

**STUDENTS' ATTITUDE TOWARDS ENGLISH LANGUAGE
LEARNING OF 3rd GRADE STUDENTS OF SMP NASIONAL
MAKASSAR**



Thesis

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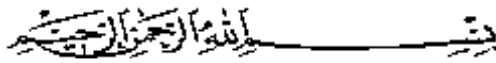
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ABSTRACT

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Attitude is known to be a key factor influencing language production and has gained significant attention from language researchers. Al-Mamun et al suggest that the attitude is the impression that people have about their own words. Therefore, the attitude to language is a concept that describes linguistic behavior in particular. The aim of this study was to investigate the attitude of English as a Foreign Language (EFL) learners of SMP Nasional Makassar towards English Language Learning in behavioral, cognitive and emotional aspects. To this end, a questionnaire survey was conducted on a total of 30 selected from 90 samples. The findings of the quantitative data analysis indicated a positive attitude towards English language and use in three areas of behavioral, cognitive and emotional learning.

Keywords: Language Attitude; Attitude; language learning; English Language.

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CHAPTER 1

INTRODUCTION

A. Study Background

English is one of the foreign languages existed in Indonesia, which necessary to be learnt. Therefore, Muid (2015) stated that, “along the development of technology, science, and some findings which are mostly published in English as the international language, thus the nation especially for Indonesia is imperative to learn English”. English language teaching has become one aspect of life that cannot be separated in the globalization era nowadays. The role of it seeks to develop learners’ English proficiency for study, work, and leisure in order to provide them the opportunities for personal development in particular circumstances. It also encourages non-English-speaking nations to overcome the difficulties of quickly evolving and competitive expertise in a wider community. This perspective also enhances people's knowledge and experience of life through the English medium. Hence, the area within teaching and learning process of English has become one special interest.

Kartubi (2017) defined language attitude as one of the factors to influence foreign language learning because how much effort students put into language learning depends partly on attitude. Thus, when someone try to learn language and he has a positive attitude, he will have a good result in learning language, on the contrary when his attitude is negative, it will be followed with a bad action and will be indicated with a bad result. In addition, (Solis, 2002)

“Attitude is one of the basic concepts of social psychology; it can be defined as a mental disposition towards something. Attitude indicates what we are prepared to do – internally, at least – and acts as a bridge between opinion and behavior”. Furthermore, such attitudes may show what people feel about the speakers of that language. Attitude is one of the factor influence students in learning foreign language because the students’ effort to learn language depends partly on attitude. Attitudes are also believed to be made up of underlying affective and cognitive components, highly influenced by the social structures within a society.

As stated by Eshghinejad (2016), Attitude is considered as an essential factors to influence language performance and received considerable attention from both first and second language researchers. The research which is driven by Kara (2009), stated that attitudes towards learning besides opinions and beliefs have an obvious influence on students’ behaviors and consequently on their performance. It is argued that those students who possess positive beliefs about language learning have a tendency to increase more positive attitudes towards language learning. Thus, attitude is one of the factors of students to encourage the language learning, if the students have positive attitudes, it can make developing of students language learning.

Gardner (Masgoret, A.M, 2002), proposes that Integrative and attitudes toward the learning situation are two correlated variables that support the individual’s motivation is responsible for achievement in the second language. In addition, According to Shams (2008, p. 139), In the context of

learning foreign language, there are many factors which influence the English proficiency such as anxiety, attitude, motivation, learning achievements, aptitude, personalities, etc. In other words, the factors that impact the students on English proficiency are considered by various. In short, the language performance of learning English is augmented by factor of language learning achievement and student's attitude.

Ironically, there are still very large number of Indonesian students consider English as something terrible that they do not want to face, and don't realize the advantages of the English which is lot of things. It is proven by Sulistyawati, 2018, findings of the EF English Proficiency Index (EPI) study was released at EF Education. The report is based on data analysis of the English test outcomes from the EF Standard English Test (SET), the world's first free online test. The result is that Indonesia has English proficiency below the average English proficiency in Asian countries.

Numerous responses come as a feedback when teacher deny how students react inside their mind confronting English, English Language Teaching, and native speaker of it. At last, each response students have will affect their achievement in second language learning. Besides, the language attitude can be improved and developed if they have a motivation why must they learn English as the Lingua franca. The students just have not realized yet the important of English language. In addition, this study is linked to Islamic studies. Islam teaches that learning has to be done. Moslem can learn all (e.g. English) as long as they are loyal. After learning it, however, you need to

repeatedly exercise it. The common phrase says, "Practice makes things better." In Islamic values, knowledge should be used for the purpose of being close and more pious to God (Allah SWT). Allah SWT has indicated The Quran surah al-An-am verse 160:

مَنْ جَاءَ بِالْحَسَنَةِ فَلَهُ عَشْرُ أَمْثَالِهَا وَمَنْ جَاءَ بِالسَّيِّئَةِ فَلَا يُجْزَى إِلَّا مِثْلَهَا
وَهُمْ لَا يُظْلَمُونَ ۝ ١٦٠ [سورة الأنعام, ١٦٠]

160. Whoever brings a good deed, he shall have ten like it, and whoever brings an evil deed, he shall be recompensed only with the like of it, and they shall not be dealt with unjustly.

The sentence above can be meant as motivation, behavior and intention. Through this verse, God clearly states that The words in Surah Al An-am is an example of motivation for humans to always do good deeds including learning, in this case language learning. In learning activities, then motivation can be the overall driving force within the learner that gives rise to learning action, which ensures continuity of the learning and which gives direction to the goals, so that the goals desired by the learner can be achieved. Besides, it will strengthen their faith in believing the God if they have done it sincerely, in the other hand they realize how immense the blessings and favors by the God. The verse also encourages people to keep away from thinking models that only revolve at the ideas, but must be applied, and conduct experiments to obtain a new thing. In case, the students have to practice what they have learned about English, at least they speak English in their daily life especially when in the situation or in the area where he learns the language.

Some of whom also does not have bravery in speaking English because they do not want to be judged as an arrogant person by others.

On the contrary, when someone tries to speak English means he/she tries to share their knowledge to other, not to be arrogant. Then, if someone who does not want to speak English while he/she knows it, he/she can be indicated, first, they are shy to apply their knowledge because they do not mastering it or lack of confidence, Second, they can be indicated as a stingy in sharing knowledge or an arrogant person. As the researcher knows the students especially Secondary school students, they need more concerning and motivation to learn English. By practicing, it will make them used to the language, and then they may be able to use English fluently both written and Oral.

In conclusion, students' succeed in learning English is based on various factors influencing the students attitude, whether their family, environment, integrative or instrumentally. The students can use English if the students are motivated in learning English.

Why this research is appropriate, because it's urgent to recognize the fundamental thing that needs to be concerned is about students' need in case of education, before we educate students, we must be educated first. this research will provide us the new insight that education needs the right planner to the students be educated, so they get positively motivated and positive attitude towards English, in order to the achievement of language learning and using.

B. Research Question

Based on the background above, the researcher had formulated this research question as follow; what is the students' attitude towards language learning by 3rd grade students of SMP Nasional Makassar?

C. Objective of the Research

The research addresses exclusively the formulation of the problems above mentioned briefly as follow: To explore and describe the students' attitude towards English language learning and language use.

D. Significance of the Research

In theory, despite the differing conduct of the learners when confronting English, distinct dynamics, methods and social conditions have to be created which affect the psychology of the learners when learning English. In this research, the researcher will identify and understand the use of language of English. Therefore, the result of this research is expected to bring benefit to the development of language learning.

Practically, the significance of research is expected to become for some important inputs for the following

- A) For Students, this study helps learners to understand their English stance. You can therefore decide how you should comply with the language you learn. One of the success factors in studying English is to create a positive / good attitude towards English.

- B) For the lecturers, the result of this research is aimed at making a study plan and method wisely for the lecturers during their English teaching. This study may be a reference to the variables of learners who may affect EFL's achievement and the development of learners who are good or positive in English. Therefore, the students' quality in English of English and literature Department or other Departments of UIN Alauddin Makassar will get development.
- C) For Department, Hopefully this study will provide extra data when they build a strategy, curriculum or internship of the English and Literature Department of UIN Alauddin Makassar.
- D) For linguists, they can use this as additional information, stimulate and encourage them to do a research with the same study but in different patterns.
- E) For common people, the result of this research can give some information how can they behave to language. They can obtain tip when they wanted to learn English or other foreign languages.

E. Scope of the Research

This research will focus on students selected from SMP Nasional Makassar This research will only investigate the use of their languages and the attitudes are shown by the use and learning of English.

