

LANGUAGE ATTITUDE OF JUNIOR HIGH SCHOOL STUDENTS TOWARDS ENGLISH LANGUAGE

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
for Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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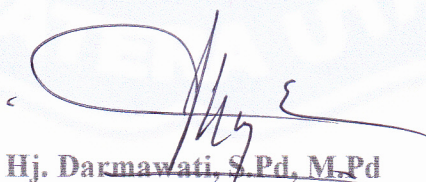
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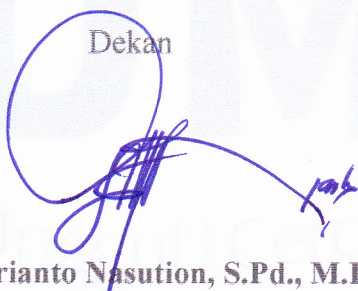
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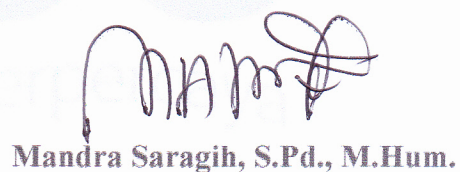
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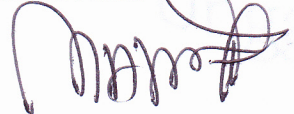
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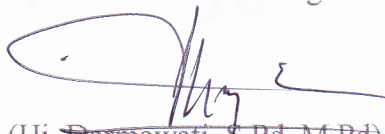
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benar telah melakukan seminar proposal skripsi pada hari Selasa, tanggal 28, Bulan Januari, Tahun 2020.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

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ABSTRACT

Ade Nany Hanifah. 1502050028. “Language Attitude of Junior High School Students Towards English Language”. Skripsi. English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. 2020.

The title of this research is “Language Attitude of Junior High School Students Towards English Language”. This research has done in order to know the language attitude of students in three components of attitude. This research conducted at Junior High School Islamic Al Ulum Terpadu Medan. The data source was students grade VIII consist of 4 classes. This research had 56 students as the respondents. The method of this research in getting the data was field research using the observation, questionnaires and interview techniques. The observation has done in the classroom activities and the researcher gave questionnaire that consisted of 30 statements of language attitude. Then the researcher conducted interview to some of students. After getting the data from the observation, questionnaire and interview the researcher analyzed the data using qualitative descriptive method and the researcher used likert scale and simple percentages. The result of the research was showed that the respondents tend to have positive attitude towards English language. They know the importance of English in globalization era, they learned English proudly and keep do an effort to use English in the calss to their teacher and friends but some of them stated English is difficult and complicated to be learn and they tend to use un grammartically. From the resulting interpretation of likert scale was 3.83 it showed in categorized Agree. The score showed that the averaged total of students at Junior High School Islamic Al Ulum Terpadu Medan in grade VIII was Agree. The conclusions were the attitude of the students towards English language is tend to positive attitude. This result and conclusion is the real result of this research, which it was obtained from the data source itself.

Keywords: Language attitude, English language, Junior High School Students.

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CHAPTER I

INTRODUCTION

A. The Background of Problem

Language plays a big role in the life of a human being and also in social context. It is important thing for human as a tool in communication process, to explore the ideas and emotions. Sapir (1921) states language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. So that there is sociolinguistics field to understand language in the society. Sociolinguistics is the relationship between language and society that concerned with identifying social functions of language and the ways it is used to convey social meaning (Holmes, 2013) In this case, the goals of learning sociolinguistics is to know how language in social communication. Society has important part in language and society can influence the language and language users in its development. Language always develops from one era to another era as tool of communication. Nowadays, in the society all people not only use the first language as mother tongue in their communication even more than one language, such as regional language, nasional language and internasional language such as English.

English is important language all over the world in this era. It becomes international language and the Lingua franca. Lingua franca is a language that used for communicating by people who do not share the same language. In Indonesia, English is taught as foreign language. However, English became an important language should be learned in Indonesian's school. First, it had been a

compulsory subject in examination and taught in Elementary School, Junior High School, Senior High School, and University. Second, people believe that by mastering English fluently especially speak English they would have more chance in getting better jobs. Third, students could master English well, they would be able to study everywhere even they get scholarships easily. Fourth, English always been included in school curriculum which was considered very important for educational environment. That is why English is important language that students should be learned from early age for their education and their future.

Nevertheless, there is a problem appearing about this phenomenon, that is about the students with high motivation and have English environment such as course, English club and so forth, will be easier to achieve and develop their English well. Whereas the students have lack of self confidence to speak, afraid of make mistake in speaking and afraid of teasing from their friends will difficult to achieve English because they don't want to practice at all, because in learning English the students face many obstacles or problem in learning foreign language, there are many factors that need to be considered, one of them is how the attitude of the English learners towards English it self. According to Starks & Paltridge (1994) Learning a language is closely related to the attitudes towards the language.

In learning language an attitude is needed by the students. Because, attitude can show whether the students like or dislike, have favorable and unfavorable attitude towards the language. Jendra (2010) also says attitude towards language can be positive or negative. So that, students who has positive attitude show more

interest and motivation in learning a language. Students who has negative attitude shows low intrest and dislike the language. Victori and Lockhart (1995) said that those students who possess positive beliefes about English language learning have the tendency to increase more positive attitude towards the subject and will behave positively to the language such as speaking English frequently, praising the language, etc. Conversely. students with negative beliefes may lead to class anxiety, low cognitive achievement and negative attitudes.

A good attitude in learning is an important part of education, one of them is the attitude towards English language so there is a need for guidance to students maximally so that students find their true identity. For achieve this goal, it is necessary to develop a language attitude to students in each school. Language attitude is an important aspect for students who show their love for English as foreign language. According to Samsuri (1987) that is all people have in common and the opportunity to master a foreign language based on their willingness, feeling and beliefs this is called a language attitude. Hanafiah (2016) said that language attitude is a belief, assessment and view of one language. Actually, the attitude towards the language can determine how students use and accept the language. Therefore, this research intends to determine the language attitude of students towards English language.

Nowadays, the research about the attitude of Junior High School students towards English language has not been conduct yet. As far as the researcher's knowladge, a through research about language attitude has only been conducted, which examined language attitude among university students, language attitude in Senior High School and language attitude in University of English Department

Student's. This becomes the main reason which encourages the researcher to conduct this research. Because, Students of Junior High School were not always reflect the possitive attitude. Moreover, there are a number of reasons encouraging in conducting this research. First, they didn't have more knowledge and more understanding about English language. Second, they feel ashamed when they are speaking English or use English in their class or in daily life. Third, they didn't have desire to study about English language more out of the school. This problems probably happened to the subject of this research. The lack of a positive attitude contributes to the students' low achievement. Therefore, this research has been conducted to prove how the language attitude of Junior High School students towards English language.

Based on the background above, the researcher has been research about "Language Attitude of Students towards English Language in Junior High School Islamic Al Ulum Terpadu Medan". This research to get information as the solution of the problem in the background.

B. The Identification of Problem

Based on the background of the study above, the problems of this research as follows:

1. Most of Junior High School students have low knowledge about English.
2. The students still feel English lesson is difficult to be learned and feel that English is not important.
3. Students can not speak English in their class or in daily life.

C. The Scope and Limitation

The research focuses on language attitude of students towards English language based on three components of attitude (cognitive, affection, conative) was conducted at Junior High School Islamic Al Ulum Terpadu Medan. This research was only focuses on students in grade VIII A, B, C and D.

D. The Formulation of Problem

The formulation of the problem as follow “How was the language attitude of Junior High School students towards English language in Junior High School Islamic Al Ulum Terpadu Medan?”.

E. The Objective of the Study

The objective of the research was to describe the language attitude of students towards English language in Junior High School Islamic Al Ulum Terpadu Medan.

F. The Significance of the Study

In this research, the researcher described the significances of the study were: Theoretically:

The research about language attitude has been done over the world, but it is still interested to be discussed considering the people’s behavior which is dynamic in different social settings. It can be influenced by some factors whether internal or external.

Practically:

1. For students, this study is useful as input for the students about their attitude towards English language.
2. For teachers, the result of this study could be a reference in their teaching plan to know the language attitude of students toward English language in the School.
3. For the other researcher, could give the information or tips about language attitude and to help them when they want to research this case.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Attitude

Attitude is a part of human being. The word attitude can refer to in body shape, standing position upright, behavior or movements or action taken based on view (establishment, beliefs, feeling or opinion) as a reaction to something. Indeed, attitude it is a psychological phenomenon that usually manifests in form action or behavior (Chaer and Agustina, 2018).

Allport (1935) attitude is as a mental or neutral state of readiness, shaped through experience or dynamic influence on the response provided by an individual to situations and objects. In other word, attitude is about what people think and act toward something. Attitude is a response toward something in human itself because of the existence of stimulus which is given to human being. Sumarsono (2004) attitude can appear when there is a stimulus toward something. In attitude aspects, there are knowledge and mental asset toward something, feeling aspect and someone's view about something. Attitude is a mental position which usually manifests in the behavior or action form in the reality. In other word, attitude is about what people think and act toward something.

Attitude is a mental set of response and as a mental disposition of the human individual to act for or againts a definite object (Britt, 1958: Fishbein, 1967). Based on the both theories can define that attitude as a individual feeling how to behave towards object e.g. English language.

Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior, weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude. Attitude concept can be viewed from these three dimensions, each one of these dimensions has different features to bring out language attitude results. Attitude has three components, they are cognitive component, affective component and conative component.

