

IV. CONCLUSION AND IMPLICATION

The mean score was 4 which meant that the art students from three universities in Bali showed a positive attitude toward English language Learning. It means that the questionnaire data is parallel with the interview data. This study could be initial research for further research that investigated the need analysis regarding the English material and the way how to improve the art students' ability in English skills which will support them in finding an appropriate job. Future research needs to be directed related to cultural material development toward collecting large data from all of the art study programs in Bali, analysing them to discover common cultural factors in each field so art and cultural material can properly be developed.

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