CHAPTER II

LITERATURE REVIEW

A. Previous Findings

A research is necessary to have a previous finding. Previous finding serves to give a presentation about the research analysis has been done previously. The study of the results of previous research and analysis will be presented relating to the correlation of language attitude towards English and their English proficiency.

There are some concepts of finding related to English learning and Language used towards English. The findings by Al Mamun et al (2012), the data of this study were collected through a questionnaire survey administered upon a total of seventy nine randomly selected samples. Upon the completion of the collection of data, these were analyzed, computed and tabulated using SPSS. The findings suggest that the respondents were found to be positive towards English language and this could be attributed to the fact that respondents were instrumentally motivated towards English.

The findings by Primadi et.al (2014), examined the factors which could affect the attitude of learners, English language learning at primary secondary school in Gisting. In this studies, a mixed methodology was carried out. The interviewees showed a favorable attitude that can be triggered by their motivation; integrative and instrumental.

Abidin et al (2012) investigated Libyan secondary school students' attitudes towards learning English in terms of the behavioral, cognitive and

emotional aspects. Regarding the three aspects of attitude i.e., cognitive, behavioral, and emotional, the participants showed negative attitudes towards learning English. On the demographic profile, there were statistically significant attitudinal differences regarding gender and field of study but not year of study. Based on the research findings, some recommendations are finally presented.

From the researchers above, it can be concluded that most of their results showed that students' language attitude influence the development process of language learning. Specially, the respondents got motivated because Some intrinsic and extrinsic factors were influenced the students to learn language such as demographic factors, parents' background, obligatory at school and any others that indicated most of the students might have orientation in learning English. Either instrumental and integrative orientation, or both types (instrumental and integrative) orientation which motivated them in learning the language.

B. Theoretical Framework

1. Definitions of Attitude

Study of The “attitude” is one of the aspect that has been studied by many researchers in social science. The term of attitude cannot be separated from psychology because it's a phenomenon of qualitative psychological. Different perception, definition and limitation given by researchers. However, several definitions are provided by psychologist. First, as cited from (Allport,

1935) which is said, “the concept of attitude is probably the most distinctive and indispensable concept in contemporary American social psychology”. It is proven by Ellis (2007) defines that attitude is one of the external factors in the social milieu in which learning takes place, when the learners have to hear and speak the language and the attitude that they develop towards it.

According to Jain (2014), the study of attitude is gaining importance because its influence over an individual's behavior. Another researcher that discussed about attitude, “Attitudes have a subject matter (referred to as the object or target), which can be an object, a person, or an abstract idea. Attitudes are thus relevant to many disciplines, including marketing (e.g., attitudes toward products), advertising (e.g., attitudes toward advertisements), political behavior (e.g., attitudes toward political candidates, parties, or voting), and health (e.g., attitudes toward protective behaviors, new medications, or the health system)” Albarracin and Shavit (2017). Jung (1946) defines that attitude is "readiness of the psyche to act or react in a certain way". In his other study of attitude, he stated that language attitude is “a predisposition to act or react in a characteristic direction”. In his book, he typed 2 basic psychological attitudes, as follows:

- Introversion is the turning inward of psychic energy with an orientation toward the subjective.
- Extraversion is the turning outward of psychic energy so that a person is oriented toward the objective and away from the subjective.

- People are neither one nor the other but, rather, a balance of both.

According to Ahmed (2015, p.7), attitude which speakers of different languages or language varieties have towards each other's languages or to their own language. Expression of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Terminologically, according to Gardner (1985, p.122), the attitude is related to the individual's response to an object or situation and the individual assesses the object or situation and finally decides whether to accept or reject that object or situation. Gardner then concludes that the attitude is the tendency of a person to give a negative or positive attitude to a certain object, place or situation.

From many definitions above, the researcher can conclude that attitudes is psychological construct which discussed related to particular object, it's normally in line between thought and act. In other words, Attitudes are the process of mental that influence the learners toward something or situation based on their beliefs and feelings. The mental process means, process of influence the person internally to act positively or negatively towards something. In this case, the mental and psychological situation or feeling by the students is towards English.

2. The Importance of Attitude

Attitude is defined as a disposition or tendency to respond positively or negatively towards a certain thing (idea, object, person situation). An attitude concerning a class of objects is the meaning that class has for the person, with a stress on how the individual evaluates the class, whether positively or negatively. Some versions of this conception hold that attitudes are encoded verbally in the brain and that when people say how they feel about something they are merely giving voice to words already held within their minds (Asher & Simpson, 1995, p. 254). Furthermore, Brown (2007, p.192) shows that the second language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation and, in all likelihood, because of decreased input and interaction, to unsuccessful attainment of proficiency. Attitude can be measured through works and action. For example the students will have different actions, behaviors and thought when they are studying English in the classroom. That's why attitude is one of important factor for someone in doing something. Because attitude is the foundation behind everything persons do, say, and think. Humans' attitude flows out from our heart and soul. In daily life, it is hard for someone to do things she or he does not like.

Reid (2003, p. 33) declared, "Attitudes are important to us because they cannot be neatly separated from study." Attitude is considered as an essential factor influencing language performance (Visser, 2008). Achievement in a target language relies not only on intellectual capacity, but also on the learner's attitudes towards language learning. This means that learning language should be

approached primarily as a social and psychological phenomenon rather than as a purely academic one. Kiptui and Mbugua (2009, cited in Tella et al, 2010) investigated that negative attitude towards English is the most affective and psychological factor that results in the students' poor performance in English among the secondary schools in Kenya.

From some definition above, it can be inferred that an attitude is a mental process of a person toward an object or situation on the basis of her/his beliefs and feelings. The mental process itself influences the person to act positively or negatively toward something. In language learning, this is the mental position or feeling toward what language learned. In this case, English is the object to be felt or thought by the students mentally.

3. Components of Attitude

According to Gardner (1985), it is generally accepted that attitude represents the positive or negative mental and neural readiness towards a person, place, thing or event. It consists of three components:

- Affective Component (Neural) (Feeling/ Emotion)
- Behavioral Component (Readiness) (Response/ Action)
- Cognitive Component (Mental) (Belief/ Evaluation)

a. Affective Component

The emotional response (like / dislike) to an attitude object is an affective aspect. Most of the research focuses on the significance of the affective elements. An individual's attitude towards an object cannot be

decided solely by defining his or her feelings about it, since emotion operates at the same time as the cognitive process of an object's attitude. Agarwal. J & Malhotra N.K., (2005) expresses that the impact (feelings and emotions) and attitudes (evaluative decision based on brand beliefs) of the research are combined to suggest an integrated model of attitude and choice.

b. Behavioral Component

The behavioral aspect is an individual's verbal or implicit (non-verbal) behavioral inclination (Wicker 1969) and consists of behaviors or measurable reactions that are the product of an attitude entity. This requires a person's response (favorable / unfavorable) to do something about an object of attitude. Attitudinal responses are more or less regular. That is, a sequence of responses to a given attitudinal stimulus are likely to show some degree of organizational structure or predictability (Defleur & Westie 1963).

c. Cognitive Component

The cognitive aspect is an appraisal of the subject that constitutes an individual's opinion (belief / disbelief) about the object. Cognitive refers to an individual's thoughts and beliefs about an object of attitude. Fishbein & Ajzen (1975) convey this belief is knowledge that a person has about an entity; information that explicitly connects an object and an

attribute. The cognitive component is the storage section where the information is organized by an individual.

Theories of Language attitude is applied in analyzing the language attitude of SMP Nasional Makassar Students. The tripartite components of Attitude (Affective, Behavioral, cognitive) are applied to measure students' attitude.

4. Language Attitudes towards language learning

“The study of language attitudes is special importance for sociolinguistics; Formal measurements of these provide us with results that can be used to predict the linguistic behavior of members of a given social group in terms of their use of linguistic varieties in bilingual and bidialectal situations”. (Solis, 2002). "Studying attitudes in languages is a particular focus for sociolinguistics; formal measures of these give us outcomes that can be used to forecast the language conduct of members of a particular social group in terms of their use of bilingual and bidialectal linguistic varieties." (Solis, 2002).

Furthermore, Oroujlou & Vahedi (2011, p. 5) stated that attitude has the excellent role to play in the promotion of linguistic teaching, which influences linguistic teaching. The attitude, whether they produce like or dislike can be linked to Karahan (2007, p. 75) in his book, views or perceptions about objects or something can be developed. In brief, an individual who has a favorable attitude towards the language will be

strongly compatible with the language such as talking English often, praising the language, etc. Then, even when the stance is positive, but the act is negative, this will be a question. The situation is often referred to as a gap. The distinction occurs because of the difference of mind and student behavior. In this situation, learners may be proud to learn English, but when they speak English they are embarrassed. The topic of this study is likely to be this phenomenon.