1.1 Components of Attitude

In addition, according to Saiffudin Azwar (2013) formulates these three components, the cognitive component (trust or belief), emotional component (feelings) and behavioral component (action). Similarly, W.S. Winkel in Saiffudin Azwar (2013) that "in the attitude can be distinguished three aspects i.e.. cognitive. affective and conative aspects". The both is refers to the same purpose about component of attitude.

a. Cognitive Component

Cognitive is the knowledge and idea about nature and concept, that is used in thinking process. The cognitive element of beliefs or knowledge of individual towards the object. It is very important element of cognition is a belief or knowledge evaluation, which ultimately gives direction to attitudes to a particular object. The direction in question is the direction which are desired. The component of cognition is the first step in attitudes, thus covering those issues

related to individual knowledge or experience. This component of cognition contains opinions, beliefs, thoughts and one's view of the object of attitude.

b. Affection Component

Affective is the feeling or emotional which exist in the knowledge and concept of cognitive component. An object can be perceived by a person as being a sense of fun or unpleasant or likable and disliked. It is kind of feeling element causing individuals active. Affective components have the nature of emotional evaluation of object that are positive or negative. This affection component shows the direction of feeling understand someone to respond to an object. That feeling owned by someone is not stand alone, in the sense of feeling is evaluating knowledge or experience, which is then one's feelings will animate it. This component provides an assesment or experience likes or dislikes, if someone has a liking to him there will be a tendency to be positive but otherwise if someone has a dislike, then it will there is a tendency to be negative.

c. Conative Component

Conative is the tendency of someone to act and behave with certain way toward a condition. Conative component or behavioral component in attitude structure shows how the behavior or the trend behaves that exist within a person with respect to the object which he faces. This association is based on the assumption that beliefs and feelings affect behavior a lot. The point is how people behave in situations certain and againts a certain stimulus will be much determined by how his beliefs and feelings toward the stimulus. Trend behave consistently, in harmony with these beliefs and feelings forming individual

attitudes. It is therefore natural that one's attitude will be reflected in the form of behavioral tendencies toward object.

Ozonder (2015) stated that, there are 3 components of attitude, they are:

1) Cognitive

Cognitive component of attitude is the way we percept the objects, events or situation, beliefs or ideas about something around us. Cognitive is what we can see or feel and employ in our thinking.

2) Affective

It consists of the feeling or emotions that the actual object, events or its symbolic representation evoke within an individual, such as sympathy, pity, anger and love.

3) Behavioral

Behavioral component is a tendency or disposition to act in certain ways with reference to some objects, events and person acts in a formal meeting which show his formal behavior.

1.2 Attitude Forming Factors

In social interaction, there is a relationship of mutual influence between individuals with another individuals, there are reciprocal relationships that also influence the pattern the behavior of each individual. Furthermore, social interaction includes the relationship between individuals with the physical environment and psychological environment around it. According (Azwar, 2016) several factors that influence the forming factors of attitudes:

a. Personal Experience

What we have and are experiencing will shape and affect our appreciation of social stimulus and responses become one of the basic forms of attitude. Response and appreciation the object will then form a positive or negative attitude, which is influenced by various other factors. In this connection, Middlebrook in Azwar (2016) says that there is no experience once a psychological object tends to form an attitude negative towards the object. The formation of impressions or responses to objects is a process complex in individuals who involve the individual concerned. To be able to form the basis of attitude, personal experience must be leaving a strong impression. Therefore, attitudes will be easier to form if personal experience occurs in a situation that involves emotional factors. In situations involving emotions, appreciation will the experience will be more profound and memorable.

b. Environment Factor

Other people in the environment around us is one of them social component that influences our attitudes. Someone we are think it's important, someone we expect approval for each our behavior and opinions, someone we don't want to disappoint or someone who means special to us (signifiant others), there will be many influence the formation of our attitude towards something. Among people which is usually considered important for individuals is parents, people who are higher social status, peers, close friends, teachers, workers and others. In general, individuals tend to have conformist attitudesor in line with the attitude of the person he deems important. Trend this, among others are motivated by the desire to avoid conflict with people who are considered important (Azwar, 2016). In

general, individuals tend to have an attitude conformist or in the direction of the person who is considered important which is driven by desire for affiliation and desire to avoid conflict.

c. Emotional Factor

Not all forms of attitude are determined by the situation of the environment and experience someone's personal. Sometimes, a form of attitude is a statement which is realized by emotions that function as a kind of frustrating channel or transfer of ego form. Such an attitude is an attitude that is while and soon passed so frustrated was gone. However, can also be a more consistent and long-lasting attitude. An example of an attitude based on emotional factors is prejudice. Prejudice is defined as an attitude that is not tolerant of a group of people (Azwar, 2016). Prejudice often a form of negative attitude based on abnormalities personality in people who are very frustrated.

d. Mass media

The mass media has a deep influence the formation of opinions and beliefs of people such as radio, television, newspapers, magazine and others. As a means of communication, various forms of mass media have big influence in forming people's opinions and beliefs. In delivering information, the mass media also carries messages that contain suggestions that can direct one's opinion. There is new information about something gives a new cognitive foundation for formation attitude towards it. Informational suggestion messages if it is strong enough, it will provide an affective basis for judging something things so that a certain attitude direction is formed. So with only receive news that has entered the subjective element, certain attitudes are formed.

1.3 Positive and Negative Attitudes

a. Positive Attitude

Positive attitude is the enthusiasm toward the language. It means, if people have positive attitude, they will have enthusiastic and desire to maintain the independence of the language. In this research, the positive attitude may be based on three parts, such as:

1. Knowing the importance of using English in the classroom activities and verbal communication.
2. Being confident to using English in the classroom activities and verbal communication with friends and teachers.

Kara (2009) states that positive attitude leads to the exhibition of positive behavior toward studying, absorbing themselves in it and striving to learn more. The positive attitude can be looked by how the students use the target language.

b. Negative Attitude

The negative attitude is followed with negative thought and action. It means the people do not have enthusiastic and desire to maintain the independence of the language. In this research, the negative attitude may be based on three parts, such as:

1. Not knowing the importance of using English in the classroom activities and verbal communication.
2. Not being confident to using English in the classroom activities and verbal communication with friends and teachers.

Having a positive attitude toward the language and culture and toward learning a foreign language is an important contributor to the success of foreign

language learning. A positive attitude might spur learners to interact with native speakers, which in turn increases the amount of input that learners receive. A positive attitude often leads learners to use a variety of learning strategies that can facilitate skill development in language learning. A positive attitude brings out greater overall effort on the part of language learners and typically results in greater success in terms of global language proficiency and competence in specific language skills such as listening, speaking, reading and writing. A positive attitude also helps learners maintain their language skills after classroom instruction is over (Gardner, 1972).

Negative factors of language attitude such as shy to speak and lazy to practice decrease students' achievement in learning English. Both negative and positive attitudes have a strong impact on the success of language learning. The attitude of an individual depends heavily upon different stimuli. Stern (1983) claims that "the affective component contributes at least as much and often more to language learning than the cognitive skills" and this is supported by recent researches. All studies adduce that affective variables have significant influences on language success. Discovering students' attitude about language will help both teacher and student in the teaching-learning process. The different of positive and negative attitude showed in Table 1.

Table 1
The different of positive and negative attitude

Positive Attitude	Negative Attitude
Individuals who have a positive attitude will pay attention to the good, rather than bad in people, situations, events.	People with a negative attitude ignore the good and pay attention to the bad in people, situations, events, etc.
Positive attitudes are rewarded. It means the individual is encouraged to do the same thing in the future.	Negative attitudes are punished to discourage the same action in the future.
If we think positive thoughts we will surely experience such emotions as joy, love, gratitude, peace, and hope.	If we think negative thoughts we will have negative feelings such as anger, disappointment, irritation, envy, etc.
Having a “positive attitude” means a person believes everything happens for the best in the end.	A person with a “negative attitude” tends to believe their best days are in the past. There is nothing to “look forward to” and considers it a waste of time and energy.
It is an optimistic approach for a person to achieve good results.	It is a pessimistic mindset of a person who is not capable of handling critical issues.
It can achieve long-term goals easily and in time.	It can achieve some initial goals but not the long-term goals.
It is a process of solving problems.	It is a process of looking for problems.
A person with a positive attitude pays attention to the virtues of others.	A person with a negative attitude pays attention to other people’s shortcomings.
These persons always see opportunities.	These persons see only limitations.

Source : Thurstone (1946)

Therefore we have to consider the crucial role of affective domain. The characteristics of affective domain are: interest, values and tendency and most of these shape our attitudes. (Saracaloğlu, 2000) states valuing, belief, interest and expectations are refers to affective characteristics. In fact, measuring attitude is achieved more successfully than defining it as a term. Because attitude is so very important in language learning, instructional activities and materials should be exciting, stimulating and interesting to learners. Moreover, teachers should pay special attention to the attitudes students bring to second language learning as

teachers may have to overturn stereotypic or negative views toward the target culture, language, people and language learning. These are the contrast of positive attitude. The students who has negative attitude on language use will give impact in achievement of the target language.

2. Language Attitude

The topic about language attitude is discussed in sociolinguistics extensively. Sociolinguistics refers to a study of the relationship between language and society. It is tied to some social sciences such as anthropology, sociology or social psychology. Here, sociolinguistics and social psychology merge in analyzing how attitudes and perceptions are expressed and how in group and out group behaviors are identified (Yule, 2006. Cited in Khoir, 2014)

Language attitudes are an important aspect of learning a language. Gardner (1985) defines attitude as someone's beliefs or opinions in reacting to the language taught. Similarly, Crystal (2003) argues that language attitudes are the people's way of feeling and receiving their language or other people's language. Furthermore, Myers-Scotton (2006) defines language attitudes as "subjective evaluations" of a language. Hancock (1972) states "attitude is learned behavior and consequently, can be changed from negative to positive by activities and experiences which are perceived to be meaningful by the learner". Similarly, attitudes refer to "a hypothetical construct used to explain the direction and persistence of human behavior" (Baker, 1992). Starks and Paltridge (1994) claim that there is a relation learning. These definitions indicate the importance of a person's attitudes towards their engagement in language learning.

