

Evaluating the Implementation of English Language Familiarization Policy at Junior High School in Surabaya: Language Attitude Perspective

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Abstrak

Pemerintah Kota Surabaya menerapkan kebijakan pembiasaan bahasa Inggris sebagai upaya meningkatkan kemampuan berbahasa siswa dalam menghadapi tantangan global. Dalam beberapa tahun terakhir, bahasa Inggris telah menjadi kunci dalam komunikasi internasional, akses informasi global, dan persaingan di pasar kerja. Bahasa Inggris menempati posisi sentral di era saat ini, menjadi alat komunikasi global yang memungkinkan terjadinya interaksi dan kolaborasi lintas budaya. Menurut Crystal (2003), suatu bahasa mencapai status global yang sebenarnya ketika ia mengembangkan peran khusus yang diakui di setiap negara. Tujuan penelitian ini adalah untuk mengetahui sikap siswa terhadap pembelajaran bahasa Inggris di sekolah dan mencari faktor-faktor yang mempengaruhi sikap berbahasa. Penelitian ini mengadopsi teori Gardner dan Lambert (1985) tentang sikap berbahasa yang dipadukan dengan teori Ostrom (1994). Penelitian ini mengambil pendekatan kualitatif. Penelitian ini mengumpulkan data dari tiga kelas di SMPN 38 Surabaya. Hasil penelitian menunjukkan bahwa mayoritas siswa menunjukkan sikap positif terhadap kebijakan pembiasaan bahasa Inggris baru di sekolah. Siswa juga menyadari pentingnya bahasa Inggris di era ini. Beberapa faktor sosial juga mempengaruhi sikap berbahasa, seperti tekanan teman sebaya dan dukungan guru.

Kata Kunci : Sikap bahasa, Kebijakan pemerintah, Pengaruh sosial, penggunaan bahasa Inggris

Abstract

The Surabaya City Government has implemented an English language familiarization policy as an effort to improve students' language skills in facing global challenges. In recent years, English has become key in international communication, global information access, and competition in the job market. English occupies a central position in the current era, becoming a global communication tool that enables cross-cultural interaction and collaboration. According to Crystal (2003), a language achieves true global status when it develops a special role that is recognized in every country. The aim of this research was to find out students' attitudes towards learning English at school and to look for factors that influence language attitudes. This research adopts Gardner and Lambert's (1985) theory about language attitudes combined with Ostrom's (1994) theory. This research takes a qualitative approach. This research collects data from three classes at SMPN 38 Surabaya. The results of the research show that the majority of students show a positive attitude towards the new English language familiarization policy at school. Students are also aware of the importance of English in this era. Several social factors also influence language attitudes, such as peer pressure and teacher support.

Keywords: Language attitude, Government policy, Social influences, English usage

1. INTRODUCTION

The Surabaya city government has introduced an English habituation policy to improve students' language skills in response to global challenges in fields such as business, science, technology, and diplomacy. This new policy requires students to use English as a way to face these global challenges. However, this policy has both pros and cons, as not all students are fond of or comfortable using English. Despite this, students from one of the state junior high schools in Surabaya have shown a different attitude towards this policy. The majority of students from this school have demonstrated a

positive attitude towards the English language policy because they recognize that mastering English provides access to global information, educational resources, and employment opportunities, making it essential for success in the international arena. Therefore, enhancing English language education is crucial for preparing students to meet modern demands and compete globally.

Policy involves setting values, decision-making processes, and actions taken by the government or related actors. Government policies for education shape the curriculum, enhance teaching quality, and ensure educational accessibility and relevance. Stevenson (2006) notes that these policies create a close relationship between the government and the education system,

granting significant control over educational content and methods.

This policy reflects English's status as a key tool for international communication and job market competitiveness (Crystal, 2003). The success of this policy depends on students' attitudes towards English, which encompass cognitive, affective, and behavioral components (Garrett, 2010).