According to Crystal (1997), language attitude is the feelings that people have about their own language and the language of others. These feelings toward other languages could be positive or negative. Crystal further stresses that language attitude is someone's feeling in receiving a language whether it is their own language or the language of others how they show a tendency to that language. If their attitude is positive, it shows that their response to those languages is a good one, and the opposite is true.

In a multilingual society like Indonesia, where more than two languages are used in society, people usually show a tendency to have an attitude towards other languages. For example, people who speak Indonesian may have a certain attitude towards other local languages. Language attitude is an important part of the learning process of language and language development. It's the same thing as collective behavior.

In short, a person who learns the language (e.g. English) and has positive attitude towards the language, will behave positively to the language such as speaking English frequently, praising the language, etc. Then, it will be a question even a problem when the attitude is positive, but the act is negative. The case is commonly called a gap. The gap happens because of the difference between the mind and the behavior of students. In this case, students may say they are proud of learning English, but they feel ashamed when they are speaking English. This Phenomenon probably happens to the subject of this research.

5. Language Attitude

The subject was created as a mandatory topic in Junior and High Schools in Indonesia from the curriculum during the beginning of independence through to the present curriculum. Education policymakers in this nation strongly believe that English language skills are absolutely essential to enable the Indonesian people in multiple areas of living-science and technology, education, the economy, politics, social and cultural, as well as defence-to be equal or compete with different countries in the globe. The reality is that English is an international language which has the most language speakers and not native speakers worldwide (Panjaitan, 2013).

There are many benefits to using English, one of which is to prepare Indonesian employees to join the global industry with greater

standards that now so that it coincides with the staff of the other mastering English nations and accelerates financial and technological transformation (Panggabean, 2017). It's supported by a study done by (Santoso, 2014) The application of foreign language learning in Indonesia is an attempt to enable the Indonesian individuals to absorb and monitor science and technological growth throughout the globe, as well as to gain access to worldwide culture.

The importance of English can be extended to several objects, in this case towards Students. In the context of studying foreign languages, it is very feasible to change the thinking of students studying foreign languages. Language represents people's thinking patterns, so as to be indirectly confused with the mind and culture of the country whose English is learned when the foreign language learning process happens. Cultural perspectives of learners may alter at this moment. These modifications can take the form of disregard of one's own culture or excessive adoration of another (Santoso, 2014). Besides the intellectual perspective, the nature of language learning has psychological and social aspects and depends primarily on the learners' motivation and attitude to learn the target language (Padwick, 2010). Gardner and Lambert (1972) have concluded that the ability of the students to master a second language is not only influenced by the mental competence or, language skills, but also on the students' attitudes and perceptions towards the target language. They also advocated that attitude concept could enhance the process of

language learning, influencing the nature of student's behaviors and beliefs towards the other language, its culture and community, and this will identify their tendency to acquire that language.

In 1992, Baker proposed a comprehensive theoretical model, focusing on the importance of conducting attitudinal research in the field of language learning. Baker (1992, p. 9) states that, "In the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death." Recently, De Bot et al. (2005) assert that language teachers, researchers and students should acknowledge that high motivation and positive attitude of students facilitate second language learning. Thus, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner will possess a negative attitude and will not be motivated and enthusiastic in language learning. Therefore, learners' attitudes could incorporate in language learning because it may influence their performance in acquiring the target language.

Learning a language is closely related to the attitudes towards the language (Starks & Paltridge, 1996 p. 218). The students' attitude towards language may also show what the students feel about the speakers of that language. In addition, Holmes (1992, p. 10). People develop attitude towards language which reflect their view about those who speak the language, and the contexts and functions with which they are associated. A

positive attitude toward learning the English language is one of the leading predictors of success in gaining fluency

From the discussion in this section, it can be meant that attitude and motivation are associated. It can be described as an individual influence factor because the person can have problem with learning a language when he has the motivation but not the positive attitude. A positive motivation and positive attitude lead together with other social variables to useful language learning. Furthermore, it's clear that students' socio-economic background is one of the factors obtaining the achievement from students' language learning and using. Parents have contributions of family dynamics to influence the children's motivation, and may be as the environment in the development of language processing. Moreover, the use of English language in Indonesia is always linked to various reasons and factors, one of the most common reason is the status of the language which is really benefits to certain individual's aim

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter presents the research methods and design procedures to answer research questions. Discussion include: the study design, study subjects, research instrument, procedure collection data, and technique of data analysis.

A. The Research Method

In this study, the researcher investigated the students' attitude towards English language learning and English use. In this research the researcher used descriptive-quantitative method, according to (Creswell, 2016), quantitative method is the survey design offers quantitative or empirical data on the basis of a questionnaire as its main research method for explaining the patterns, behaviors or views of a population by analyzing a sample of that population. The researcher generalizes or draws inferences to the population from the findings of the study.

B. Population and Sample

Population is and sample is an essential aspect of this research, population is the possible respondent of concern (Bacon, 2015). So, the population of the research is the 3rd Grade students of SMP Nasional Makassar who have been learning English in the school. There are 5 classes that consist of 9A (34 Students), 9B (33 Students), 9C (32 students), 9D (34 Students), 9E (34 Students), Thus, the total population is 157.

Table 3.1

**Population of the research (3rd grade students of SMP National
Makassar)**

No.	Classes	Total
1	9A	34
2	9B	33
3	9C	22
4	9D	34
5	9E	34
Total		157

In this study, the researcher observed attitudes towards studying the English language learning. From the population, the researcher took some sample of research, sample is a part or half of the total population and the features of the population. Fraenkel et al (2012, p.12) stated that sample is the selection of the group who will participate in the study. The researcher took 90 participants out of 157 students who were selected using quota sampling techniques in the 3rd of SMP Nasional Makassar in the three classes. For the purpose of having an equal opportunity for all the population to be selected as a sample.

Table 3.2**The Sample of 3rd Grade students of SMP Nasional Makassar**

No.	Classes	Total
1	9C	22
2	9D	34
3	9E	34
Total		90

In addition, for a few reasons the purpose of this study is selected. In the first place, the study took place at SMP Nasional Makassar to overcome barriers during studies such as finding participants. Due to the participants the researcher was more convenient to meet, so it become simpler for the researcher to arrange the timetable and to monitor it carefully, and the researcher chose the 3rd grade students because they have already long enough study English in school.

C. **Research Instrument**

The questionnaire is the main instrument of this study to obtain data from the student respondents regarding their attitude towards English as a foreign language at SMP Nasional Makassar. The questionnaires include 30 items taken from previous research, in particular by Abidin, Muhamadin and Alzwari (2012) which is about language attitudes towards learning English language. The questionnaire is also divided into three categories, an Options consisting of

Affective, Behavioral and Cognitive aspects, and translated into the English and Bahasa Indonesian versions, in hope that the respondents can easily understand and overcome the misinterpretation. First 10 items of Behavioral Aspect, they were 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10. The second 10 items of Cognitive aspect, they were 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20. The last 10 items of Affective aspect, they were 21, 22, 23, 24, 25, 26, 27, 28, 29, 30. Overall, 15 items were negative statement and 15 items were positive statements. The items were put in a 5-point likert scale from strongly agree to strongly disagree. The purpose of the questionnaire was to find out which types of attitude the students were.

Table 3.3

The specification and scores of attitudes towards English questionnaire items

Scores	Positive Statements	Scores	Negative Statements
Strongly agree : 5	2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, and 30	Strongly agree : 1	1, 3, 4, 6, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, and 29
Agree : 4		Agree : 2	
Neutral : 3		Neutral : 3	
Disagree : 2		Disagree : 4	
Strongly disagree : 1		Strongly disagree : 5	

D. Checking the Validity and Reliability of the instrument

Before the researcher shared the questionnaire to the object, the researcher did the following procedures as follow:

1. The researcher made the items of questionnaire based on each indicator.

2. The researcher tried out the questionnaire to 30 students, 30 students of the 3rd Grade students of SMP Nasional Makassar for measuring the responses of participants for validating instrument, the participants who took part in this questionnaire were not the target population to be investigated by the researcher.
3. The researcher put the data of questionnaires into Microsoft excel by counting the score each items from response participant with formula $=CORREL(array1;array2)$ then coordinated using comparative of r table and r counting
4. The researcher counted df (degree of freedom), df (degree of freedom) is total respondents minus 2, here the researcher took 30 participants so that $df = 30-2$ or $df = 28$ then the researcher corrected the certain score on r table and r counting of number 28 which is **0.3061**
5. The researcher got the r counting higher than r table (**0.3061**). So, the questions are valid.