Hanafiah (2016) suggest that language attitude has three main characteristics, they are language loyalty, language pride and awareness of the norm. Language loyalty is a part which encourages people to maintain the language. Language pride is a part which encourages people to develop and use the language as a symbol of identity and united of society. Awareness of the norm is a part which encourages the people to use the language according to its norm. The notion of language attitude becomes vital in understanding the concept of a speech community. Language attitude is one way to know the concept of a speech community.

A language attitude is more than an attitude towards the language only since the language attitude reflects the attitude towards the particular cultural group. According to Webb (1979) language is the most important social polarising factor amongst white South Africans. Because of the close relationship between language and society, it is evident that language attitudes could influence the learning of a second or foreign language. Language is such an integral part of culture and group identity that the learning of a second language could lead to confusion of a person's world view, identity, thinking patterns, emotions and communication. Brown (1987) stresses the fact that language learning is part of a process of acculturation which requires a re-orientation and permeable, adaptable ego boundaries. Because a language attitude is part of such a complex set of attitudes, it usually strongly resists change.

Thomas (1999) said that attitude to languages and language varieties can be related to social and cultural identity, to power and control to notions of prestige and solidarity and that our attitude often influenced by conventionally held stereo

types of language forms and their speakers. The reason why language attitude has close relation with society is society determines the belief and action of someone towards the language.

3. English Language

English language becomes a basic or fundamental for communication internationally. Students are very important to be able in general English. It can be useful for their specific purposes. It has been a reason that English language take important subject in Indonesia's school.

The English language situation in Indonesia cannot be compared with the status of English in Indonesia's neighbours such as Malaysia, Singapore and the philippines (Lauder, 2008). Moreover, English is used as a medium of instruction in some schools and universities and it is the only compulsory foreign language in public schools.

It is notice able that nowadays English competence is needed to enter a good school, to get a better job or to be promoted to a higher position in the work place although English is rarely used in the daily life in Indonesia people. However, English is also widely used in business field in Indonesia since there are currently a lot of Indonesian people who have an export and import business with foreigners from Asian continents such as China, Japan, Korea, Singapore, Malaysia and Taiwan. Therefore. English language is important language to everyone and as a medium language to communicate with people in the world.

4. Attitudes toward English Language

In defining the attitude toward English, the writer follows the definition of attitude suggested by Allport (Ma'at, 1982) who points out that attitude toward English is a mental readiness and organized mind to respond to objects related to English. The attitude has not shown an action or activity yet, it is just a readiness or predisposition.

Hartiala (2000) claims that one of the main goals in teaching people through content and language integrated learning models is to encourage their positive attitudes towards the target language and other languages. Because of this, it is important to study whether this goal is reached or not.

The definitions of the attitude towards English in this research is a mental readiness to respond in positive or negative predisposition towards object related to English. Considering that attitude used in this research is a mental readiness, the researcher uses three indicators in analyzing attitude toward English. They are Cognitive / thought, affective / feeling and conative / will. By using those indicators, it can be expected to answer the problems in this research concerns. The indicators will be developed in accordance with the Junior High School student' mental condition, especially the cognition / thought condition. The evaluating in cognition aspect is not the same with in evaluating in affective aspect because the cognitive aspect involves "wrong / right" things based on arguments, proof, knowledge principle, while the affective aspect involves "bad / good" things based on the value or norms which are admitted by the individual himself.

B. Conceptual Framework

Sociolinguistics is a study of language, one of that is language attitudes. Language attitudes are the opinions, ideas and prejudices that the speaker has with respect to language. Language attitude describes what people feel about other languages or own languages. The attitude structure can explained in three components: cognitive, affective and conative (behavior). Language attitudes can be positive or negative according to statements and questions given by the researcher. The study of language attitudes has variations. Language attitudes toward English in Junior High School will measure about students respond, feel and how students behave towards English as compulsory subjects at school. Attitudes give meaning (knowledge) to life. Knowledge function refers to our need for a consistent and relatively stable world. This may allow us to predict what might happen and give us a sense control. Attitude can help us organize and structure our experiences. Analysis of the process of the language attitude students' of Junior High School towards English from observation, giving questionnaires and interview students will be collected about English which can reflect them positive or negative attitude.

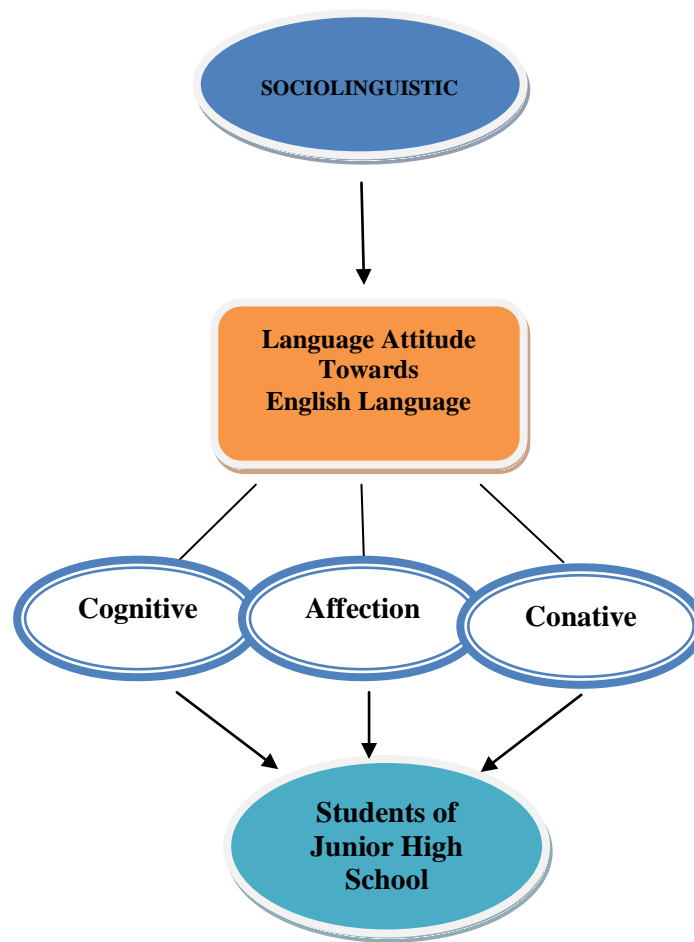


Figure 1
Conceptual Operational Framework

C. Relevant Studies

Putri (2018) states in her research that the study has done in order to know the language attitude of English department student toward English in verbal communication and classroom activities and factor influencing the attitude of the students. The data source is English department in academic year 2015 class B. The methode of this research in getting the data was field research using the observation and questionnaire techniques. The observation has done in classrom activities and the questionnaire has given to the students. After getting the data from the observtion and questionnaire, the writer analyzed the data by using qualitative methode. The result of the research is the students more often used

Bahasa Indonesia rather than English in verbal communication and classroom activities. The conclusions are the attitude of English Department students towards English is still negative in verbal communication and class activities and factor influencing the language attitude of the student is language internal system of English itself. This result and conclusion is the real result of this research, which it was obtained from the data source itself.

Andini (2018) states that this study deals with students language attitude towards the English language and how their attitude has relationship to the their academic achievement. This research conduct at MAN 1 Medan of XI social science class. This research had 40 students as the respondents. The research gave questionnaire that consisted of 30 statements. The researcher used likert scale and simple percentage to analyzed the data. Furthermore, the researcher conducted interview to the students. The result of the study showed that the respondents tend to have positive attitude towards English language but some students have negative attitude in some statement. Their attitude reflect to their score in English academic achievement.

Khoir (2014) said this research aims to portray the students attitude towards English and how they apply their attitude in their daily life. In addition, it tries to find out the students orientation in studying English. Subject of this research is the students of English Department UIN Sunan Kalijaga Yogyakarta. The total number of respondents is 147 students. Collecting data is done through five-point Likert scale questionnaire survey. The questionnaire consists of 38 statements. Furthermore, to gain better understanding to the object, the researcher applies a semi structure interview to some selected participants. The result of the study

shows that the 32 respondents tend to have positive attitude towards English. They know the importance of English in globalization era, learn English proudly and intend to practice English well and correctly.

According to Kartini (2015) states in The research is to find out the language attitude of Trunojoyo Madura University's students, especially the loyalty and the pride towards Madurese. The researcher used quantitative descriptive method with simple statistical computation. The data was collected by using questioners, interview, and observation technique. The interview was conducted by interviewing the respondents in depth in order to obtain the required information and was not in the list. The research used attitude, language attitude and language selection theory. The result showed that the students of Trunojoyo Madura University had positive attitude toward 33 the Madurese. It could be seen that from the percentage computation of the student who answer strongly agree and agree were 76.6% for loyalty to the Madurese, whilst the pride to the Madurese were 83.6%.

In this research, The researcher was conducted to find how the language attitude of Junior High School students toward English language by giving questionnaire by using likert scale and conduct interview to some selecting respondents and doing observation to get some data that is needed. Then, this research will find out the students language attitude towards English language. The data is designed in descriptive qualitative research. Therefore, this research is different from the research above.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

The location was in Junior High School Islamic Al Ulum Terpadu Medan. At Tuasan Street No. 35 Medan. The reason of selecting this location for research is because the students has a good performance in English Class and they have English Club Class in that school.

