

## AN ANALYSIS ON STUDENTS' ATTITUDE TOWARD ENGLISH FOR ISLAMIC PSYCHOLOGY

**Imroatul Hasanah**

Institut Agama Islam Negeri (IAIN) Kediri

Email:

### ABSTRACT

English for Specific Purpose (ESP) is a compulsory subject in study program of Islamic Psychology at IAIN Kediri named Study of English Texts. The goals of ESP are students able to read Islamic-Psychological English texts comprehensively and explain them in presentation forum. The goals seem achieved far from expectation. Hence, conducting the research to know the students' attitude toward the subject is necessary since their attitude is tightly related to their successful learning.

In conducting the research, the researcher used survey method by using SPSS 24 for calculating the numerical data gained by the questionnaires shared to 165 samples. The researcher adapted Shelley's (2001) steps for the research: 1) defining the problem, identifying the population, determining the variables, 2) determining the collecting data by using paper-based questionnaire, 3) determining a sampling plan by using Slovin's Formula, 4) developing the questionnaire, 5) spreading the questionnaires out to Islamic Psychology Department students, 6) editing and processing the data, and 7) analyzing the data.

The data were collected by using questionnaires containing a set of demographic questions and agreement on statements of attitudes toward ESP Course. Also, it was developed with considering the general positive, negative and neutral attitudes. Each question or statement led to certain attitudes. A set of questionnaire with 35 items together with the responses used Likert Scale. There were 5 scales. Scale 1 was for strongly disagree, scale 2 was for disagree, scale 3 was for neutral, scale 4 was for agree, and scale 5 was for strongly agree.

Based on the data gained from SPSS 24 calculation, the mean was 128 of all total score 175. In other words, there were 73% of all samples showed the positive attitudes toward ESP Course. Meanwhile, the kinds of positive attitudes having by the students were confidence, optimism, cheerfulness, happiness, sincerity, sense of responsibility, reliability, tolerance, willingness to adapt, humility and diligence. Those were represented in the statements of the questionnaires shared. In the other words, the students' attitudes could be seen from the answers they stated in the questionnaires.

**Keywords:** Analysis, Attitude, English for Islamic Psychology

### INTRODUCTION

English for Specific Purpose (ESP) is a compulsory course for all Ushuluddin students at IAIN Kediri. There are seven departments on Ushuluddin faculty including Islamic Psychology (<https://iainkediri.ac.id/ushuluddin/>). Islamic Psychology has ESP Course oriented on Psychology named Study of English Texts. The Islamic Psychology students get it at the second semester after English One. The course is aimed to improve

the students' English skills related to their Islamic-Psychology field. This is in order to help them in searching references in English related to their field. So that their references will be much more broader.

The course contains Islamic-Psychology texts in English which have to be understood by students. Then they have to present them orally. In the presentation, they have to be ready on questions in English and either in giving responses. In other words, in the

ESP Course, the students besides getting knowledge on Islamic Psychology also learn to improve their English skills.

According to Hutchinshon & Lancaster (1987), English for Specific Purpose is teaching English which has specified objectives. Short and Phillips (2011) said that English for Psychology is a skill-based course designed specifically for students of Psychology. Further they argue that the activities can be extensive listening exercises, reading English texts taken from the same field of study, participating effectively in presentations, and producing well-structured assignments such skills as paraphrasing and the use of the appropriate academic phrases.

As non-English department students, they have their challenges since ESP is a compulsory course not a very specific course about Islamic Psychology. Although the contents are related to Islamic Psychology but the materials are not higher than pure Islamic-Pyschological lectures (delivered in Bahasa Indonesia). Moreover, there is no follow-up course or action after the ESP Course. Here the students' challenge starts and the researcher's idea came.

As Islamic Psychology students, they have much more knowledge about their psychological situations than the others. Psychological situation raises attitude. Their attitude may be different with that of other departments since they know about Psychology. Attitude, according to Perloff (2016), is a psychological construct, a mental and emotional entity that inheres in, or characterizes a person. Attitude is divided into two; positive attitude and negative attitude. The students' attitude toward ESP Course influences on essential learning outcomes (Kleebbua, 2016).