In today's globalized world, English proficiency is crucial. It is the lingua franca in business, science, technology, and diplomacy, facilitating cross-cultural communication and collaboration. Mastery of English provides access to global information, educational resources, and employment opportunities, making it essential for success in the international arena. Thus, enhancing English language education is vital for preparing students to meet modern demands and compete globally.

Although many students in Surabaya might have a negative attitude towards this policy, students from SMPN 38 have shown a positive attitude. Only a few students have shown a negative attitude, which was caused by a lack of confidence, perceived irrelevance, or personal negative experiences with English. Therefore, it is interesting to investigate these attitudes.

Previous studies have extensively explored language attitudes and their impact on learning. Ayu et al. (2020) investigated students' attitudes towards English using Rosenberg and Hovland's (1960) tripartite model of attitude construction, finding generally positive attitudes among students. Seni et al. (2021) conducted a survey on students' attitudes towards learning English, revealing that the majority of students from multiple junior high schools had positive attitudes, although some held negative views. Different to Ayu's finding, Seni et al. (2021) revealed that the junior high school's students from Dobo have not just positive attitude but also negative attitude against the English language. By using the theory of Karahan (2007), Seni's study could show since that in 2021 some personal and behavioral problem related to the students' capabilities to learning English at school.

However, even Seni's study has shown negative attitudes of the students, it is important to highlight that the positive attitude given by the students is still existed. Study conducted by Vauliany et al. (2023) focused on the affective factors influencing English learning, concluding that most students had a positive attitude towards English, recognizing its importance for their future. Vauliany's (2023) study agreed with Seni, that the positivity could still be increased when the students were given some picture about their future by using English. Therefore, even using different theoretical framework and method from Ayu and

Seni, Vauliany's study could showed that affective factor to influence students's language learning of English as a second language is important.

The striking difference between this study and previous research lies in the theoretical approach used. Present study chose to adopt Gardner and Lambert's (1985) theory combined with Ostrom et al. (1994) theory in assessing students' language attitudes which was not used in the previous studies. Because the present study not only discusses students' language attitudes but also seeks to explain the social factors that shape these attitudes, as well as exploring the challenges and supports that influence these attitudes.

The present study evaluates the implementation of the English habituation policy at SMPN 38 Surabaya, examining students' language attitudes and the factors influencing them. SMPN 38 Surabaya was chosen as the research site due to its proactive stance in adopting the policy and the availability of necessary data. The study focuses on students from grades three different grade levels of SMPN 38 Surabaya to capture a broad spectrum of attitudes and experiences. By combining interviews and questionnaires across multiple grade levels, this study aims to provide a more comprehensive understanding of the factors shaping students' attitudes towards English and the challenges and supports influencing the policy's effectiveness.

Language attitudes refer to an individual or group's opinions, feelings, and beliefs about a specific language or linguistic variation. These attitudes encompass perceptions and responses to various aspects of language, such as pronunciation, vocabulary, grammar, and speaking style. Crystal (1992) describes language attitudes as how people feel about their own or others' language, while Baker (1988) notes that attitudes can be both positive and negative. Society's identification and labeling of a language can influence these attitudes, leading individuals to prefer or avoid using certain languages based on their perceptions. According to Qawar (2015), positive language attitudes attract speakers to use the language more, while negative attitudes result in resistance to using it.

This study used the terms positive and negative attitudes to describe students' responses to government language policies at SMPN 38 Surabaya. Positive attitudes involve frequent, appropriate use of a language within a specific group, demonstrating a willingness to adopt and use the language effectively (Adul, 1986, cited in Rakhamanni, 2018). Negative attitudes, on the other hand, involve a lack of motivation and effort to use the language, often accompanied by feelings of discomfort or lack of pride in the language (Adul, 1986).

Attitudes towards language can also impact learning success. Positive feelings towards language users are associated with increased motivation and success in learning a second language (Holmes, 2001). People's attitudes towards a language reflect their perceptions of its speakers and the language's context and uses. While some may believe certain languages are inherently more attractive, there is no universal agreement on which languages are the most beautiful or least appealing.