B. Subject and Object

1. Subject

Population is all data that is of concern to researchers in a specified scope and time. This is similar to Sugiyono (2012) which states that “the populations the area of generalization consists of objects / subjects that have certain qualities an characteristics determined by researchers too be studied and the conclusions drawn”. The subject of this research would be on the Students of Junior High School on grade VIII were consists of 4 classes.

2. Object

Samples were part of the population taken as data can be considered to represent the whole population. This is in line with Arikunto’s opinion (2006) said that “the sample is partial or representatives of the population to be studied.” according to Sugiyono (2011) "Samples are part of the number and characteristics possessed by the population.” the population of this research was the students of Junior High School in grade VIII were consist of 4 classes. Then the sampling

technique used in this research was based on the Slovin formula quoted by Husein (2011) then by determined the sample using simple random sampling with error term 10% by Microsoft Office Excel.

$$\text{Slovin formula : } n = \frac{N}{(1+(N.e^2))}$$

Where : n = number of sample

N = population

e = error term

The total of population in this research has been determined by a total of 127 students, then from the data obtained the following sample were:

$$n = \frac{127}{(1 + (127.0.1^2))}$$

$$n = \frac{127}{2.27}$$

$$n = 55.95$$

$$n = 56$$

So it is known from calculations to find out the sample with an error term of 10% as many as 56 respondents from 4 classes, where each student had the sample opportunity to be selected into a random sample without regard to the origin of their class it showed in table 2.

Table 2
Population and Sample

No.	Class	Population	Sample
1.	VIII – A	32	19
2.	VIII – B	32	15
3.	VIII – C	32	10
4.	VIII – D	31	12
	TOTAL	127	56

C. Research Design

In this research, the researcher use field research with descriptive qualitative method. Then, this research has been conducted by using descriptive qualitative with simple statistical computation. The technique to measure language attitude in this research is researcher doing observation in the classroom and give the questionnaire to know their language attitude were positive or negative. After getting the observation data, the researcher identify and analyzed their responds to the statements from questionnaire and interview and then classify their responds to components of language attitude towards English language.

D. The Source of Data

The source data in this research were attitudes toward English language of students class VIII at Junior High School Islamic Al Ulum Terpadu Medan. The totaling data of this research was 56 students. Researchers choose class VIII, because class VIII students have characteristics both in terms of ethnicity,

social status, culture, language spoken and social environment. Therefore, researchers chose class VIII as a source of data in this research.

E. Technique of Collecting Data

The techniques in collecting data were observation, questionnaire with five point or criteria likert scale that were: *strongly agree, agree, doubt, disagree and strongly dissagree* and conducted interview. The language attitude divided into three components: cognitive, affection and conative components. There are 30 questions in this questionnaire about language attitude towards English language. This questionnaire was also made in order to complete the observation data about the language attitude. In this questionnaire, the questions divided into three parts. The first part is about cognitive component which is to know the students' knowledge of English language. The second part is about affection component which is to know the feeling and emotional the students towards English language and the third part is about conative component which is to know how the students' behavior or action towards English language. These three parts have arranged in order to know the language attitude of the students and the reality how they use English language. The questionnaire support the data from the observation before. Then the researcher doing the interview was conducted to some respondents.

F. Technique of Analyzing Data

After collecting the data with observation, questionnaire and interview. The data analyzed by following procedures in analyzing the data, the students' responses in the questionnaire were identified every statement whether positive or negative after grouped into the components of language attitude. The steps as follow:

1. Observation the students in the classroom.
2. Collected the data from the questionnaire.
3. Conducted the interview to some students.
4. Grouped the statements into each components.
5. Analyzed the students responses in questionnaire.
6. Find out the percentage of students' answer in each statement by using the formula:

$$P = \frac{F}{N} \times 100$$

Where :

P = Percentage

F = Frequency of the response

N = Amount of respondent

7. Gave the sign score with the likert scale with Alternative responses of attitude in questionnaire were:

Strongly agree	(scored 5)
Agree	(scored 4)
Doubt	(scored 3)
Disagree	(scored 2)
Strongly disagree	(scored 1)

The alternative responses above positive statements would show the positive attitude. The negative statements would show the negative attitude by used the alternative response below:

Strongly agree	(scored 1)
Agree	(scored 2)
Doubt	(scored 3)
Disagree	(scored 4)
Strongly disagree	(scored 5)

8. Thus obtained a moving score variation from the numbers 1 to 5. For that the interval between one criteria with another criteria obtained the number 0.8 by reducing the highest score (5) by the lowest value (1), then divided by the number of criteria (there are 5) (Sugiyono. 2011)

The calculation is:

$$\text{scale range} = \frac{\text{highest score} - \text{lowest score}}{\text{number of criteria}}$$

$$0.8 = \frac{5 - 1}{5}$$

Then the respondents' interpretation criteria are obtained as follows:

1.00 – 1.80 means Strongly Disagree

1.81 – 2.61 means Disagree

2.61 – 3.41 means Doubt

3.41 – 4.21 means Agree

4.20 – 5.00 means Strongly Agree

8. Analyzed the students responds whether positive or negative.
9. Combined all of the data to make the complete data for this research.

CHAPTER IV

RESULT AND DISCUSSION

A. The Language Attitude of Junior High School Students Towards English Language

The data analysis was done in qualitative descriptive method with simple statistical computation. In this section, the answer for the research problem about the language attitude of Junior High School students towards English language. In analyzing the data, the students language attitude towards English language was measured by three components of attitude that were: cognitive component, affection component and conative component by using questionnaire. The statements were categorized in each components of attitude and the interpretation of the students' language attitude can be seen as follow:

1. Cognitive component

This component of cognitive related to the students' opinions, thoughts and one's view of English language. The students who had a possitive attitude would support English language and reflected from their opinions and thought about English language. The percentages of cognitive statement showed in table 3.

1st Statement:

The first statement was "English is an important lingua franca (language) in globalization". The statement was categorized into the cognitive component of attitude. It was presented by the percentages of students response to the statement, strongly agree 78.6% from 44 respondents, agree 30.4% from 17 respondents,

doubt 1.8% from 1 respondent while there was no one answered for disagree and strongly disagree or 0%.

Therefore, the most of respondents aware that English language has importances in globalization as the international language. Based on the total the respondents who strongly agree and agree, they showed the positive attitude to the English language. They known that English should be learned because has important position in globalization.

Table 3
Percentages of students response for cognitive statement

No	Statements	SA		A		Db		DA		SDA	
		N	%	N	%	N	%	N	%	N	%
1	English is an important lingua franca (language) in globalization.	44	78.6	11	19.6	1	1.8	0	0.0	0	0.0
2	I have more knowledge and more understanding when studying English.	17	30.4	22	39.3	15	26.8	2	3.6	0	0.0
3	Studying English help me communicate in English effectively.	23	41.1	24	42.9	7	12.5	2	3.6	0	0.0
4	English language is difficult and complicated to learn.	5	8.9	16	28.6	20	35.7	6	10.7	9	16.1
5	English is more interesting than other foreign languages.	22	39.3	20	35.7	8	14.3	6	10.7	0	0.0
6	I study English just to pass the exam.	11	19.6	17	30.4	5	8.9	14	25.0	9	16.1
7	Being good at English will help me study other subjects well. Ex: computer and others.	30	53.6	22	39.3	3	5.4	1	1.8	0	0.0
8	I can apply the knowledge from English subject in my real life.	15	26.8	15	26.8	20	35.7	3	5.4	3	5.4
9	Knowing English is an important goal in my life.	19	33.9	24	42.9	10	17.9	3	5.4	0	0.0
10	I understand meaning of some English songs when listening it.	21	37.5	24	42.9	10	17.9	1	1.8	0	0.0

2nd Statement:

The second statement was “I have more knowledge and more understanding when studying English” the statement was categorized into the cognitive component of attitude. It was presented by the percentages of students responses

to the statements, strongly agree 30.4% from 17 respondents, agree 39.3% from 22 respondents, doubt 26.8% for 15 respondents and 2 respondent for disagree 3.6%, no one response 0% for strongly disagree.

Therefore, it means that they had positive attitude towards English language from the statement. They known many things about English language and they had gotten of knowledge with learn about English and made their activities were easier because so many things and everywhere in this era used English language. Based on the total the respondents who strongly agree and agree, they showed the positive attitude towards English language.

3rd Statement:

The third statement “Studying English help me communicate in English effectively” the statement was categorized into the cognitive component of attitude. It was presented by the percentages of students response to the statement, strongly agree 41.1% for 23 respondents, agree 42.9% for 24 respondents, doubt 12.5% for 7 respondents and disagree 2.8% only 2 respondent answered. There was no one or 0% respondent for strongly disagree.

Therefore, the respondents answered from the percentages strongly agree and agree. It means that they had positive attitude towards English language from the statement. They beliefs that studying English helped them to communicate used English effectively.

4th Statement:

The fourth statement “English language is difficult and complicated to learn”. The statement was categorized to the cognitive component of attitude because it related to respondent’s knowledge but this statement stated the

unfavourable statement to English language. So, if the respondents answered strongly disagree it can show the positive attitude towards English language. The percentages of the students' response to the statement were strongly agree 8.9% for 5 respondents, agree 28.6% for 16 respondents, doubt 35.7% for 20 respondents, disagree 10.7% for 6 respondents and strongly disagree 16.1% for 9 respondents.

Therefore, the total response of respondent on the statement were categorized negative attitude towards English language based on the percentages on the doubt that stated some of students felt English is difficult to be learned.