E. The procedures of data collection

The procedures of collecting the data for this study consists of the following:

1. The researcher asked for official permission to collect data from a sample class of the 3rd grade class of SMP Nasional Makassar
2. The researcher asked students' readiness as the respondents in the research.
3. The researcher introduced and explained the subject of the research to the participants including the purpose of the study.

4. The researcher distributed the questionnaire and gave instruction about how to fill the questionnaire. Respondents had about 15-20 minutes to complete the questionnaire.
5. The researcher collected the questionnaire sheets.

F. The Technique of Data Analysis

Through the method of data collection above obtained descriptive-quantitative method (questionnaires). The following step that the researcher did to obtain data analysis is going to be explained in the following explanation. The quantitative data for this study were obtained and analyzed descriptively by involving quantitative activities including:

1. Classified all the respondents' answers to the questionnaire.
2. Completed the table column with Likert Scale which consists of the five responses including Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) and summing the total score of each question for each respondent.

The following coding system was used for consistency purposes in the data analysis:

Table 3.4

Numerical value for each answer

Items	SA	A	N	D	SD
Positive Statements (+)	5	4	3	2	1
Negative Statements (-)	1	2	3	4	5

(Kamaruddin, 2004)

3. The researcher calculated the percentage of the respondents' score to present the central tendency of the data, using the following formula.

$$P = \frac{Fq}{N} \times 100\%$$

Where:

P: Percentage

Fq: Number of frequency

N: Number of samples

(Sudjana in Mirsah 2012

p.17)

4. Calculated the overall mean score using the following formula:

$$X = \frac{\sum x}{N}$$

Where:

X: Score

$\sum x$: Total of the raw score

N: the number of sample or respondents

(Gay, 1981 p.298)

The researcher used the following Options in measuring and categorizing students' language attitude:

- a. Positive Attitude = >70
- b. Neutral attitude = 40-60
- c. Negative attitude = 0-30

(Kamaruddin, 2004: 33)

In the case of this study, Positive Attitude means that respondents see learning English as a foreign language as something positive, while Negative Attitude means that respondents of this study see learning English as a foreign language as a something negative. Meanwhile, Neutral Attitude means that respondents tend to show mixed perceptions of both positive and negative elements towards learning English and Language use.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides findings of this research and their discussion. In order to answer the research question as stated in the first chapter, is to analyze the students' attitude that they have whether it's positive, negative or neutral attitudes. The findings are divided into two points which explain the percentage and the mean score of the data by examining the issue of language learning and language use through students' language attitude toward English as the foreign language learned and taught at SMP Nasional Makassar. The findings of this research deal with the data presentation based on the results of questionnaires. In this first part, the data for each item of the questionnaire were calculated in percentages to show a central tendency in respondents' responses based on Likert Scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) with respects to different aspects of language attitude.

A. Findings

This research reveals that the attitude of the students toward English language learning is positive through the data analysis above. You can see from the average student response score of 94.8, which is greater than 70, To see the mean score above, in the Kamaruddin (2004) Options in Chapter 3, it can be said that the whole data item in the Questionnaire, based on the opinions and answers of the students, is a positive attitude, as the score >70 is a positive one. From the 3 aspects above, the researcher got the results of the students' attitude. It can be seen from the percentage above, which shown the students response

towards the statements. Mainly students have positive attitude towards English learning.

1. The Data Result of Student's Attitude towards English Language Learning

In this part, the result of data analysis is presented into a table. The table shows the overall data representing the students taken together to show a general tendency among all respondents

Table 4.1

Item 1. Overall data of "Speaking English anywhere makes me feel worried"

No	Options	Frequency	Percentage
1	Strongly agree	0	0%
2	Agree	5	5.55%
3	Neutral	18	20%
4	Disagree	31	34.44%
5	Strongly disagree	36	40%
	Total	90	100%

From the data analysis of item 1. Their opinion about speaking English anywhere makes them feel worried are different. Some of the students have negative responses towards item 1. It can be seen by the total percentage of overall data which shows 31 students with percentage (34.44%) who chose disagree and 36 (40%) students chose strongly disagree when they speak English make them feel worried, and it's followed by 18 students with percentage (20%) who have neutral response, and there are 5 students with percentage (5.55%) who have positive response about Speak English anywhere is worried. Therefore, 67

students with percentage (74.44%) have negative response. Meaning that, overall of the students have positive attitude because dominant of the students don't feel worried when speaking English anywhere.

Table 4.2

Item 2. Overall data of “Studying English helps me to have good relationships with friends”

No	Options	Frequency	Percentage
1	Strongly agree	47	52.22%
2	Agree	32	35.55%
3	Neutral	10	11.11%
4	Disagree	1	1.11%
5	Strongly disagree	0	0%
	Total	90	100%

Based on the percentage above, it can be seen that the students' behavior about studying English helps them to have good relationship with friend are vary. Most of the students have positive response towards item 2, the rest of the students have neutral response and the less response is negative response. 47 students with percentage (52.22%) chose strongly agree and 32 students with percentage (35.33%) chose agree for item 2. Neutral response is chosen only by 10 students with percentage (11.11%) and only 1 student have negative response which chose disagree with percentage (1.11%). None of the students chose strongly disagree because the students tend to choose positive response. From the data above there are 79 students with percentage (87.77%) from 90 students who have positive response about English can help them in making a good relationship

with other friends. In other words, most of the students have positive attitude towards English can help students to have better relationship with peers.

Table 4.3

Item 3. Overall data of “I do not feel enthusiastic to come to class when the English is being taught”

No	Options	Frequency	Percentage
1	Strongly agree	3	3.33%
2	Agree	3	3.33%
3	Neutral	12	13.33%
4	Disagree	34	37.77%
5	Strongly disagree	38	42.22%
	Total	90	100%

Through the data analysis above, the total students who don't feel enthusiastic are less than students who feel enthusiastic to come to class when the English is being taught. It can be proven by calculating the total percentage of students who have negative responses which higher than positive response. From 90 students there are 38 students with percentage (42.22%), 34 students with percentage (37.77%) and followed by students who have neutral responses; 12 students with percentage (13.33%). Meanwhile, each of agree and strongly agree choice is chosen by 3 students with percentage (3.33%). Furthermore, 72 students with percentage (79.99%) are feel enthusiastic to come to class when the English is being taught, and 6 students with percentage (6.66%) are opposite. It's clearly can be concluded the most of the students have positive attitude about enthusiastic in learning English.

Table 4.4**Item 4. Overall data of “I am able to make myself pay attention during studying English”**

No	Options	Frequency	Percentage
1	Strongly agree	60	66.66%
2	Agree	17	18.89%
3	Neutral	13	14.44%
4	Disagree	0	0%
5	Strongly disagree	0	0%
	Total	90	100%

Through the data analysis above which the students are able to pay attention during studying English, the total percentage is most of the students have positive responses. While the negative response is none, the rest are neutral responses with percentage (14.44%). It can be seen from the option of strongly agree which is chosen by 60 students with percentage (66.66%) and followed by agree, 17 students with percentage (18.89%). Meaning that most of the students have positive attitude then negative attitude towards item 1 which about the students are able to make themselves pay attention during English class.

Table 4.5**Item 5. Overall data of “I put off my English homework as much as possible”**

No	Options	Frequency	Percentage
1	Strongly agree	2	2.22%
2	Agree	1	1.11%
3	Neutral	10	11.11%
4	Disagree	18	20%
5	Strongly disagree	59	65.55%
	Total	90	100%

The data analysis shows the students who have negative responses are higher than positive responses. Most of the students chose strongly disagree for item 5. There are 59 students with percentage (65.55%) and 18 students with percentage (20%) who chose disagree. it's followed by 10 students with percentage (11.11%) who have neutral choice. Meanwhile, Only 1 student with percentage (1.11%) with agree thought and 2 students with percentage (2.22%) with strongly agree thought. Thus, from the table above, It can be seen that most of the students who don't put off their English homework as much as possible. The researcher can conclude that most of the students have positive attitude for this case.

Table 4.6

Item 6. Overall data of “Studying English makes me have more confidence in expressing myself”

No	Options	Frequency	Percentage
1	Strongly agree	43	47.77%
2	Agree	29	32.22%
3	Neutral	15	16.66%
4	Disagree	2	2.22%
5	Strongly disagree	0	0%
	Total	90	100%

According to this data analysis, students who have good behavior is higher than low behavior. It can be proven from the table above which shows the students who strongly agree and agree to study English can make them more confidence in expressing themselves in school. The researcher got 43 students with percentage (46.77%), and 29 students with percentage (32.22%) with positive responses. It's followed by the students who have neutral responses, they

are 15 students with percentage (16.66%). The rest are 2 students Of 90 with percentage (2.22%) who are negative responses. It can be seen that most of the students have positive responses, so as most students have positive attitude.