According to Jendra (2010), as cited in Seni et al. (2021), language attitudes in the context of language learning can be categorized into two main types: integrative and instrumental attitudes. The first one is the attitude involves a learner's desire to integrate with the culture associated with the language they are learning. Students with integrative attitudes are interested in not only mastering the language but also understanding and adapting to the cultural nuances of native speakers. They may engage in activities such as reading books, using the language in daily conversations, and consuming media in the target language. This holistic engagement often leads to successful language learning. On the contrary, the instrumental attitude is primarily driven by practical or material needs. Learners with this attitude view language acquisition as a means to achieve specific goals, such as securing a job or passing an exam, without necessarily engaging with the culture of the language. This self-oriented approach may result in difficulties in language learning due to a lack of deeper motivation.

Furthermore, Ostrom et al. (1994) identify three components of language attitude: affective, cognitive, and conative. The affective Component involves a person's feelings or emotions towards a language. These emotions can range from positive to negative and significantly impact the psychological response to the language. The second one is cognitive Component. This encompasses the knowledge, beliefs, and assumptions about a language. It includes the evaluative dimension of whether these beliefs are favorable or unfavorable. The third is conative Component. This relates to behavioral intentions and actions towards the language. It includes the desire to engage with or avoid the language, ranging from supportive to hostile behaviors. These components highlight that language attitudes are complex and multifaceted, influencing motivation and success in language learning.

Dealing with to shape the language attitude, there are some social factors to be considered. (Ostrom, 1994). Social identity influences attitudes when a language symbolizes the identity of a social group. Prestige and status lead to favorable views of languages associated with higher social standing. Social mobility affects attitudes as languages offering better educational or employment opportunities are viewed positively. Intercultural contact,

through frequent interactions with speakers of another language, fosters positive attitudes. Language and education policy enhance positive perceptions when supportive of a language. Media and representation also play a significant role, with positive portrayals leading to more favorable views. Yazigy (1991) emphasizes that parental and teacher attitudes, peer pressure, and cultural expectations significantly influence language attitudes.

The last one concerns with Resistance and Support in Language Attitudes. Howard Giles' Communication Accommodation Theory (1971) explains how individuals adapt their language use in social interactions through convergence and divergence. Convergence occurs when individuals adjust their language and behavior to align with their interlocutors, indicating acceptance and a desire to integrate with the new language. Conversely, divergence involves reinforcing differences in language and behavior, reflecting resistance to the dominant group's values.

The aim of the study was to contribute to the broader understanding of language attitudes in educational settings and provide insights that can help enhance the implementation and effectiveness of language policies in schools. The specific aims of this study are (1): to examine the overall attitude pattern towards the English habituation policy, (2) to explore factors shaping students' attitudes, including peer interactions and societal expectations and (3) to investigate instances of resistance and support for the English habituation policy.

2. METHOD

This research uses qualitative descriptive techniques, which emphasize presenting the findings of the data collected in the form of descriptions (Creswell, 2014). Data collection was carried out using interview techniques and questionnaires to dig deeper into students' attitudes towards English language habituation policies.

The participants for this research were students at SMPN 38 Surabaya, specifically from classes 7C, 8D, and 9D. These classes were chosen because they represent different educational levels, providing a more comprehensive perspective on students' language attitudes across various stages of their education. Additionally, these particular classes are the most frequently exposed to the English language policy, making them ideal for this study. An English teacher at SMPN 38 Surabaya also served as an additional informant, selected due to their direct involvement in implementing English language learning at the school.

The data for this research consists of three main processes: data condensation, data presentation, and drawing conclusions (Miles, Huberman, & Saldana, 2014). Through this qualitative descriptive approach, the research is expected to provide a clear and in-depth picture of students' attitudes towards the English language habituation policy implemented by the Surabaya city

government, as well as the factors that influence these attitudes.

RESULT AND DISCUSSIONS

Result

This part presents the findings of the study based on data collected from questionnaires and interviews. Questionnaires were distributed to three classes with a total of 81 respondents. The data were analyzed to obtain descriptive statistical data, such as percentages and averages, to answer the research questions.