5th Statement:

The fifth statement "English is more interesting than other foreign languages" the statement was categorized to the cognitive component of attitude because it related to respondents' knowledge about English language. It was presented by the percentages of students response to the statement. Strongly agree 39.3% for 22 respondents, agree 35.7% for 20 respondents, doubt 14.3% for 8 respondents, disagree 10.7% for 6 respondents and strongly disagree 0% had no respondents.

Therefore, the respondents' answer from the percentages strongly agree and agree showed they had positive attitude towards English language. It means they agree that English is more interesting than other foreign language.

6th Statement:

The sixth statement "I study English just to pass the exam" the statement was categorized to the cognitive component of attitude because it related to respondents' knowledge but the statement stated the unfavorable to English

language. So, if the respondents answered strongly disagree it can showed the positive attitude towards the English language. The percentages of respondents' response to the statement for strongly agree 19.6% for 11 respondents, agree 30.4% for 17 respondents, doubt 8.9% for 5 respondents, disagree 25.0% for 14 respondents and for strongly disagree 16.1% for 9 respondents.

Based on the percentages above the respondents' response in this statement can be said the students had negative attitude because the students had high percentages on agree. It means that the respondents agree if they studied English just to pass the exam.

7th Statement:

The seventh statement "Being good at English will help me study other subjects well. E.g: computer others" the statement was categorized into the cognitive component of attitude. This statement was presented by the percentages of students response for strongly agree 53.6% for 30 respondents, agree 39.3% for 22 respondents, doubt 5.4% for 3 respondents, disagree 1.8% for 1 respondent and for strongly disagree no one answered 0%.

The percentages showed the positive attitude because they very supported about it and they were categorized in strongly agree that English language will help them to be easier in other subjects.

8th Statement:

The eight statement "I can apply the knowledge from English subject in my real life" the statement was categorized into the cognitive component of attitude, this statement was presented by the percentages of students response for strongly agree 26.8% for 15 respondents, agree 26.8% for 15 respondents, doubt 5.4% for

3 respondents, disagree 1.8% for 1 respondent and no one answered for strongly disagree 0%.

Therefore, based on the percentages it showed the positive attitude about English because they strongly agree and agree about the advantages of English language and want to use it in their daily life.

9th Statement:

The ninth statement “Knowing English is an important goal in my life” the statement was categorized into the cognitive component of attitude. It was presented by the percentages of students response to the statement. The respondents gave the answers strongly agree 33.9% for 19 respondents, agree 42.9% for 24 respondents, doubt 17.9% for 10 respondents, disagree 5.4% for 3 respondents and no one respondents for strongly disagree 0%.

Based on the percentages above, it showed the positive attitude about English language because they had strongly agree about the advantage of English language and made it be their goal in life.

10th Statement:

The tenth statement “I understand meaning of some English songs when listening it” the statement was categorized into the cognitive component of attitude. It was presented by the percentages of students response to the statement. Strongly agree 37.5% for 21 respondents, agree 42.9% for 24 respondents, doubt 17.9% for 10 respondents, disagree 1.8% for 1 respondent and strongly disagree had no respondent 0%.

The percentages above showed that respondents gave the answer it showed positive attitude, their attitude include category positive because the activity that

they did with happily made they felt learn English language happily and knew the meaning of the songs lyric.

2. Affection Component

The component of affection is related to the feelings and emotions towards English language. An object can be perceived by a person as being a sense of fun or unpleasant or likeable and dislikeable. The percentages of affective statement showed in table 4.

Table 4
Percentages of students response for affection statement

No	Statements	SA		A		Db		DA		SDA	
		N	%	N	%	N	%	N	%	N	%
11	I feel proud when studying English language.	24	42.9	23	41.1	9	16.1	0	0.0	0	0.0
12	Studying English subject makes me feel more confident.	18	32.1	27	48.2	8	14.3	3	5.4	0	0.0
13	Studying foreign languages like English is enjoyable.	25	44.6	17	30.4	12	21.4	2	3.6	0	0.0
14	I am interested in studying English.	26	46.4	20	35.7	7	12.5	3	5.4	0	0.0
15	I like watching English movies more than others.	24	42.9	18	32.1	10	17.9	3	5.4	1	1.8
16	I prefer to speak bahasa Indonesia than English in my English class.	29	51.8	15	26.8	6	10.7	3	5.4	3	5.4
17	I like listening English songs frequently.	32	57.1	20	35.7	3	5.4	0	0.0	1	1.8
18	I prefer to read an Indonesian novel than an English novel.	32	57.1	9	16.1	10	17.9	1	1.8	4	7.1
19	I use English for discussion in English learning class.	14	25.0	10	17.9	15	26.8	15	26.8	2	3.6
20	I recognize that English is more interesting than bahasa Indonesia.	14	25.0	16	28.6	15	26.8	7	12.5	4	7.1

11th Statement:

The eleventh statement “I feel proud when studying English language” the statement was categorized into the affection component of attitude. It was presented by the percentages of students response to the statements. Strongly

agree 42.9% for 24 respondents, agree 41.1% for 23 respondents, doubt 16.1% for 9 respondents, disagree and strongly disagree had no one respondent or 0%.

Therefore, the respondents had positive attitude. Based on the total the respondents' answer strongly agree and agree, they showed the positive attitude to the English language because they was proude of studying English, it showed their feeling to the English language.

12th Statement:

The twelvth “Studying English subject makes me feel more confident” the statement was categorized into the affection component of attitude. It was presented by percentages of students response to the statement. Strogly agree 32.1% for 18 respondents, agree 48.2% for 27 respondents, doubt 14.3% for 8 respondents, disagree 5.4% for 3 respondents and strongly disagree had no one respondent or 0%.

Therefore, based on the percentages above it showed the answered of respondents was the positive attitude because they agree and they felt more confident of studying English language.

13th Statement:

The thirteenth statement “Studying foreign languages like English is enjoyable” the statement was categorized into the affection component of attitude. It was presented by percentages of students response to the statement. Strongly agree 44.6% for 25 respondents, agree 30.4% for 17 respondents, doubt 21.4% for 12 respondents, disagree 3.6% for 2 respondents and strongly disagree had no one respondents or 0%.

Therefore, based on the percentages above it showed the positive attitude, the respondents' answer that they more supported because they strongly agree were enjoyed in learning English language.

14th Statement:

The fourteenth statement "I am interested in studying English" the statement was categorized into the affection component of attitude. It was presented by the percentages of students response to the statement. Strongly agree 46.4% for 25 respondents, agree 30.4% for 17 respondents, doubt 21.4% for 12 respondents, disagree 5.4% for 3 respondents and no one respondents or 0% for strongly disagree.

Therefore, based on the percentages above it showed that respondents gave the answer strongly agree and it showed the positive affective attitude that they were felt supported and interested to learning about English language.

15th Statement:

The fifteenth statement "I like watching English movies more than others" the statement was categorized into the affection components of attitude. It was presented by the percentages of students response to the statement. Strongly agree 42.9% for 24 respondents, agree 32.1% for 18 respondents, doubt 12.5% for 7 respondents, disagree 5.4% for 3 respondents and Strongly Disagree had no one respondent or 0%.

Therefore, based on the percentages it showed the respondents had positive attitude and the respondents' answer was strongly agree it showed they very supported the English language to their activity like watched English movie.

16th Statement:

The sixteenth statement “I prefer to speak bahasa Indonesia than English in my English class” the statement was categorized into the affection components of attitude. It was presented by the percentages of students response to the statement. Strongly agree 51.8% for 29 respondents, Agree 26.8% for 15 respondents, doubt 10.7% for 6 respondents, disagree 5.4% for 3 respondents and strongly disagree 5.4% for respondents.

The statement had the high percentages on the category strongly agree and agree it showed the negative attitude because the statement had negative meaning or contrast. From the percentages above the respondents had negative attitude because the strongly agree and agree category had high percentages it means the students prefer speak Bahasa than English in their class.

17th Statement:

The seventh statement “I like listening English songs frequently” the statement was categorized into the affection component of attitude. It was presented by the percentages of students response to the statement. Strongly agree 57.1% for 32 respondents, agree 35.7% for 20 respondents, doubt 5.4% for 3 respondents, doubt no on respondent or 0% and strongly disagree 1.8% for 1 respondent.

Therefore, based on the percentages it showed that the respondents had positive attitude. They showed that they were happy about English language, so their activity like listening English songs frequently to improve their listening and vocabulary.

18th Statement:

The eighteenth statement “I prefer to read an Indonesian novel than an English novel” the statement was categorized into the affection component of attitude. It was presented by the percentages of students response to the statement. Strongly agree 57.1% for 32 respondents, agree 16.1% for 9 respondents, doubt 17.9% for 10 respondents, disagree 1.8% for 1 respondent and strongly disagree 7.1% for 4 respondent.

Therefore, it showed the statement had the high percentages on strongly agree it means negative attitude because the statement had negative meaning or contrast. The students most prefer to read an Indonesia novel than English novel.

19th Statement:

The nineteenth statement “I use English for discussion in English learning class” the statement was categorized to the affection component of attitude. It was presented by the percentages of students response to the statement. Strongly agree 25.0% for 14 respondents, agree 17.9% for 10 respondents, doubt 26.8% for 15 respondents, disagree 26.8% for 15 respondents and strongly disagree 3.6% for 2 respondent.

Therefore, it showed the respondents answer that had negative attitude. From the category doubt and disagree were had same percentages it showed that they prefer not use English for discussion in English learning class.

20th Statement:

The twenty first statement “I recognize that English is more interesting than Bahasa Indonesia” the statement was categorized to the affection component of attitude. It was presented by the percentages of students response to the statement.