The goals of ESP are students able to read Islamic-Psychological English texts comprehensively and explain them in presentation forum. The goals seem achieved far from expectation. Some of Islamic

Psychology lecturers complain about the students' theses in which there are very rare the students using references in English, even they are very doubt of using them because of their incapability in understanding English texts. Based on the reasons above, the researcher was eager to do the research entitled "An Analysis on Students' Attitude Toward English for Islamic Psychology". Because of the importance of the research, the researcher (an ESP lecturer) did the research collaboratively with an Islamic Psychology student of the class subject.

## RESEARCH METHODOLOGY

The points described on research methodology are research method, research setting and subject, data source, data collection and data analysis.

### A. Research Method

This is a quantitative research using survey method. This research is quantitative because of involving the number of numerical data using statistical tool to derive the result. The next reason is sources of data are assumed to be heterogeneous and having different variations, each of which has equal right to represent the group. Since the population of the sources data is big, that is 280 Islamic Psychological students taking ESP Course, so only a sample can be taken. The sample taken represents the population. This is in accordance with Given's (2008) statement that quantitative research is a structured way of collecting and analyzing data obtained from different sources. Quantitative research involves the use of computational, statistical, and mathematical tools to derive results. Also, it is conclusive in its purpose as it tries to quantify the problem and understand how prevalent it is by looking for projectable results to a larger population (<https://www.sisinternational.com/what-is-quantitative-research/>).

Because this research is quantitative, the researcher used survey method for collecting the data. Survey method studies the sampling of individual units from a population and associated techniques of survey data collection for improving the number and accuracy of responses to surveys (Abramson & Abramson, 1999). Here the researcher carried out statistical survey with a view towards making statistical inference about the population. The researcher adapted Shelley's (2001) steps for the research:

Formulating the survey keeping in mind the overall substantive and analytical needs

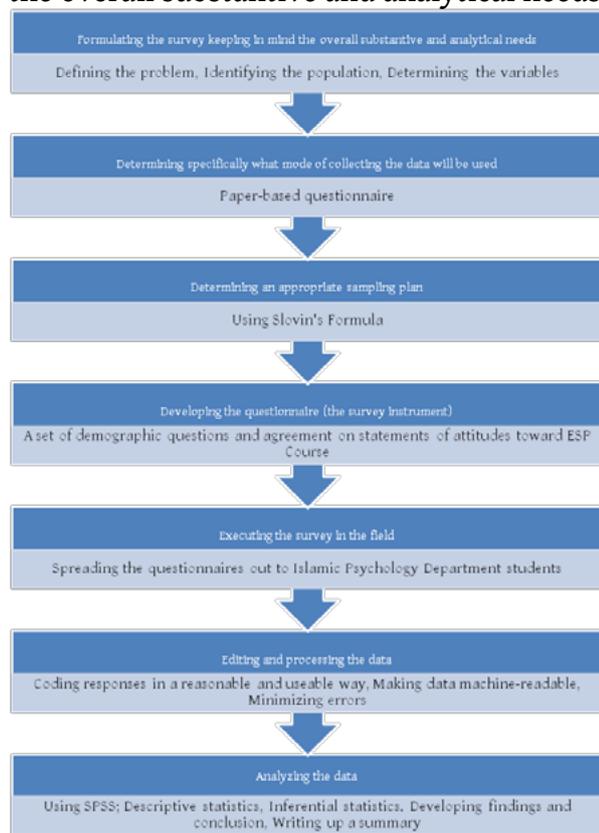


Chart 1. Research steps adapted from Shelley's survey steps (2001)

**B. Research Setting and Subjects**

This research was conducted at IAIN Kediri in even semester from May to June in the academic year of 2018/2019. The subject of this research was Islamic Psychology department students who took ESP Course. The population was 280 students. The researchers took 5% or 0,05 for the error. The

calculation of taking sample used Slovin's Formula (in Riduwan 2005:65).

Slovin's Formula :  $n = N / (1 + (N \times e^2))$

Note : "n" is sample; "N" is population, "e" is error.

So, the calculation for taking sample in this research is:

$n = N / (1 + (N \times e^2))$

$n = 280 / (1 + (280 \times 0,05^2))$

$n = 280 / (1 + (280 \times 0,0025))$

$n = 280 / (1 + 0,7)$

$n = 280 / 1,7$

$n = 164,705$  or 165 (rounded)

Based on the calculation above, the sample of this research was 165 students.