Students' Attitudes towards English Habituation Policy

i) Integrative Attitude

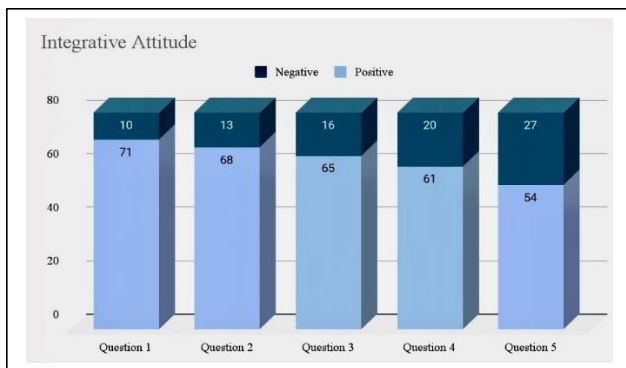


Fig. 1: Integrative Attitude

The result of the data showed that most students show a high interest in learning English, with 84% of respondents agreeing that they are interested in learning and speaking English (Q2). The average response to the statement 'English is fun to learn' (Q3) was "Agree", indicating that students enjoy the process of learning English. Most students also showed their personal interest and enjoyment in learning English, by responding to the question that their curiosity towards English is very high (Q4).

ii) Instrumental Attitude

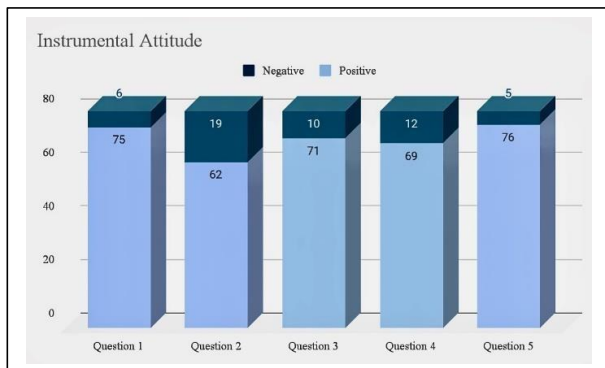


Fig. 2: Instrumental Attitude

A total of 93% of students agreed that the government policy on the use of English helps them understand English better (Q1). For the question 'Using English at school makes the learning environment more interesting' (Q4), 85% indicated their agreement that students can benefit from the policy. Although 21% of students disagreed with the statement 'The students believe that with the habit of using English at school, they can master the English language', they still showed their interest in using English to fulfill government policies or external needs, such as communication needs.

iii) Affective Aspect

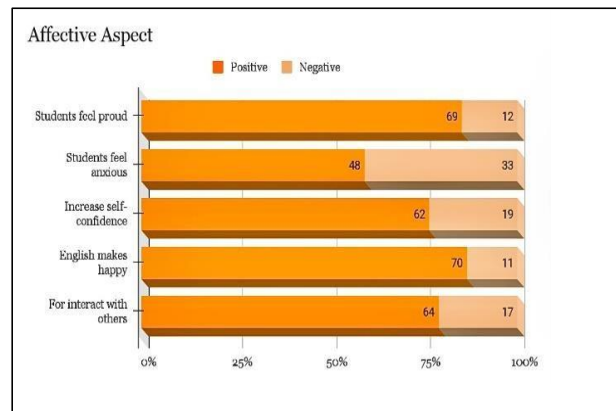


Fig. 3: Affective Aspect

Based on the data, a total of 85% of the students felt proud when they could use English (Q1). They also showed positive emotional attitudes towards English by feeling happy and confident when they could speak English. However, 41% of students reported feeling anxious when using English (Q2), indicating emotional challenges that need to be overcome.