Strongly agree 25.0% for 14 respondents, agree 28.6% for 16 respondents, doubt 26.8% for 15 respondents, disagree 12.5% for 7 respondents and strongly disagree 7.1% for 4 respondents.

Therefore, based on the percentages it showed that respondents gave the answer on strongly agree and agree they showed positive attitude. The respondents agree that English is more interesting than Bahasa Indonesia.

3. Conative Component

Conative component or behavioral component in attitude structure shows how the behavior or the tend behaves that exist within a person with respect to the object which he faces. The presentages of cognitive statement showed in table 5.

21st Statement:

The twenty first statement “I tend to use English grammatically” the statement was categorized to the conative component because it related to readiness for action of the respondents. It was presented by the percentages of students response to the statements. Strongly agree 28.6% for 16 respondents, agree 17.9% for 10 respondents, doubt 39.3% for 22 respondents, disagree 12.5% for 7 respondents and strongly disagree 1.8% for 1 respondent.

Therefore, it showed that respondents’ response had variation answer. Based on percentages the high percentage on doubt category. It meant that they felt doubt about their skill in using English with grammar.

Table 5
Percentages of students response for conative statement

No	Statements	SA		A		Db		DA		SDA	
		N	%	N	%	N	%	N	%	N	%
21	I tend to use English grammatically.	16	28.6	10	17.9	22	39.3	7	12.5	1	1.8
22	I effort my self to use English language in English class.	19	33.9	17	30.4	15	26.8	5	8.9	0	0.0
23	When i hear a students in my class speaking English well. I like to practice speaking with him / her.	24	42.9	21	37.5	9	16.1	2	3.6	0	0.0
24	I join English club.	20	35.7	15	26.8	5	8.9	14	25.0	2	3.6
25	I like to follow some English competition.	19	33.9	12	21.4	9	16.1	14	25.0	2	3.6
26	I push my self to active in learning English language.	14	25.0	24	42.9	15	26.8	2	3.6	1	1.8
27	I update status in social media (facebook. instagram.twitter and others) in English language.	16	28.6	17	30.4	19	33.9	3	5.4	1	1.8
28	I take English course to improve my English language.	19	33.9	18	32.1	7	12.5	9	16.1	3	5.4
29	I learn English language seriously to get good score in English lesson.	27	48.2	20	35.7	7	12.5	1	1.8	1	1.8
30	I answer teachers questions in English language in English class.	19	33.9	12	21.4	13	23.2	10	17.9	2	3.6

22nd Statement:

The twenty second statement “I effort my self to use English language in English class” the statement was categorized to the conative component because it related to readiness for action of the respondents. It was presented by the percentages of students response to the statement. Strongly agree 33.9% for 19 respondents, agree 30.4% for 17 respondents, doubt 26.8% for 15 respondents, disagree 8.9% for 5 respondents and strongly disagree had no one respondent or 0%.

Therefore, based on the percentages above the respondents had positive attitude toward English language because it showed many of them wanted to participate practice their English language in their class.

23rd Statement:

The twenty third statement “When i hear a students in my class speaking English well. i like to practice speaking with him / her” the statement was categorized to the conative component because it related to readiness for action of the respondents. It was presented by the percentages of students response to the statement. Strongly agree 42.9% for 24 respondents, agree 37.5% for 21 respondents, doubt 16.1% for 9 respondents, disagree 3.6% for 2 respondents and strongly disagree had no one respondent or 0%.

Therefore, based on the percentages above the answer of the respondents’ had positive attitude toward English language because it showed that they strongly agree and they have spirit when heard people used English.

24th Statement:

The twenty fourth statement “I join English club” the statement was categorized to the conative component because it related to readiness for action of the respondents. It was presented by the percentages of students response to the statement. Strongly agree had 35.7% for 20 respondents, agree 26.8% for 15 respondents, doubt 8.9% for 5 respondents, disagree 25.0% for 14 respondents and strongly disagree 3.6% for 2 respondents.

Therefore, based on the percentages above it showed the respondents’ had to positive attitude towards English language because most of them strongly agree and joined the English club in their School.

25th Statement:

The twenty fifth statements “I like to follow some English competition” the statement was caategorized to the conative component. It was presented by the

percentages of students response the statement. Strongly agree 33.9% for 19 respondents, agree 21.4% for 12 respondents, doubt 16.1% for 9 respondents, disagree 25.0% for 14 respondents and strongly disagree 3.6% for 2 respondent.

Therefore, based on the percentages above it showed the respondents' had to positive attitude toward English language because it showed that they have skill and tried to follow the competition.

26th Statement:

The twenty sixth statement "I push my self to active in learning English language" the statement was categorized to the conative component because it related to readiness for action of the respondents. It was presented by the percenteges of students response the statement. Strongly agree 25.0% for 14 respondents, agree 42.9% for 24 respondents, doubt 26.8% for 15 respondents, disagree 3.6% for 2 respondents and strongly disagree 1.8% for 1 respondent.

Therefore, based on the percentages above it showed that respondents had positive attitude towards English language because it showed that they always gave spirit to theirselves to be better in learning English.

27th Statement:

The twenty seventh statement "I update status in social media (facebook, instagram, twitter and others) in English language" the statement was categorized to the conative component because it related to readiness for action of the respondents. It was presented by the percentages of students response to the statement. Strongly agree 28.6% for 16 respondents, agree 30.4% for 17 respondents, doubt 33.9% for 19 respondents, disagree 5.4% for 3 respondents and strongly disagree 1.8% for 1 respondents.

Therefore, based on the percentages above it showed that respondents' had to positive attitude towards English language because it showed that most of them used English in their status on media social and it can help them to improve their vocabulary and practice their English to be better.

28th Statement:

The twenty eighth statement "I take English course to improve my English language" the statement was categorized to the conative component because it related to readiness for action of the respondents. It was presented by the percentages of the students response to the statement. Strongly agree 33.9% for 19 respondents, agree 32.1% for 18 respondents, doubt 12.5% for 7 respondents, disagree 16.1% for 9 respondents, strongly disagree 5.4% for 3 respondents.

Therefore, based on the percentages above it showed the respondents' had to positive attitude toward English language because it showed that they ready to took the English course to improve their English skill.

29th Statement:

The twenty ninth statement "I learn English language seriously to get good score in English lesson" the statement was categorized to the conative component because it related to readiness for action of the respondents. It was presented by the percentages of the students response to the statement. Strongly agree 48.2% for 27 respondents, agree 35.7% for 20 respondents, doubt 12.5% for 7 respondents, disagree and strongly disagree had same percentages it was 1.8% for 1 respondents.

Therefore, based on the percentages above it showed the respondents' had to positive attitude toward English language because it showed that they wanted seriously to learn English for their score and academic also.

30th Statement:

The thirtieth statement "I answer teachers questions with English language in English class" the statement was categorized to the conative attitudes because it related to readiness for action of the respondents. It was presented by the percentages of the students response to the statement. Strongly agree 33.9% for 19 respondents, agree 21.4% for 12 respondents, doubt 23.2% for 13 respondents, disagree 17.9% for 10 respondents and strongly disagree 3.6% for 2 respondent.

Therefore, based on the percentages above it showed the respondents' had to positive attitude towards English language because it showed that many of them answer strongly agree it means that they have big confidents to used English when answered or asked something to their teacher.

B. The Results of Students Interview to Language Attitude of Junior High School Towards English Language

Based on of conducted interview to the students, the researcher got the additon of data to complete information. The interview was conducted to the students in VIII and consisted 4 students from whole class. There was 9 questions for three components of attitude. In every component (cognitive, affection and conative) have three questions. The results of the interview can be seen below:

1. Questions of Cognitive Component

There were three questions of cognitive component, it showed in table 6.

Table 6
Results of Cognitive Questions

No	Researcher's Questions	
1	Do you think that English is important? Why?	
Student's Answer	1	Yes, because with English language we can get job easier and can speak English when English class learning.
	2	Yes, I think that English is important because English is an important language for the era of globalization.
	3	Yes, because it is an universal language.
	4	Yes, because with English, we can easily get a job, we can communicate with foreign people and can get more knowledge.
2	Do you think English language is difficult and complicated to learn?	
Student's Answer	1	No, because if you study all of about English language, you can.
	2	No, I think English language is so interesting and I always want to study English very well.
	3	No, it's easy I think.
	4	Not really, because English is fun.
3	What have you gotten in Learning English language?	
Student's Answer	1	Vocabulary, reading and we can speak English with foreign people.
	2	I have very much vocabulary and now i'm understand a little grammar. So I used in my daily life.
	3	Knowledge, self confident, vocabulary, experience.
	4	Experience and lesson of course.

Based on the results above it showed all students said in cognitive that English is important because as International language and as the language that was needed for the future and many aspects. They stated they got many advantages and progress in learning English language. It meant that students realized the importance of English language.

2. Questions of Affection Component

There were three questions of affection component, it showed in table 7.

Table 7
Results of Affection Questions

No	Researcher's Questions	
1	Are you proud of learning English language? Why?	
Student's Answer	1	Yes, because English is funny and we can learn speak English.
	2	Of course, because English language have been famous in the world. So, I'm very proud to learning English language.
	3	Yes, cause I can talk with some foreign tourist or friends "if I meet one".
	4	Yes, learning English can make me take in part of the olympics.
2	Do you prefer use English Grammatically or Ungrammatically? Why?	
Student's Answer	1	I think, I like used English grammatically.
	2	Actually I'm prefer use English grammatically so well. But sometimes I think that is difficult but I have ambition to use English grammatically so well.
	3	I prefer use English grammatically cause I used to it.
	4	English grammatically, because I used to it.
3	Do you prefer to speak Bahasa Indonesia than English in English class? Why?	
Student's Answer	1	Two of them, Indonesia is local language but when English class I always speak English.
	2	Actually I'm prefer used English in English class but my friends can not use English. So, sometimes I use Bahasa in English class.
	3	I use both of them, cause I like it.
	4	English, because by speaking English. I can improve my English skill.