**C. Data Source**

The data sources of this research were documents and participants. The document used in this research is the result of the Islamic Psychology students' questionnaires containing a number of questions and statements related to their attitudes toward ESP Course, the existing documents of the Islamic Psychology Department at IAIN Kediri, and notes of ESP lecturers about students' affective and their recorded marks. The participants involved were 165 Islamic Psychology students taking ESP Course in even semester in academic year of 2018/2019.

There were two kinds of data in this research; primary and secondary. The primary data was the questionnaires for the students. Then the secondary data were the documents from Islamic Psychology Department; curriculum based KKNI, semester learning plan (RPS), and students' data. Also the lecturers' notes about students' affective and recorded marks.

**D. Data Collection**

The data were collected by using questionnaires containing a set of demographic questions and agreement on statements of attitudes toward ESP Course. Also, it was developed with considering

the general positive, negative and neutral attitudes. Each question or statement led to certain attitudes. A set of questionnaire with 35 items together with the responses used Likert Scale, a psychometric scale for questionnaire ([https://en.wikipedia.org/wiki/Likert\\_scale](https://en.wikipedia.org/wiki/Likert_scale)). There were 5 scales. Scale 1 was for strongly disagree, scale 2 was for disagree, scale 3 was for neutral, scale 4 was for agree, and scale 5 was for strongly agree.

The questionnaires for the students above were delivered in Bahasa Indonesia with considering the two qualities; validity and reliability.

### E. Data Analysis

This quantitative research using survey method employed questionnaire as the primary data source. The data from questionnaire were analyzed using SPSS 24. SPSS or Statistical Package for the Social Sciences, was a software package used for statistical analysis. The researcher used SPSS 24 because of some reasons; (1) It was able to access the data from various data, (2) SPSS performance was more informative, (3) Giving accurate information for missing data, and (4) It was easy to use (<https://sbm.binus.ac.id/2018/01/31/spss/>). The steps of data analysis using SPSS were:

- a. Loading the excel file with all the data.
- b. Importing the data into SPSS.
- c. Giving specific SPSS commands.
- d. Retrieving the results.
- e. Analyzing the graphs and charts.
- f. Postulating conclusions based on the targeted analysis.

## FINDING AND DISCUSSION

This chapter obtains two points; research finding and discussion.

### A. Research finding

The research findings cover general description, respondent demographic, result of data analysis.

### 1. General Description

This item loads the general description both the research subject and the research itself, and the relation both of them. It describes the sample collection and the questionnaire distribution.

The research subject was students of Islamic Psychology at IAIN Kediri in the second semester, 2018/2019 academic year. There were six classes. Forty till forty five (40-45) students in each class. The total amount was 280 students.

This research focused on the students' attitude toward the course of English for Islamic Psychology, the ESP course for Islamic Psychology students, in 2018/2019 academic year.

### 2. Respondent Demographic

Based on the questionnaire distribution, the data of respondent distribution which was based on respondent demographic is gotten. The data of respondent distribution covers; sex, age and the students' marks in English One subject in the first semester.

According to calculation using Slovin's Formula (in Riduwan 2005:65). It was got 165 students of Islamic Psychology at IAIN Kediri as respondents of the research. There were 99 female students and 66 male students with the age in a range 18-20 years old with the various marks of English One subject.

### 3. Result of Data Analysis

All the data gathered were analyzed using a statistical analysis software named SPSS 24. SPSS is derived from Statistics Package for Social Science. Result of data analysis covers;

#### 3.1. Descriptive statistics of research variables

This item loads the general description both the research subject and the research itself, and the relation both of them. It describes the sample collection and the questionnaire distribution.