Table.4.7

Item 7. Overall data of “I am not relaxed whenever I have to speak in my English class”

No	Options	Frequency	Percentage
1	Strongly agree	13	14.44%
2	Agree	0	0%
3	Neutral	29	32.22%
4	Disagree	42	46.66%
5	Strongly disagree	6	6.66%
	Total	90	100%

The data analysis on item 7 shows the total percentage of students' attitude. The most students chose negative responses with amount 48 students with percentage (54.42%) the students who have neutral and positive responses are less, it can be seen from data analysis above which shows 29 students with percentage (32.22%) who are neutral responses and 13 students with percentage (14.44%) who are positive responses. It can be inferred that the most students are positively relaxes whenever they have to speak in the English class, in other words most students have positive attitude towards item 7.

Table 4.8**Item 8. Overall data of “When I hear a student in my class speaking English well, I like to practice speaking with him/her”**

No	Options	Frequency	Percentage
1	Strongly agree	39	43.33%
2	Agree	23	25.55%
3	Neutral	24	26.66%
4	Disagree	3	3.33%
5	Strongly disagree	0	0%
	Total	90	100%

Through data analysis above. Most of the Students have a good behavior towards item 8. It can be seen from table above which shows students who responses positively with total of strongly agree are 39 students with percentage (43.33%) and the students who chose agree are 23 students with percentage (25.55%). Meanwhile, the students with neutral responses only 24 with percentage (26.66%) and followed by students who have negative response with total 3 students (3.33%). The total of positive responses are 62 students with percentage (68.88%). So, the researcher can assume from the 90 students, most of the students have positive attitude because they like to study/practice English in a class when they hear their peers speak English well.

Table.4.9**Item 9. Overall data of “I feel embarrassed to speak English in front of other students”**

No	Options	Frequency	Percentage
1	Strongly agree	6	6.66%
2	Agree	10	11.11%
3	Neutral	30	33.33%
4	Disagree	24	26.66%

5	Strongly disagree	20	22.22%
	Total	90	100%

Based on the data analysis above. From 90 students, some of whom give negative responses higher than positive responses, but the students who have neutral responses are not less, there are 30 students with percentage (33.33%). In other hand, the most students' responses are negative responses, it can be seen from the data analysis above which shows 44 students with percentage (48.88) with negative responses. Meanwhile, only 16 students with percentage (17.77%) with positive responses. Here, neutral responses are higher than positive responses. The researcher believe that from 90 students, most of the students have negative responses, which means, the students don't feel embarrassed to speak English while studying in front of their friend. So, most of the students have positive attitude.

Table.4.10

Item 10. Overall data of “Studying English helps me to improve my personality”

No	Options	Frequency	Percentage
1	Strongly agree	50	55.55%
2	Agree	24	26.66%
3	Neutral	9	10%
4	Disagree	7	7.77%
5	Strongly disagree	0	0%
	Total	90	100%

Based on the data percentage above. Item with statement Studying English helps the students to improve the personality have positive responses higher then

negative responses of students. It can be proven from the data analysis above which shows 50 students with percentage (55.55%) are strongly agree, 24 students with percentage (26.66%) are agree, and followed by neutral responses with total 9 students about (10%), meanwhile, negative responses only 7 students with percentage (7.77%). The students thought that they can improve their personality by studying English. Meaning that, most of the students have positive attitude.

Table. 4.11

Item 11. Overall data of “In my opinion, English language is difficult and complicated to learn”

No	Options	Frequency	Percentage
1	Strongly agree	8	8.88%
2	Agree	6	6.66%
3	Neutral	41	45.55%
4	Disagree	21	23.33%
5	Strongly disagree	14	15.55%
	Total	90	100%

Through the data analysis above, the percentage shows the student's believe about whether English is difficult or not. It can be seen from the data above, (45.55) or 41 students of 90 students have neutral responses, means that it's the higher responses from item 11. The researcher found 21 students with percentage (23.33) who disagree, 14 students with percentage (15.55%) who strongly disagree, which means there are 35 students with percentage (38.88) who gave negative responses. In other hand, 6 students with (6.66%) who agree, and 8 students with percentage (8.88%). Meaning that, only 14 students with percentage (15.54%) who gave positive responses. So, it can be assumed that most students have neutral response.

Table.4.12**Item 12. Overall data of “Being good at English will help me study other subjects well”**

No	Options	Frequency	Percentage
1	Strongly agree	19	21.11%
2	Agree	42	46.66%
3	Neutral	27	30%
4	Disagree	2	2.22%
5	Strongly disagree	0	0%
	Total	90	100%

From the data analysis above, it describes the students' percentage of Being good at English will help them to study other subjects well. The highest percentage is positive responses, it's clearly can be seen from Agree responses with frequency 42 students (46.66%), students who strongly agree are 19 students with percentage (21.11%). So, the total of positive responses are 61 students with percentage (67.77%). There are some students with neutral responses about 27 students with percentage (30%). While the negative responses are love, only 2 students with percentage (2.22%). In other words, the majority of students have positive attitudes to the item 12.

Table. 4.13**Item 13. Overall data of “I cannot apply the knowledge from English subject in my real life”**

No	Options	Frequency	Percentage
1	Strongly agree	3	3.33%
2	Agree	2	2.22%
3	Neutral	21	34.44%
4	Disagree	27	30%

5	Strongly disagree	27	30%
	Total	90	100%

Through the data analysis above. The total percentage of Disagree and Strongly disagree is higher than Strongly agree, agree, and neutral answers. The answers of Strongly disagree and disagree about 54 students with percentage (60%). Meanwhile, Strongly agree and agree answers are about 6 students with percentage (6.66%). The rest are Neutral responses from 21 students Of 90 with percentage (34.44%). The most students gave the negative responses, meaning that most of the students have positive attitudes.

Table 4.14

Item 14. Overall data of “I like my English class so much; I look forward to studying more English in the future”

No	Options	Frequency	Percentage
1	Strongly agree	60	66,66%
2	Agree	16	17,77%
3	Neutral	10	11,11%
4	Disagree	4	4,44%
5	Strongly disagree	0	0%
	Total	90	100%

Based on the data analysis above. The highest responses are Strongly agree which is mainly from 90 students. There are 60 students with percentage (66.66%). It's followed by the second higher responses who answered Agree about 16 students with percentage (17.77%). 10 students with percentage (11.11%) who response neutral and the rest are Disagree answer only 4 students with percentage (4.44%). It can be seen from data analysis about, the researcher can assumed that largely students like English so much and wanted to study more

English in the future. Thus, mainly students have positive attitude towards item 14.

Table 4.18

Item 15. Overall data of “I cannot summarize the important points in the English subject content by myself”

No	Options	Frequency	Percentage
1	Strongly agree	1	1.11%
2	Agree	4	4.44%
3	Neutral	47	52.22%
4	Disagree	23	25.55%
5	Strongly disagree	15	16.66%
	Total	90	100%

In the table above, the data analysis shows the percentage of respondents who answer Neutral answer is very high which about 47 of 90 students with percentage (52.22%). For Disagree is about 23 students of 90 students with percentage (25.55%) which is the second higher answer. It's followed by students who answered the Strongly disagree about 15 students with percentage (16.66%). The lowest answer is Strongly agree which about 1 students with percentage (1.11%) and agree with total 4 students (4.44%). Largely students have neutral responses due to they believe whether they can or not to summarize the important points of English subject by themselves, and there are about 38 students of 90 with percentage (42.21%) who gave negative response. It's more than students who answer positive response, meaning that mainly the students have positive and neutral attitude towards item 15.

Table 4.16**Item 16. Overall data of “Studying English helps me getting new information in which I can link to my previous knowledge”**

No	Options	Frequency	Percentage
1	Strongly agree	47	52,22%
2	Agree	26	28,88%
3	Neutral	12	13,33%
4	Disagree	2	2,22%
5	Strongly disagree	3	3,33%
	Total	90	100%

Through this data analysis, most of the students have positive responses. It can be seen from the table above which shows students who answered strongly agree about 47 students with percentage (52.22%), it's followed by students who answered agree about 26 students with percentage (28.88%). So, the total of positive responses about 73 students with percentage (81.10%), while for negative responses only about 5 students with percentage (5.55%) and followed by neutral responses about 12 students with percentage (13.33%). It's mean, the majority of students have positive attitude. The students believe that studying English can help them getting new information which can link to previous knowledge.