Based on the results above it showed the students in affective had a pride to the English. They said that they were proud in learning English language because it was as a Foreign language that should be learned and it made someone seemed better than the someone who was not able to speak English. Most of them prefer to used English grammatically sometimes because it was important in learning English to appropriate with the pattern and rules.

3. Questions of Conative Component

There were three questions of conative component, it showed in table 8.

Table 8
Result of Conative Questions

No	Researcher's Questions	
1	How often do you speak English with your friends in English Class?	
Student's Answer	1	It's very difficult cause many of my friends cannot speak English.
	2	Everyday, I tried to speak English with my friends.
	3	Seldom.
	4	Seldom, because most of my friends can 't speak English.
2	Do you have any experience relate English language in Competition?	
Student's Answer	1	Yes, I have experience in English Olimpiade.
	2	Maybe I have, but I'm forgot.
	3	Spelling Bee and Scrabble when I was an Elemantary School.
	4	Yes, I have.
3	Do you take English course to Improve your English language?	
Student's Answer	1	I have take course English language.
	2	Yes, I do it. Now, my English course at Harford Institute.
	3	No, I just watching youtube and play some games, it really make me good at English.
	4	I'm going to take it soon.

Based on the results above it showed the students in conative, they stated that they practiced their English language with their friends and family. Some of them had experience won in English Olympics competition. They used their gadget in youtube, instagram, twitter and games to support their English language. They often enough practice their English language although sometimes they combined the language Bahasa Indonesia and English language.

C. The Data of Students Respond to Language Attitude with Likert Scale

The recapitulations of likerts scale showed on Table 9.

Table 9
Score of Likert Scale

No		Statements	Score	Category
1	Cognitive	English is an important lingua franca (language) in globalization.	4.86*	SA
2		I have more knowledge and more understanding when studying English.	4.02	A
3		Studying English help me communicate in English effectively.	4.29	SA
4		English language is difficult and complicated to learn.*	3.16	Db
5		English is more interesting than other foreign languages.	4.13	A
6		I study English just to pass the exam.*	3.57	DA
7		Being good at English will help me study other subjects well E.g: computer and others.	4.46	SA
8		I can apply the knowledge from English subject in my real life.	3.95	A
9		Knowing English is an important goal in my life.	4.14	A
10		I understand meaning of some English songs when listening it.	4.25	SA
11	Affective	I feel proud when studying English language.	4.27	SA
12		Studying English subject makes me feel more confident.	4.07	A
13		Studying foreign languages like English is enjoyable.	4.16	A
14		I am interested in studying English.	4.23	SA
15		I like watching English movies more than others.	4.09	A
16		I prefer to speak bahasa Indonesia than English in my English class.*	1.86	A
17		I like listening English songs frequently.	4.46*	SA
18		I prefer to read an Indonesian novel than an English novel.*	1.93	A
19		I use English for discussion in English learning class.	3.34	Db
20		I recognize that English is more interesting than Bahasa Indonesia.	3.52	A
21	Conative	I tend to use English grammatically.	3.57	A
22		I effort my self to use English language in English class.	3.89	A
23		When i hear a students in my class speaking English well. i like to practice speaking with him / her.	4.20	A
24		I join English club.	3.68	A
25		I like to follow some English competition.	3.55	A
26		I push my self to active in learning English language.	3.86	A
27		I update status in social media (facebook, instagram, twitter and others) in English language.	3.82	A
28		I take English course to improve my English language.	3.66	A
29		I learn English language seriously to get good score in English lesson.	4.29*	SA
30		I answer teachers questions in English language in English class.	3.64	A
		Total	114.91	Agree
		Average	3.83	

Note: *Negative statements

From the recapitulation showed the results of the resulting interpretation of likert scale is 3.83 its showed categorized agree. The score showed that the total averaged of Junior High School Islamic Al Ulum Terpadu Medan grade VIII was Agree that language attitude of Junior High School Students towards English language tend to possitive attitude.

In the cognitive component the statement with highest score was 1st statement with a score 4.86 and belongs to the SA category, namely "English is an important lingua franca (language) in globalization". In the affective component statement that has the highest score was 17th statement with a score of 4.86 and belongs to the SA category, namely "I like listening English songs frequently". In the conative component the statement which has the highest score was 29th statement with a score of 4.29 and belongs to the SA category, namely "I learn English language seriously to get good scores in English lessons".

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding, the conclusion of this research was the Students in Junior High School Islamic Al Ulum Terpadu Medan as the respondents they showed that they tend to have positive attitude towards English language. In cognitive component, most of the respondents had to strongly agree that English is an important language and had the good impact for the future. In affective component, the respondents had to strongly agree because they had a pride in using English language and they very interested in learning English and also they like listening to the music in English frequently it can improve their English in vocabulary. Then in conative component, the respondents had to strongly agree that they learn English seriously to get a good score in English and also most of them often enough practice their English language although sometimes they combined the language between Bahasa and English language.

B. Suggestion

Based on the result of the study, the suggestions that can be considered were:

1. The students should be in line between how they think and how they act. If they have positive attitude toward English, they should apply it including in speaking, listening, writing and reading in their daily life.

2. The students should support each other when they practice their English especially the productive skills. For instances, in speaking skill they may give response or appreciate those who try to practice the skill both in class (school area) and out of school area. They should more intents to learn about English grammar too.
3. The teacher should encourage the students to do more practice of what they have learnt in the class and never stop give motivation to the students to active in every activity to improve their ability of English academic achievment.
4. The School should to be continue bring some activities for students that can improve their English language and can invite native speaker to teach them.
5. For the next researchers who are interested to do this research relating to this topic, they can relate the language attitude to other aspects that possibility.

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QUESTIONNAIRE

THE QUESTIONNAIRE LIST FOR JUNIOR HIGH SCHOOL STUDENTS IN ISLAMIC AL ULUM TERPADU MEDAN

PERSONAL IDENTITY

Name :

Gender:

Class :

Read the statements below then choose the proper answer based on your condition by filling tick (✓) in column SA, A, Db, DA, SDA

SA : Strongly Agree

A : Agree

Db : Doubt

DA : Disagree

SDA : Strongly Disagree

1. Cognitive Component

No	The Statements	SA	A	Db	DA	SDA
1	English is an important lingua franca (language) in globalization.					
2	I have more knowledge and more understanding when studying English.					
3	Studying English help me communicate in English effectively.					
4	English language is difficult and complicated to learn.					
5	English is more interesting than other foreign languages.					
6	I study English just to pass the exam.					
7	Being good at English will help me study other subjects well. E.g: computer and others.					
8	I can apply the knowledge from English subject in my real life.					
9	Knowing English is an important goal in my life.					
10	I understand meaning of some English songs when listening it.					

2. Affection Component

No	The Statements	SA	A	Db	DA	SDA
1	I feel proud when studying English language.					
2	Studying English subject makes me feel more confident.					
3	Studying foreign languages like English is enjoyable.					
4	I am interested in studying English.					
5	I like watching English movies more than others.					
6	I prefer to speak bahasa Indonesia than English in my English class.					
7	I like listening English songs frequently.					
8	I prefer to read an Indonesian novel than an English novel.					
9	I use English for discussion in English learning class.					
10	I recognize that English is more interesting than bahasa Indonesia.					

3. Conative Component

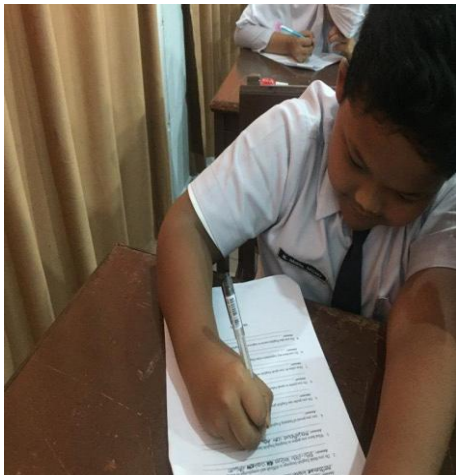
No	The Statements	SA	A	Db	DA	SDA
1	I tend to use English grammatically.					
2	I effort my self to use English language in English class.					
3	When i hear a students in my class speaking English well, i like to practice speaking with him / her.					
4	I join English club.					
5	I like to follow some English competition.					
6	I push my self to active in learning English language					
7	I update status in social media (facebook, instagram, twitter and others) in English language.					
8	I take English course to improve my English language.					
9	I learn English language seriously to get good score in English lesson.					
10	I answer teachers questions in English language in English class.					

**INTERVIEW QUESTIONS OF STUDENTS AT JUNIOR HIGH SCHOOL
ISLAMIC AL ULUM TERPADU MEDAN**

No	Researcher's Questions
1	Do you think that English is important? Why?
2	Do you think English language is difficult and complicated to learn?
3	What have you gotten in learning English language?
4	Are you proud of learnig English language? Why?
5	Do you prefer use English grammatically or ungrammatically? Why?
6	Do you prefer to speak bahasa Indonesia than English in English class? Why?
7	How often do you speak English with your friends in English class?
8	Do you have any experience relate English language in Competition?
9	Do you take English course to improve your English language?