Distribution of questionnaires was conducted in 28 May, 2019, at 10 a.m. to 12 p.m. in Ushuluddin Mosque. The questionnaires were shared to 165 Psychology students who were taking English for Islamic Psychology. The result of the questionnaires is described below:

Table 1: Descriptive statistics of questionnaire result

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
X1.1	165	2	4	3,30	,865
X1.2	165	3	4	3,57	,497
X1.3	165	2	5	3,59	1,163
X1.4	165	3	4	3,45	,499
X1.5	165	2	5	3,63	1,049
X1.6	165	2	5	3,45	1,181
Total_X1	165	15	25	20,99	3,833
X2.1	165	2	4	2,85	,836
X2.2	165	3	4	3,57	,497
X2.3	165	2	5	3,71	1,490
X2.4	165	3	5	3,57	,905
X2.5	165	2	4	3,47	,887
X2.6	165	3	5	4,14	,993
Total_X2	165	15	27	21,31	5,009
X3.1	165	3	5	4,18	,828
X3.2	165	2	5	4,20	1,331
X3.3	165	3	5	4,18	,828
X3.4	165	2	5	4,20	1,331
X3.5	165	3	5	4,02	,745
X3.6	165	2	5	4,04	1,283
X3.7	165	3	5	3,90	,998
Total_X3	165	18	35	28,72	6,754
X4.1	165	3	5	3,85	,836
X4.2	165	2	4	3,18	,828
X4.3	165	3	5	4,18	,828
X4.4	165	2	3	2,73	,444
X4.5	165	2	4	3,16	,843
X4.6	165	2	5	3,75	1,139
Total_X4	165	15	24	21,03	3,665
X5.1	165	3	4	3,16	,371
X5.2	165	3	4	3,73	,444
X5.3	165	3	4	3,16	,371
X5.4	165	3	4	3,73	,444
Total_X5	165	12	16	13,79	1,300
X6.1	165	3	4	3,73	,444
X6.2	165	3	5	3,85	,836

X6.3	165	3	5	4,00	,757
X6.4	165	3	5	3,84	,843
X6.5	165	3	5	4,02	,745
X6.6	165	2	4	2,90	,998
Total_X6	165	19	26	22,34	2,624
Valid N (listwise)	165				

The minimum score for all items and sub items is 35 while the maximum one is 175. From the calculation above, it can be seen that the mean of the 6 items is 128,18 (128). To see whether it includes in positive, negative or neutral attitude, it is important to know first the description of each by using total score. The positive attitude is categories of S (Setuju) and SS (Sangat Setuju) which account for 4 and 5 respectively. Meanwhile, for the negative one is those of STS (Sangat Tidak Sejuju) and TS (Tidak Setuju) which make for 1 and 2. Whereas, the last one that is neutral attitude is the score of 3.

To sum up, it can be calculated that to be considered to be the positive attitude, the total score must be 140 (35 items x 4 score) - 175 (35 items x 5 score), the negative one is 35 (35 items x 1) - 70 (35 items x 2 score) and the neutral one is 105 (35 items x 3 score). The range of scores illustrated the categories can be seen below:

Table 2: The range of scores represents the categories of attitude

The negative attitude	The neutral attitude	The positive attitude
35 – (70+17,5) 35 – 87,5	87,6 – (105+17,5) 87,6 – 122,5	122,6 – 175

Regarding to the total score achieved from the SPSS calculation, 128, it can be concluded that the students' attitude towards English for Islamic Psychology is positive.

### 3.2. Descriptive statistics of students' attitudes toward English for Islamic Psychology

The result of the questionnaires shows that the mean score is 128 of the maximum

score 175. It means that 73% of the questionnaire result shows positive attitudes which cover the attitudes of confidence, optimism, cheerfulness, happiness, sincerity, sense of responsibility, reliability, tolerance, willingness to adapt, humility and diligence.

### 3.3. Criteria analysis with Varimax Rotation

This analysis is towards important criteria and reliability coefficient. The subcriteria and important criteria are in list below.