Table 4.17**Item 17. Overall data of “Frankly, I study English just to pass the exams”**

No	Options	Frequency	Percentage
1	Strongly agree	12	13.33%
2	Agree	4	4.44%
3	Neutral	20	22.22%
4	Disagree	17	18.89%
5	Strongly disagree	37	41.11%
	Total	90	100%

Item no. 17 shows the data analysis about students who answered negative response are very high. It can be seen from the table above which shows students who answered Strongly disagree is about 37 students with percentage (41.11%), and students who answered disagree is about 17 students with percentage (18.89%). Thus, the total students who answered negative response is about 54 students with percentage (60%). Different with students who answered positive response is only about 16 students with percentage (17.77%) and there are 20 students with neutral responses with percentage (22.22%). It's quite different of total positive responses (17.77%) and negative responses 60%). Meaning that, the majority of students have positive attitude. They don't put on attention of learning English only for passing the exams.

Table.4.18

Item 18. Overall data of “I have more knowledge and more understanding when studying English”

No	Options	Frequency	Percentage
1	Strongly agree	26	28.88%
2	Agree	44	48.88%
3	Neutral	15	16.6%
4	Disagree	5	5.5%
5	Strongly disagree	0	0%
	Total	90	100%

Based on the data analysis above. Each of The students have different memory/perception towards “I have more knowledge and more understanding when studying English”. It can be seen in the table above, mainly students have positive response. Students who answered strongly agree is about 26 students with

percentage (28.88%), and students who answered Agree is about 44 students with percentage (48.8%). Thus, the total of students who answered positive response is about 70 students with percentage (77.76%). There students with neutral response which is about 15 students (16.6%) and the rest are students who answered negative response with total 5 students (5.5%). The researcher can conclude that largely students have positive attitude, most of the students believe that when learning English can improve their knowledge.

Table 4.19

Item 19. Overall data of “I am not satisfied with my performance in the English subject”

No	Options	Frequency	Percentage
1	Strongly agree	3	3.33%
2	Agree	13	14.44%
3	Neutral	25	27.77%
4	Disagree	32	35.55%
5	Strongly disagree	17	18.89%
	Total	90	100%

Through the data analysis above. The data shows the percentage of students' perception about “I am not satisfied with my performance in the English subject”. The most students have negative response, because it can be seen from the data above. Students who Strongly disagree is about 17 students with percentage (18.89%) and followed by students who Disagree is about 32 students with percentage (35.55%). Therefore, the total of students with negative response is about 49 students with percentage (54.44%). Meanwhile, there are students with different perception. Students with positive response is the very low percentage,

it's about (17.77%) or 16 students. Then, the rest students of 90 students have neutral response which is about 25 students with percentage (27.77%). In other words, most of the students believe that they are satisfied with their performance by learning English subject. Which means the majority of students have positive attitude.

Table 4.20

Item 20. Overall data of “Studying English is important because it will make me more educated”

No	Options	Frequency	Percentage
1	Strongly agree	72	80%
2	Agree	12	13,33%
3	Neutral	6	6,66%
4	Disagree	0	0%
5	Strongly disagree	0	0%
	Total	90	100%

Based on the percentage above, it can be seen that the students' feel about studying English is important because it will make them more educated are variety. Most of the students have positive response towards item 20, the rest of the students have neutral response. 72 students with percentage (80%) chose strongly agree and 12 students with percentage (13.33%) chose agree for item 20. Neutral response is chosen only by 6 students with percentage (6.66%). But, none of the students answered negative response because the students tend to choose positive response. From the data above there are 84 students with percentage (93.33%) from 90 students who have positive response about English is very important. In other words, most of the students tend to have positive attitude.

Table 4.21**Item 21. Overall data of “I look forward to the time I spend in English class”**

No	Options	Frequency	Percentage
1	Strongly agree	1	1.11%
2	Agree	8	8.88%
3	Neutral	16	17.77%
4	Disagree	24	26.66%
5	Strongly disagree	41	45.55%
	Total	90	100%

The data analysis shows the students who have negative response are higher than positive response. Most of the students chose strongly disagree for item 21. There are 41 students with percentage (45.55%) and 24 students with percentage (26.66%) who chose disagree. it's followed by 16 students with percentage (17.77%) who have neutral response. Meanwhile, Only 1 student with percentage (1.11%) with strongly agree answered and 8 students with percentage (8.88%) with agree answered. Thus, from the table above, It can be seen that most of the students like to study English in the class because most of whom don't look forward to the time they spend in English class. Thus, the researcher can conclude that most of the students have positive attitude.

Table. 4.22**Item 22. Overall data of “I feel proud when studying English language”**

No	Options	Frequency	Percentage
1	Strongly agree	48	53,33%
2	Agree	31	34,44%
3	Neutral	5	21,11%
4	Disagree	0	0%
5	Strongly disagree	0	0%

Total	90	100%
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Through data analysis above. Most of the Students not really feel different towards item 22. It can be seen from table above which shows students who responses positively with total of strongly agree are 48 students with percentage (53.33%) and the students who answered agree are 31 students with percentage (34.44%). Meanwhile, the students with neutral responses only 5 with percentage (221.11%). There is no student who answered negative response. So, the researcher can assume from the 90 students, most of the students have positive attitude because they feel proud when studying English language.

Table. 4.23

Item 23. Overall data of “I get anxious when I have to answer a question in my English class”

No	Options	Frequency	Percentage
1	Strongly agree	14	15.55%
2	Agree	18	20%
3	Neutral	17	18.89%
4	Disagree	17	18.89%
5	Strongly disagree	24	26.66%
	Total	90	100%

In the table above, the data analysis shows the percentage of respondents who answered negative response is very high which about 41 of 90 students with percentage (45.55%). For Disagree is about 17 students of 90 students with percentage (18.89%). It's followed by students who answered the Strongly disagree about 24 students with percentage (26.66%). There are students who answered Strongly agree which about 14 students with percentage (15.55%) and agree with total 18 students (20%). Meanwhile, students who answered neutral

response are 17 students' with percentage (18.89%). From the data analysis above, the majority of students answered negative response which means most of the students have positive attitude. The students don't feel anxiety when have to answer a question in English class.

Table.4.24

Item 24. Overall data of “Studying foreign languages like English is enjoyable”

No	Options	Frequency	Percentage
1	Strongly agree	36	40%
2	Agree	33	36,66%
3	Neutral	19	21,11%
4	Disagree	0	0%
5	Strongly disagree	0	0%
	Total	90	100%

Through data analysis above. Most of the Students have a good feeling towards item 24. It can be seen from table above which shows students who responses positively with total of strongly agree are 36 students with percentage (40%) and the students who answered agree are 33 students with percentage (36.66%). Meanwhile, the students with neutral responses only 19 with percentage. While, There are no students with negative response. Therefore, The total of positive responses are 69 students with percentage (76.66%). So, the researcher can assume from the 90 students, most of the students have positive attitude because they feel English is Enjoyable.

Table 4.25**Item 25. Overall data of “I prefer studying in my mother tongue rather than any other foreign language”**

No	Options	Frequency	Percentage
1	Strongly agree	0	0%
2	Agree	13	14.44%
3	Neutral	43	47.77%
4	Disagree	12	13.33%
5	Strongly disagree	22	24.44%
	Total	90	100%

From the data analysis of item 25. Their feeling about “I prefer studying in my mother tongue rather than any other foreign language” are vary. Some of the students have negative response towards item 25, and most of the students answered neutral, but the very low response is positive response. It can be seen by the total percentage of overall data which shows 22 students with percentage (24.44%) who chose strongly disagree and 12 (13.33%) students answered disagree, and it’s followed by 43 students with percentage (47.77%) who have neutral response, and there are 13 students with percentage (14.44%) who have positive response. Therefore, 34 students with percentage (37.77%) have negative response. Meaning that, overall of the students have neutral attitude because dominant of the students not rather feeling prefer studying mother tongue or foreign language.

Table 4.26**Item 26. Overall data of “To be inquisitive makes me study English well”**

No	Options	Frequency	Percentage
1	Strongly agree	41	45,55%

2	Agree	26	28,88%
3	Neutral	15	16,66%
4	Disagree	8	8,88%
5	Strongly disagree	8	8,88%
	Total	90	100%

As seen in the table above, students based on their affective aspect, they show their positive response to the statement by mostly Agreeing and Strongly agreeing with the statement. The total frequency of positive response are 41 students with the percentage of (45.55%) who Strongly agree and 26 students who Disagree with percentage (28.88%). It's followed by neutral response which is about 15 students with percentage (16.66%). Meanwhile, there are some negative response with total of each disagree and Strongly disagree are the same, they are 8 students each answer with percentage (8.88%) In other words, the total of either Agree or Strongly Agree are (74.43%). Therefore, mainly students have positive attitude.