iv) Cognitive Aspect

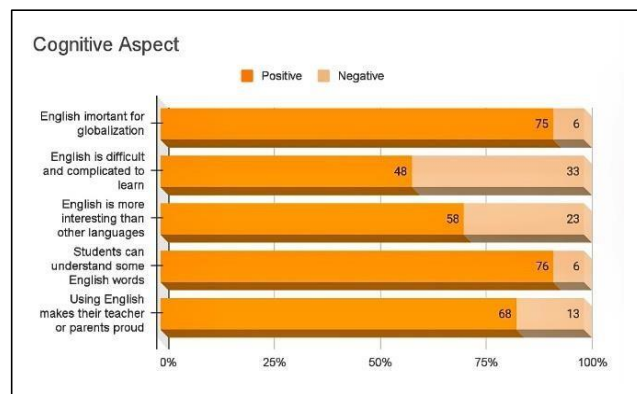


Fig. 3: Cognitive Aspect

Based on the data, 93% of students agreed that English is important in the current era of globalization (Q1). However, for the question 'English language is difficult and complicated to learn' (Q2), 59% of students indicated they find learning English difficult and

challenging to learn. In demonstrating students' knowledge and beliefs about English learning, most students are aware about the importance of English for them.

v) Conative Aspect

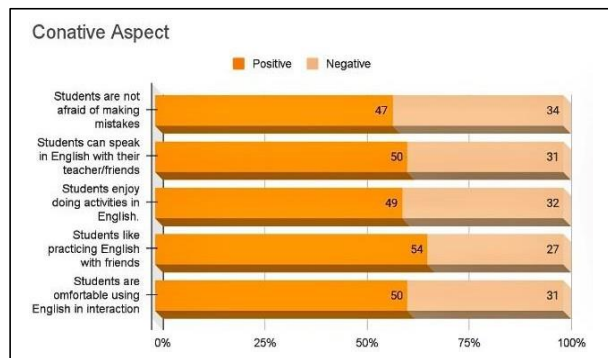


Fig. 5: Conative Aspect

About 60% of students reported that they enjoy all activities at school that are conducted in English (Q3). Most students were seen practicing English with their friends frequently. Although 38% of students indicated that they were uncomfortable and afraid of interacting using English, they still showed intention and action in learning and using English.

Social Factors Influencing Language Attitude

Interviews with teachers highlighted several key factors influencing students' attitudes towards English, including social influences, parental and teacher attitudes, peer pressure, community values, cultural expectations, and the role of technology. Media exposure also plays a significant role in shaping students' attitudes by providing additional insights into learning English.

Resistance and Support for the English Policy

The interviews revealed a range of dynamics related to resistance and support for the English language learning policy. While some students showed resistance due to the newness of the policy and discomfort with English, others demonstrated great support and enthusiasm. Teachers generally supported the policy for its long-term benefits but faced challenges such as their own English proficiency and the need for training and resources. To reduce resistance, a supportive and positive learning environment is essential. Customizing approaches to

Teacher interviews show varied dynamics of resistance and support for the English policy, aligning with Howard Giles's (1971) Communication Accommodation Theory (CAT). Most teachers support the policy for its long-term benefits, reflecting CAT's convergence concept. Effective training and resources help teachers align with the policy. However, some teachers resist due to language proficiency concerns, indicating divergence. Similarly, some students express anxiety, showing initial resistance but also a willingness to adapt over time.

meet students' needs can help in gradually overcoming resistance and fostering a positive emotional attitude towards English.

Overall, the study underscores the importance of understanding the various factors influencing students' language attitudes and the need for comprehensive support to ensure the successful implementation of the English habituation policy at SMPN 38 Surabaya.

DISCUSSION

This section discusses the research findings, addressing three key research questions outlined in Chapter 1: students' attitudes towards the English habituation policy, the social influences shaping these attitudes, and the resistance and support for the policy.

Students' Attitudes Towards Resistance and Support in English Habituation Policy

The findings indicate that students' attitudes align with Jendra's (2010) and Gardner and Lambert's (1985) theories on language attitudes. Students show both integrative attitudes (interest in the culture and society of native speakers) and instrumental attitudes (valuing the practical benefits of learning English). Most students enjoy learning English, with 84% expressing interest and 93% agreeing that the policy helps them understand English better. This is in line with Ostrom et al.'s (1994) theory on cognitive, affective, and conative aspects of attitude, highlighting students' understanding of English's importance, emotional challenges, and their determination to learn despite difficulties. This policy, as defined by Mintzberg (1989) and Dunn (1981), effectively influences students' decisions and actions in language learning.