DOCUMENTATION

The students fill the questionnaire



The researcher conducted the interview with some students



Classroom situation in English learning activities



The researcher with the students and English teacher



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- **2003 – 2009** : Elementary School at MIN Belawan
- **2009 – 2012** : Junior High School at SMP Negeri 05 Medan
- **2012 – 2015** : Senior High School at SMA Negeri 16 Medan
- **2015 -- 2020** :Students of English Department of FKIP UMSU

Hobbies : Drawing and Crafting

The researcher,

Ade Nany Hanifah
NPM: 1502050028



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Muththar Basri No. 3 Telp. (061) 6619056 Medan 20238

Webside : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

Form : K - 1

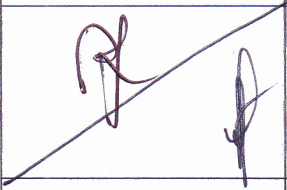
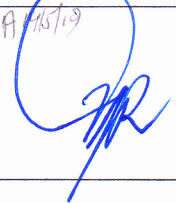
Kepada Yth : Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini :

Nama Mahasiswa : Ade Nany Hanifah
NPM : 1502050028
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 138

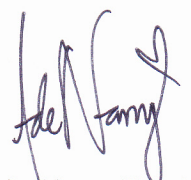
IPK = 3,55

Persetujuan Ketua/Sekretaris Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	An Analysis on Language Attitude of Junior High School Students Towards English Language	
	Language Attitudes of Indonesian as EFL Learners	
	Indonesian Students' Language Attitudes Towards Indonesian and English Through Education	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 13 Mei 2019

Hormat Pemohon,



Ade Nany Hanifah



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Muththar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

Form : K-2

Kepada : Yth. Bapak/ Ketua/ Sekretaris
Program Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat yang bertanda tangan di bawah ini :

Nama Mahasiswa : Ade Nany Hanifah
NPM : 1502050028
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

**An Analysis on Language Attitude of Junior High School Students Towards English
Language**

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Hj. Darmawati, S. Pd., M. Pd.

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, Mei 2019

Hormat Pemohon,

Ade Nany Hanifah



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

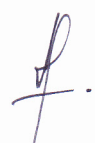
Jl. Kapten Muththar Basri No. 3 Telp. (061) 6619056 Medan 20238

Webside : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat saya :

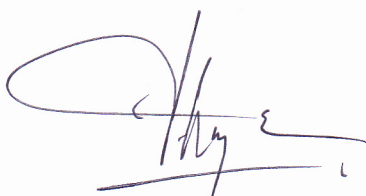
Nama Mahasiswa : Ade Nany Hanifah
NPM : 1502050028
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
An Analysis on Language Attitude of Junior High School Students Towards English Language	

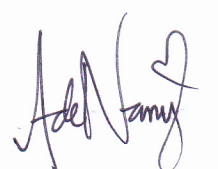
Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah di ajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui Oleh
Dosen Pembimbing

Medan, Mei 2019
Hormat Pemohon,



Hj. Darmawati, S. Pd., M. Pd.



Ade Nany Hanifah



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2333 /IL.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Ade Nany Hanifah
N P M : 1502050028
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : An Analysis on Language Attitude of Junior High School Students Towards English Language.

Pembimbing : Hj. Darmawati, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 23 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 18 Ramadhan 1440 H
23 Mei 2019 M

Dekan







Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

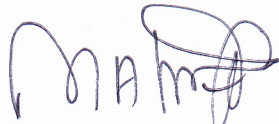
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Ade Nany Hanifah
NPM : 1502050028
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : An Analysis on Language Attitude of Junior High School Students Towards English Language

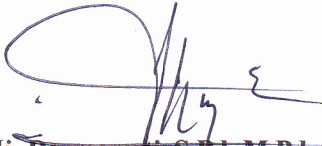
Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
29 Maret 2019	Systematic Writing	
29 April 2019	Chapter I Background	
20 Mei 2019	Chapter II Theoretical Framework	
29 Oktober 2019	Chapter III Method of Research	
26 Desember 2019	Research Design and References	
27 Desember 2019	Acc to Seminar Proposal	

Diketahui Oleh :
Ketua Program Studi


Mandra Saragih, S.Pd, M.Hum.

Medan, 9 Januari 2020

Dosen Pembimbing


Hj. Darmawati, S.Pd, M.Pd.

SURAT PERMOHONAN

Medan, Januari 2020

Lamp : Satu Berkas
Hal : Seminar Proposal

Yth. Ketua Program Studi
Pendidikan Bahasa Inggris
FKIP UMSU

Bismillahirrahmannirrahim
Assalamu'alaikum, Wb. Wb

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : Ade Nany Hanifah
NPM : 1502050028
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : An Analysis on Language Attitude of Junior High School
Students Towards English Language

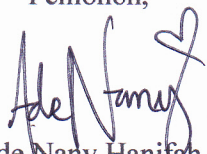
Dengan ini mengajukan seminar proposal skripsi kepada Bapak/Ibu. Sebagai bahan pertimbangan Bapak/Ibu saya lampirkan:

1. Foto kopi proposal skripsi yang telah disetujui pembimbing satu eksamplar,
2. Kuitansi biaya seminar dua lembar fotocopy
3. Kuitansi SPP yang sedang berjalan dua lembar fotocopy,
4. Foto kopi K1, K2, K3.

Demikianlah surat permohonan ini saya sampaikan ke hadapan Bapak/Ibu. Atas kesediaan Bapak/Ibu mengabulkan permohonan ini, saya ucapkan terima kasih.

Wassalam

Pemohon,



Ade Nany Hanifah



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : Ade Nany Hanifah

NPM : 1502050028

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : An Analysis on Language Attitude of Junior High School
Students Towards English Language

sudah layak diseminarkan.

Medan, Januari 2020

Dosen Pembimbing,

Hj. Darmawati, S.Pd, M.Pd


BERITA ACARA SEMINAR PROPOSAL

Pada hari Selasa tanggal 28 Bulan Januari 2020 telah diselenggarakan seminar prodi pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Ade Nany Hanifah
N.P.M : 1502050028
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : An Analysis on Language Attitude of Junior High School Students Towards English Language

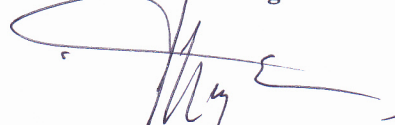
No.	Argument/Komentar/Saran
Judul	<i>Revise the title by omitting the words an analysis on</i>
Bab I	<i>1 Write the background shorter 2 Reduce the scope and limitation</i>
Bab II	<i>Write the diagram of conceptual framework</i>
Bab III	<i>Write for give the good reasons in choosing the location</i>
Lainnya	<i>/</i>
Kesimpulan	<input type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas



Erlindawati, S.Pd, M.Pd

Dosen Pembimbing



Darmawati, S.Pd, M.Pd

Panitia Pelaksana

Ketua



Mandra Saragih, S.Pd, M.Hum

Sekretaris



Pirman Ginting, S.Pd, M.Hum



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Ade Nany Hanifah
N.P.M : 1502050028
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Language Attitude of Junior High School Students Towards English Language

Pada hari Selasa tanggal 28 bulan Januari tahun 2020 sudah layak menjadi proposal skripsi.

Medan, Februari 2020

Disetujui oleh:

Dosen Pembahas

Erlindawati, S.Pd, M.Pd

Dosen Pembimbing

Hj. Darmawati, S.Pd, M.Pd

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.



UMSU

Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : *20* /II.3/UMSU-02/F/2020
Lamp : ---
Hal : Mohon Izin Riset

Medan, 12 Jum. Akhir 1441 H
06 Februari 2020 M

Kepada Yth, Bapak/Ibu Kepala
SMP Islam Al-Ulum Terpadu Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Ade Nany Hanifah
N P M : 1502050028
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Language Attitude of Junior High School Students Towards English Language.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.


Dekan
Dr. H. Efrianto Nst, S.Pd, M.Pd.
NIDN: 0115057302

**** Pertinggal ****



YAYASAN AMANAH KARAMAH SMP ISLAM AL - ULMUM TERPADU

Jln. Tuasan No. 35 Medan, 20222 Telp. (061) 6642331 / Fax. (061) 6638871

STATUS : TERAKREDITASI " A " (AMAT BAIK) NO : Dp. 012513

NSS : 204076009444

www.alulumterpadu.com

NPSN : 10257885

SURAT KETERANGAN

Nomor : 1718/SMP-AUT/E.23/III/2020

Menindaklanjuti surat dari Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Medan, No : 202/II.3/UMSU-02/F/2020 tanggal 06 Februari 2020 tentang Praktek PPL I (Observasi Fisik), dengan ini Kepala Sekolah SMP Islam Al-Ulum Terpadu Medan Jalan Tuasan No. 35 Kec. Medan Tembung Kota Medan, menerangkan dengan sebenarnya bahwa :

No		Nama	Jurusan/Prodi
Urt	NIM		
1	1502050028	Ade Nany Hanifah	Pendidikan Bahasa Inggris

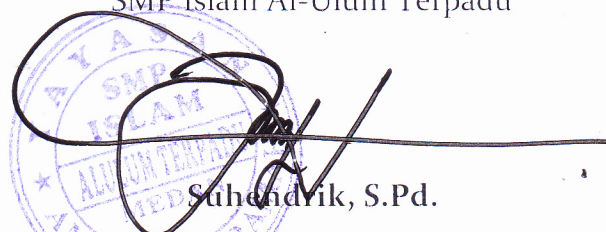
Telah selesai melaksanakan PPL I Observasi Fisik di SMP Islam Al-Ulum Terpadu Medan,
Pada :

Tanggal : 02 Maret 2020

Judul Penelitian : Language Attitude of Junior High School Student Towards
English Language.

Demikianlah Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Medan, 02 Maret 2020
Kepala Sekolah
SMP Islam Al-Ulum Terpadu


Suhendrik, S.Pd.