Table 4.27

Item 27. Overall data of “I do not like studying English”

No	Options	Frequency	Percentage
1	Strongly agree	0	0%
2	Agree	9	10%
3	Neutral	6	6.66%
4	Disagree	32	35.55%
5	Strongly disagree	43	47.77%
	Total	90	100%

Based on the data analysis in the table above, the percentage of respondents who answer Strongly agree and Agree are low, there are only 9 students (a total about 10%). The dominant answer is negative response with a total about (83.32%), it can be seen from data analysis above. The total frequency

of Disagree are 32 students with percentage (35.55), and Strongly Disagree with total frequency 43 students with percentage (47.77%). meanwhile Neutral responses have proportion 6 student with percentage (6.66), So, the table above shows the majority of the respondents have their negative responses that the domination of “I do not like studying English”. In other word, largely the students have positive attitude because the like studying English.

Table. 4.28

Item 28. Overall data of “I enjoy doing activities in English”

No	Options	Frequency	Percentage
1	Strongly agree	48	53,33%
2	Agree	32	35,55%
3	Neutral	6	6,66%
4	Disagree	4	4,44%
5	Strongly disagree	0	0%
	Total	90	100%

Based on the data analysis in the previous table, the percentage of respondents who answer Strongly Disagree and Disagree are high (total about 83.32%). The overall data taken together in the table above shows “Positive” as respondent dominant response with total frequency of Strongly agree are 48 students with percentage (53.33%) and Agree are 32 students with percentage (35.55%). However, overall respondents significantly positive attitude in which about 80 total frequency with percentage (88.88%) of them either Strongly Agree or Agree with the item number 28.

Table 4.29**Item 29. Overall data of “To be honest, I really have little interest in my English class”**

No	Options	Frequency	Percentage
1	Strongly agree	1	1.11%
2	Agree	3	3.33
3	Neutral	12	13.33%
4	Disagree	29	32.22%
5	Strongly disagree	45	50%
	Total	90	100%

From the data analysis of item 29. Their feeling about “To be honest, I really have little interest in my English class” are various. Most of the students answered negative response, but the very low response is positive response. It can be seen by the total percentage of overall data which shows 45 students with percentage (50%) who chose strongly disagree and 29 total of frequency with percentage (32.22%) students answered Disagree, and it’s followed by 12 students with percentage (13.33%) who have neutral response, and there are 4 students with percentage (4.44%) who have positive response. Therefore, 74 students with percentage (82.22%) have negative response. Meaning that, overall of the students have positive attitude because dominant of the students’ feeling are interesting in English class.

Table 4.30**Item 30. Overall data of “I wish I could speak English fluently”**

No	Options	Frequency	Percentage
1	Strongly agree	71	78,88%
2	Agree	12	13,33%
3	Neutral	6	6,66%

4	Disagree	1	1,11%
5	Strongly disagree	0	0%
	Total	90	100%

The data show that the total percentage of students who agree is 13.33% with total frequency are 12 students, then Strongly Agree is 78.88%. In contrast, only 1 students have negative response with percentage (1.11%). But, there are 6 (6.66%) students with neutral response Therefore, it can be said that students have positive response item 30 which is about students feeling that they wish they can speak English fluently with total percentage (92.21%).

B. Discussion

In this part, the researcher would like to present a discussion on the results of the data analysis. In the results section, the researcher presented and analyzed data on the propensity of students to have a language attitude through a questionnaire from the perspective of 3rd grade students at SMP Nasional Makassar. Here, the researcher begins the discussion with answering the research question about the majority of students' language attitude. Attitude can be viewed from different dimensions. There are at least three aspects of language attitude that have different characteristics based on Gardner. The first is cognitive aspect or based on beliefs and knowledge of learners in the learning process and how they receive and understand the processes of learning. The second is affective or emotional feelings that can be shown, for example, through their like, dislike, fear, anger, or happiness toward the language itself. And the last is behavioral aspect which refers to the attitude shown by people who behave and react in particular situations or based on people's reaction toward the situations. In this

research, respondents have their responses to 10 questionnaire items for cognitive aspects and 10 items for affective and 10 items for behavioral aspects. Each aspects consist of 5 negative statements (odd number) and positive statements even number), The researcher is not focused on seeing the Options of language attitudes based on Gardner's theory, but more on seeing their language attitudes by looking at negative, positive or neutral responses, and the questionnaire items for this study were mostly based on previous research or adapted based on the research Options.

Based on the findings above, the first finding that will discussed in this part is the 10 items which is about the behavioral aspect, it can be seen from the table 4.31, the first item is "*Speaking English anywhere makes me feel worried*", it shown that most of respondents disagree that Speaking English make them feel worried, meaning that they believe speaking English is enjoy for them, it also has the same with the others negative statements for behavioral aspects. For item 3, "*I do not feel enthusiastic to come to class when the English is being taught*" students tend to have a negative response, they disagree more because they behave well when the English class is being thought. It is supported by the item 6 which is about "*Studying English makes me have more confidence in expressing myself*" where most of the students have positive response, the students wanted to study English because it makes them become more confidence in expressing themselves.

The item 5 "*I put off my English homework as much as possible*" shows the percentage of students with most of the negative responses, the students

always concern to the homework that given by the teacher, the students finished their homework directly after given by the teacher. Then, for the item 7 *“I am not relaxed whenever I have to speak in my English class”* and item 9 *“I feel embarrassed to speak English in front of other students”*, those items are quite the same, the students tend to have positive attitudes. It can be seen from the table 4.31 which is shown more percentage in disagree answer. Those items explored the students’ capability in the classroom when speaking English, in other words the students are relaxed and brave to speak in the class especially in front of other students.

The item 2 *“Studying English helps me to have a good relationships with friends”*, the majority of students agree that they are able to build a good relationship among peers. Their action when learning English can help each other, for example a students who have a good English can help the students who have low level of English, by that behavior. It’s also can be implemented outside of the class, when someone needs a help about English assignment, students who are already have been long learning the English language, can take a part to finish the assignment, in other words, They could improve each other about English, that’s why they love to learn English, they think English can become one of the way to make a friends. By seeing the item 8 *“When I hear a student in my class speaking English well, I like to practice speaking with him/her”*. It has a relation with the item 2, the students get challenged to learn English more when they see someone speak English. Moreover, when English used in the English class or wider, the used of English everywhere as an international language the community's

perspective considers foreigners who speak English as smart people, so in their view it will give them their own impression if they are able to use English, that's why the students are willing to practice English more and it's supported by the item 4 "*I am able to make myself pay attention during studying English*", the students are easily to give attention to others, they focus on learning English when the class is started.

The last item of Cognitive aspect "*Studying English helps me to improve my personality*", most of the students have positive response, majority the students have a motivation to practice English in order to improve their personality. The students use English to build a confidence and strongly agree to create a good relationship other students. Overall, for the all the positive behavioral items obtain the most Strongly agree and agree, and the most percent went to strongly disagree and disagree in the negative behavioral statements. In other words, it can be apparently be said that most of the student have positive attitude of behavioral aspect towards learning language and language use. The students have a willing and determination to study English more.

In the attitude aspect of Cognitive/belief, from item 11-20, the half are negative statements and the rest are positive statements. The items of cognitive aspect is about the use of English, whether in the class of in a daily life. For the negative statements, mainly students have a neutral responses, because they believe English is not really either difficult or easy to be understand, but they believe learn English can make them understand more subjects and can gain more knowledge when learning English, and The students tend to be able to summarize

the points of English subject. They study English is not only for the Exam, but they think that the people who learn English are intelligent people due to believe that English can improve the personality.

The effect of learning English will increase their willing to gain more knowledge even it's not the English class, it can be seen from table 4.32 which shows 5 items of positive statements of Cognitive aspect, the highest percentage is positive responses, and two items of negative statements, most of the students answered negative response. In other words, all respondents strongly have positive attitude to gain more knowledge, information, understanding, and help with other subjects are possible with learning English, and definitely can decrease their information that they need, or in the daily life which there are some important things with English language, the students can understand the meaning. By learning English they will understand something correspondence of English and will get more knowledge towards other subjects. They believe that from the item 20 "*Studying English is important because it will make me more educated* ", the persons/students who learn English can make them become more educated students, as we know English in school is an essential subject in realizing the globalization Era. The students believe when studying English will gives people the view of the smart person for being able to learn the language of others in a global language and use it in international forums. They agree it will be easier to get a higher level and not too much difficult to learn and understand English in the future. It is proven in the item 14 "*I like my English class so much; I look forward to studying more English in the future*", which largely students believe that

learning English is important to be learnt in early age. In addition, in the rapidly increasing development of civilization, English is affecting many aspects of life. It is apparent from the data of the table that the respondents recognize the importance of learning English in the area of communicating effectively. This is indeed an expression of positive cognitive attitudes of the respondents toward English language.