Social Influences Shape Students' Attitudes towards English Policy

Teacher interviews reveal that students' attitudes are shaped by peer pressure, teacher attitudes, cultural values, and media influence, supporting Yazigy (1991) and Ostrom (1994). Peer dynamics and positive adult attitudes significantly impact students' views on English. Social mobility, prestige, and status associated with English motivate students, with 93% recognizing its global importance. This aligns with Ostrom's theory that language learning is driven by personal and professional growth aspirations. Media portrayal of English as the language of success further reinforces its value in students' eyes.

Overall, both convergence and divergence in attitudes and behaviors were observed among teachers and students, highlighting the complex dynamics of implementing the English habituation policy.

CONCLUSION AND SUGGESTION

Conclusion

The ability to speak English is essential for students to become competitive in the international market, especially in the context of globalization. Recognizing this need, the Surabaya City

Government implemented an English habituation policy to better prepare students for global challenges, reflecting broader educational reform efforts aimed at enhancing language proficiency. The study found that the effective implementation of such policies depends not only on the program design but also significantly on student attitudes, which encompass cognitive, affective, and conative aspects.

The study found that students generally have a positive attitude towards learning English. They recognize its importance and are enthusiastic about acquiring language skills that will benefit them in the future, despite emotional challenges like nervousness and anxiety.

The research highlighted the instrumental and integrative motivations behind students' attitudes, aligning with Gardner and Lambert's (1985) theory. Instrumentally, students see English as a tool for future career opportunities, while integratively, they express interest in the culture and society of native English speakers.

Several obstacles hinder the effective implementation of the English habituation policy. Major challenges include the lack of teacher confidence and proficiency in English, a shortage of engaging teaching resources, and resistance from students who feel anxious or uncomfortable using English.

The study's limitations include the specific sample of students from SMPN 38 Surabaya, which may not represent all students in Surabaya or other regions. The study also did not fully explore the impact of media and technology on students' perceptions of English. Given that the policy is relatively new, initial resistance might have affected the outcomes, suggesting that a longer timeframe may be needed to fully understand changes in attitudes and the adaptation process to new policies.

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Suggestions

To address the limitations of the current study, future research should include a larger and more diverse sample population, incorporating students from different grades and schools across Surabaya for better representation and generalizability.

To enhance the implementation of the English habituation policy, it is essential to provide adequate training and resources for teachers. Professional development programs can improve teacher confidence and proficiency in English. Additionally, supplying engaging and up-to-date teaching materials can make learning English more appealing to students. Creating a supportive learning environment can reduce student anxiety and encourage active participation in English language learning.

Future research should explore the role of media and technology in shaping students' attitudes towards English. Understanding these influences can inform policy development. Employing a variety of research methods, including direct observation and longitudinal studies, can provide a deeper understanding of student behavior and attitudes, and how they adjust to new educational strategies.

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APPENDICES

Appendix 1: Questionnaire

• Integrative Attitude

No	STATEMENTS	SA	A	D	SD
1	Using English helps improve critical thinking skills.				
2	The students are interested in studying or speaking English.				
3	English is fun to learn.				
4	The students' curiosity about English is very high.				
5	The student likes practicing English with friends.				

• Instrumental Attitude

No.	STATEMENTS	SA	A	D	SD
1	The government policy regarding the habit of using English helps them know English better.				
2	The students believe that with the habit of using English at school, they can master the English language.				
3	Using English is important for them				

	because they want to communicate with foreigners.				
4	Using English at school makes the learning environment more interesting.				
5	They pay attention when teachers or friends talk in English.				

- Affective Aspect**

No.	STATEMENTS	SA	A	D	SD
1	The students feel proud when they can use the English language.				
2	The students feel anxious when using English.				
3	Using English can increase their self-confidence.				
4	Being able to understand English words often makes them happy.				
5	The students feel happy when they can interact with others using English.				