#### Criterion 1 – interest in English for Islamic Psychology

- High school courses of English for Islamic Psychology would be very helpful no matter what I decide to study
- I plan to take as much as English for Islamic Psychology courses I can during my education
- English for Islamic Psychology is dull and boring
- I have usually enjoyed studying English for Islamic Psychology in class
- I feel time runs so slowly in English for Islamic Psychology class
- I always playing handphone during the class of English for Islamic Psychology

#### Criterion 2 – anxiety toward English for Islamic Psychology

- Studying English for Islamic Psychology makes me feel nervous
- English for Islamic Psychology makes me feel uneasy and confused
- My mind goes blank and I am unable to think clearly when working English for Islamic Psychology
- I get a sinking feeling when I think of trying hard to solve questions of English for Islamic Psychology
- I get really uptight during English for Islamic Psychology tests
- I am always under a terrible strain in the class of English for Islamic Psychology

#### Criterion 3 – self-efficacy

- I almost never get uptight while taking English for Islamic Psychology tests
- I usually do not worry about my ability to solve problems of English for Islamic Psychology
- I am able to solve problems of English for Islamic Psychology without too much difficulty
- I feel inferior when working with a group in the class of English for Islamic Psychology
- I would like to be silent in discussion session in the classroom
- I always copy my friends' works in English for Islamic Psychology tasks

#### Criterion 4 – intrinsic motivation

- English for Islamic Psychology is one of the most important subject for every Islamic Psychology student
- I always try to come on time to English for Islamic Psychology class
- English for Islamic Psychology is important in everyday life
- I always write down the meaning for each difficult vocabulary I do not know related to the materials
- I would like to ask for the materials I did not know to the lecturer or to my friends
- I always learn the next materials before they are discussed in the class
- I would like to copy the materials if I did not come to school

#### Criterion 5 – extrinsic motivation

- I am willing to take more marks of English for Islamic Psychology than the required amount to pass
- I always challenge to present the materials of English for Islamic Psychology in front of class
- I would like to avoid using English texts as references in Psychology tasks
- I like to be the active one in answering orally questions of English for Islamic Psychology

- I would like to avoid English terms in my writing related to Islamic Psychology
- I would like to avoid using English in college

#### **Criterion 6 – self-concept**

- I have usually been at ease during English for Islamic Psychology Course
- I have usually been at ease during English for Islamic Psychology tests
- I am happier in the class of English for Islamic Psychology than in any other class
- It would not bother me at all to take more English for Islamic Psychology Courses

#### **B. Discussion**

This point provides the discussion about the result of the research based on the data gathered through questionnaire, which is analyzed using SPSS 24. Based on the result of the questionnaire, the answers for the first and second research questions can be obtained.

At this point, the result of this research was associated with the existing theory of attitudes, and the theory of teaching and learning English for Specific Purpose (ESP) since English for Islamic Psychology belongs to ESP field. Also, the research result was associated with the result of previous studies about students' attitudes and ESP course. This is to see the result of this research supports the theory and the result of the previous studies or not.

Based on the data analysis using SPSS 24, the result was obtained that the Islamic Psychology students who are English for Islamic Psychology in the year of 2018/2019 predominantly have the positive attitudes toward the subject which accounted for 73% of all shares.

Meanwhile, the kinds of positive attitudes having by the students toward the subject are confidence, optimism, cheerfulness, happiness, sincerity, sense of responsibility, reliability, tolerance, willingness to adapt,

humility and diligence. The kinds of attitudes are represented in the statements of the questionnaires shared. In the other words, the students' attitudes can be seen from the answers they stated in the questionnaires.

The result of this research is in accordance with the Kratwohl's Taxonomy theory which states that a learning attitude is developed over time, and that past learning experiences affect future learning experiences. Further, it is explained that attitude is a learned behaviour. The behavioral theory requires "positive reinforcement" or reward for good behaviour which is consistent with the theory of attitudes toward learning.

In addition, the research result is identical with that of previous researches; Anna Martinovic & Ivan Poljakovic (2010), Shahrzad Eshghinejad (2016), E. Peal and W.E. Lambert (1962), and M.A. Riestra and C.E. Johnson (1964). Those researches reveal that the research subjects had the positive attitudes toward the subjects researched.

#### **CONCLUSION**

This research investigated the attitudes belonged to the Islamic Psychology students of IAIN Kediri who took English for Islamic Psychology in the year of 2018/2019. The research resulted two main points which were obtained by using calculation of SPSS 24. The two mains were:

- a. The vast majority of the students having positive attitudes toward the subject of English for Islamic Psychology.
- b. The kinds of positive attitudes the students belonged to were confidence, optimism, cheerfulness, happiness, sincerity, sense of responsibility, reliability, tolerance, willingness to adapt, humility and diligence.

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