For the aspect of Affective/feeling, there are 10 items questionnaire as well. This aspect is about students' feeling and thought towards English learning and used. This aspect contains of statements 21-30 which 5 statements are positive and 5 statements are negative. This aspect is about students' emotions/feelings, high importance, more proud, enjoyment, and confidence is concerned. The first item is about "*I look forward to the time I spend in English class*", the students tend to answered negative response, the students are enjoy when the English class is implemented. It's supported by the statements 24 "*Studying foreign languages like English is enjoyable*" and 28 "*I enjoy doing activities in English*". There are some activities in the class of English like presentation, talk with peers, games and so on. They feel that study English is fun and enjoyable. From the item 23 "*I get anxious when I have to answer a question in my English class*", the majority of students have negative response towards statement above, meaning that most of the students have a big confidence to speak English. Nothing to be worried towards using English because they are still learning, but still some of the students feel anxious to speak English in a class.

For the statement 22 *“I feel proud when studying English language”*, largely students answered positive response. The students are proud to learn English due to English is an international language, they feel that English can gain their confidence. So that’s why they have a big curiosity to learn English more. It can be proven by the statement 26 *“To be inquisitive makes me study English well”*, by this statement, mainly the students have a big determination to learn English deeply, and they thought they can speak English well. In the statement 25 *“I prefer studying in my mother tongue rather than any other foreign language “*, the students’ answered are different with other statements. The majority of the students have a neutral response because it’s about the English used, and how the respondents felt about that. They have a concern that English is currently dominating and undermining other languages in the world, but when viewed as a whole, they have a neutral tendency, although all the students are mostly neutral. Because during the academic process, they have been taught English and even the regional language that comes in their learning. In social terms, people using English are considered intelligent and have higher social status in society compared to people who are not able to use English. In terms of culture, English culture may also influence the culture of another country, so that the authenticity of a culture would be mixed with the culture of English, and can even replace the original or local culture itself.

The effect of English will diminish local culture and children’s mother tongue. Nowadays, English is more widely used for children than local language, this causes the native language or the mother tongue of a child to disappear and in

the future the language is no longer able to develop and unknown by new generation and the language is slowly lost, it is proven by Alfarhan (2016, p. 6) stated that “by the time they move out of school most of them would have forgotten about their native language and culture as well. Children spend most of their time in school and the official language used is English especially for second language learners. The fact that they are not allowed to use their native languages makes it difficult for them to understand its significance”.

For this item of affective aspect, students have a neutral response and thought that if we are able to speak the language that we use, then we will not be easily affected by the statement in the item, the students thought that the language of mother tongue is very important as well, because it's their culture. They may be use English in the class or school, but outside of the class of school, they used their mother tongue, one must be wise in learning the language and by learning English someone can definitely learn culture because language is part of culture so people have to be wise in learning language, they should be aware and not forgetting their own language.

Findings of this research are somewhat different from a study conducted by John Clearly (1996) in Malaysia. In his study the researcher found that Muslim students are thoroughly negative toward English and consider it as a non-Muslim language that carries the norms that are not appropriate with the teachings of Islam. On the other hand, this research also addressed Muslim students at Alauddin State Islamic University of Makassar, found that respondents tend to

more neutral and accept this English domination. They consider English as an international language and it has been globalizing its existence, so by following this era people are expected to a competent user of English to support their language knowledge, in addition to their national language and local language, to help them establish a global relationship with the increasingly globalizing world.

Findings of this study are also different from a study conducted by Paula Gonzales (2005) toward students with several different nationalities from all over the world who were in England. His study objective was to analyze people's attitudes about the role of English and the issue of English as imperialist language in the world. Findings of his research show that the dominating factor of English does not come from the language itself, but it comes from the culture it brings. In other words, according to his research English might be neutral linguistically but it may be imperialist culturally. Findings of the present study suggest that most respondents are positive and neutral toward learning English as a foreign language. They do not really associate English with imperialist issues and they just use English as a connecting language to the outside world to explore modern life opportunities. They also believe that each country and society have their own language, so they have to be aware of their own culture. In other words, we may think globally but we have to act as locally.

These findings contradict with the reports given by Abidin et al. (2012), who studied behavioral, cognitive, and emotional attitudes of Secondary School Students toward learning English language. They found that their participants

have a negative attitude in all three aspects of behavioral, cognitive, and emotional toward learning English.

This study produced results which corroborate the findings of a great deal of previous works. For example, Al-Mamun et al. (2012) included in their research that the respondents have positive attitudes toward English language reporting they like English language and they like those who speak English. They were of the opinion that those who speak English create good impression.

Those are findings and discussion of Students' Attitude towards English Language Learning among 3rd Grade Students of SMP Nasional Makassar. Although there are the results which show that students seemed have negative attitude, some have neutral attitude, but the majority of students have positive attitude. It can be seen from the result of mean score of students' attitude (94.8). If it's more than 70, it's indicated that the population of students have positive attitude.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. In the first part, the researcher presents the main conclusion of this study and in the second part presents some suggestions for the next researcher.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concludes that the respondents of 3rd Grade Students of SMP Nasional Makassar have a positive attitude toward English learning and English Use. The findings of this study were based on an examination of students' language attitudes in three aspects, including cognitive, affective and behavioral aspects. Based on the data analysis, the overall total of the students' attitude is positive with total score 8532 and the mean of the total score is 94.8.

Briefly, attitude concept is considered as an essential component in language learning. So, a positive attitude should be the umbrella of language learning. EFL teachers should respect and think about students' feelings, beliefs and behaviors before the cognitive abilities. English curriculum and classroom activities should involve affective aims according to the students' needs and their individual differences to build up positive attitudes towards English. It is so important to study learners' personalities. Cognitive performance can be achieved if the EFL learners possess positive attitudes and enjoy acquiring the

target language. For that reason, the affective perspective, especially attitude, should be considered in language research. Using foreign languages in modern times such as today is very necessary especially for younger generations, because mastering a foreign language such as English may become the main bridge in achieving their dreams. However, being a competent user of English or other foreign languages is not supposed to make us forget about the Indonesian language as our national as well as our local languages.

B. Suggestion

Based on the result of the study, the suggestion that can be considered are:

1. The students should be in line between how they think and how they act. If they have positive attitude towards English, they should apply it including in speaking, listening, reading, and writing in their\ daily life.
2. The students should support each other when they practice their English especially the productive skills. For instance, in speaking skill both in campus area and out of campus area. In writing skill, the students may write their updating status (Whatsapp, Instagram, Facebook, or Twitter) in English, and give comments to the other by using English too.
3. The lecturers should encourage the students to do more practice of what they have learnt in the class.

4. The English department should publish a kind of policy which helps them in practice the language especially speaking. The policy supported by the academics and they apply it together in English Department based on the awareness. The policy should be controlled and evaluated in a particular period of month or year.
5. For the next researcher who are interested to do research relating to this topic, they should consider some part that indicate the weakness of this paper, they are:

- a. Sampling method

This research used random sample which means the researcher considers all respondents the same. However, the respondents consist of three chapters which have a different total number of students. Here, the researcher suggest the use of stratified samples. It is better method because the population consists of some levels. Technically, for the chapter which has a big number if students should have bigger percentage of samples that another chapter which has smaller a number of students.

- b. Point scale in the questionnaire (instrument)

Five point Likert scale is commonly used in conducting the language attitude research. However, it often emerges problem for Indonesian people because they tend to answer the middle option. They tend to not show the clear information about them whether they agree

or disagree with certain statements relating to their opinion. Here the researcher should avoid them of having the middle option (Neutral or Doubt) by deleting the middle option or adding the option to be even: it can be 6 (six), 8 (eight) etc. Thus, the respondents will show their opinion clearly.

Besides, the optional terms in the questionnaire should be distinguished among attitude aspects, students' orientation aspects and behavior aspects. For attitude and students' orientation aspects, it may use the optional terms strongly agree, agree, disagree and strongly disagree, etc., but for behavior aspects, the next researchers may consider to use of frequency terms are used because the behavior aspects relate to the daily activities, and it is tied strongly to the frequency.

c. Students' orientation

The next researcher may improve this research by conducting the research which measuring students' orientation. Further researcher may consider AMTB (Attitude Motivation Test Battery) which is designed by Gardner. Hopefully, the next research will obtain the result deeply.

Finally, hose suggestion above may be the considerations for them who relate to this research. Hopefully, the learning of a foreign language especially English can be better and more spread.

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