- Cognitive Aspect**

No.	STATEMENTS	SA	A	D	S
1	English is important in this globalization era.				
2	English is difficult and complicated to learn.				

3	English is more interesting than other foreign languages.				
4	The students can understand some English words.				
5	The students are excited about using English because it makes their teacher or parents proud.				

- Conative Aspect**

No.	STATEMENTS	SA	A	D	SD
1	The students are not afraid of making mistakes in using English.				
2	The students can speak in English with their teacher or friends.				
3	The students enjoy doing all the activities in English.				
4	The students like practicing English with friends.				
5	The students feel comfortable using English in social interaction at school.				

Appendix 2 : Interview Sheet

Questions for English Teachers at SMPN 38 Surabaya

1. Bagaimana reaksi guru terhadap kebijakan penggunaan bahasa Inggris di sekolah? Adakah support atau resistance?
2. Apakah terdapat perbedaan reaksi siswa terhadap kebijakan ini berdasarkan tingkat kelas?
3. Apa saja tantangan utama yang dihadapi guru dalam menerapkan kebijakan ini, dan bagaimana cara mengatasinya?
4. Menurut Ibu, apakah ada strategi yang dapat digunakan guru untuk membuat pembelajaran bahasa Inggris lebih menarik bagi siswa?
5. Bagaimana upaya kolaboratif antara guru dan siswa dapat memperkuat dukungan terhadap kebijakan penggunaan bahasa Inggris di sekolah?

6. Bagaimana guru dapat memotivasi siswa yang mungkin merasa tidak nyaman dengan kebijakan bahasa Inggris untuk terus berpartisipasi aktif dalam proses pembelajaran?
7. Bagaimana guru dapat membangun suasana kelas yang mendukung kebijakan penggunaan bahasa Inggris tanpa menimbulkan ketegangan atau rasa takut pada siswa?
8. Dalam konteks kebijakan ini, bagaimana tim pengajar dan kepala sekolah dapat bekerja sama untuk menciptakan lingkungan pendidikan yang positif?
9. Bagaimana pengaruh sosial mempengaruhi sikap siswa terhadap pembelajaran bahasa Inggris?
10. Apakah sikap guru sendiri mempengaruhi sikap siswa terhadap kebiasaan berbahasa Inggris ini?
11. Apakah ada nilai-nilai komunitas atau harapan budaya yang mempengaruhi sikap siswa terhadap bahasa Inggris?
12. Apakah ada faktor lain yang mampu mempengaruhi sikap siswa terhadap belajar bahasa Inggris?
13. Apakah Anda melihat adanya resistensi dari siswa terhadap kebijakan penggunaan bahasa Inggris di kelas?

Appendix 3: Interview Analysis

Questions	Answer
Bagaimana reaksi guru terhadap kebijakan penggunaan bahasa Inggris di sekolah? Adakah support atau resistance?	Reaksi para guru berbeda-beda. Banyak yang mendukungnya karena melihat manfaatnya di masa depan bagi siswa. Namun ada juga yang ragu karena merasa belum siap atau kekurangan sumber daya untuk mengajar bahasa Inggris dengan baik. dari.
Apakah terdapat perbedaan reaksi siswa terhadap kebijakan ini berdasarkan tingkat kelas?	Ya, siswa kelas atas biasanya menerima aturan ini karena mereka tahu pentingnya bahasa Inggris. Siswa kelas bawah mungkin kesulitan untuk menyesuaikan diri dan kurang termotivasi..
Apa saja tantangan utama yang dihadapi guru dalam menerapkan kebijakan ini, dan bagaimana cara mengatasinya?	Tantangan utamanya adalah kurangnya rasa percaya diri guru dan kurangnya bahan ajar yang menarik. Solusinya adalah dengan melatih guru

	dan menyediakan sumber daya yang lebih baik.
Menurut Ibu, apakah ada strategi yang dapat digunakan guru untuk membuat pembelajaran bahasa Inggris lebih menarik bagi siswa?	Guru dapat menggunakan metode pembelajaran yang menyenangkan seperti proyek, permainan dan teknologi. Melibatkan siswa dalam kegiatan yang berkaitan dengan kehidupannya juga dapat meningkatkan minatnya.
Bagaimana upaya kolaboratif antara guru dan siswa dapat memperkuat dukungan terhadap kebijakan penggunaan bahasa Inggris di sekolah?	Guru dan siswa dapat berkolaborasi melalui percakapan terbuka, penetapan tujuan bersama, dan keterlibatan siswa dalam pengembangan kurikulum. Hal ini dapat membuat siswa merasa lebih bertanggung jawab dan termotivasi.
Bagaimana guru dapat memotivasi siswa yang mungkin merasa tidak nyaman dengan kebijakan bahasa Inggris untuk terus berpartisipasi aktif dalam proses pembelajaran?	Guru dapat menghargai upaya siswa, menciptakan lingkungan yang mendukung, dan memberikan dukungan ekstra bagi mereka yang mengalami kesulitan. Hal ini juga berguna untuk menunjukkan betapa bergunanya bahasa Inggris dalam kehidupan nyata.
Bagaimana guru dapat membangun suasana kelas yang mendukung kebijakan penggunaan bahasa Inggris tanpa menimbulkan ketegangan atau rasa takut pada siswa?	Guru dapat menciptakan lingkungan yang bersahabat dan inklusif, tidak terlalu kritis, serta mendorong siswa untuk berani mencoba tanpa takut melakukan kesalahan. Menggunakan pendekatan positif dan membangun rasa percaya diri siswa sangatlah penting.
Dalam konteks kebijakan ini, bagaimana tim pengajar dan kepala sekolah dapat bekerja sama untuk menciptakan lingkungan pendidikan yang positif?	Tim sekolah dan pimpinan sekolah dapat bekerja sama melalui pelatihan bersama, berkomunikasi dengan baik dan mengembangkan prosedur yang mendukung penggunaan bahasa Inggris.

	Mereka juga harus berbagi pengalaman dan memberikan dukungan moral dan profesional.
Bagaimana pengaruh sosial mempengaruhi sikap siswa terhadap pembelajaran bahasa Inggris?	Pengaruh sosial seperti teman sebaya, harapan keluarga, dan persepsi masyarakat sangat mempengaruhi sikap siswa. Jika lingkungannya mendukung pembelajaran bahasa Inggris, siswa akan lebih positif dan termotivasi.
Apakah sikap guru sendiri mempengaruhi sikap siswa terhadap kebiasaan berbahasa Inggris ini?	Ya, sikap gurunya sangat mengesankan. Ketika guru antusias dan percaya diri dalam mengajar bahasa Inggris, siswa pun cenderung lebih antusias. Sebaliknya, jika guru kurang antusias maka motivasi siswa juga akan berkurang.
Apakah ada nilai-nilai komunitas atau harapan budaya yang mempengaruhi sikap siswa terhadap bahasa Inggris?	Nilai-nilai komunitas dan ekspektasi budaya adalah penting. Di komunitas yang menganggap bahasa Inggris penting untuk kesuksesan, siswa cenderung bersikap lebih positif. Di sisi lain, di masyarakat dimana bahasa Inggris kurang dihargai, motivasi siswa mungkin berkurang.
Apakah ada faktor lain yang mampu mempengaruhi sikap siswa terhadap belajar bahasa Inggris?	Selain pengaruh sosial dan budaya, faktor lain seperti metode pengajaran, dukungan keluarga dan pengalaman pribadi dengan bahasa Inggris juga berperan. Pengalaman positif dengan bahasa Inggris, seperti berinteraksi dengan penutur asli, dapat meningkatkan minat siswa.
Apakah Anda melihat adanya resistensi dari siswa terhadap kebijakan penggunaan bahasa Inggris di kelas?	Ya, beberapa siswa mungkin menolak praktik ini, terutama pada awalnya. Mereka mungkin merasa cemas atau kurang percaya diri. Namun

	dengan dukungan guru dan lingkungan yang baik, hambatan tersebut dapat dikurangi.
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