# THE LANGUAGE ATTITUDE OF SENIOR HIGH SCHOOL STUDENTS TOWARDS ENGLISH LANGUAGE AND ITS RELATIONSHIP WITH THEIR ACADEMIC ACHIEVEMENT.

**SKRIPSI**

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

**By :**

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**MEDAN**
**2018**

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# ABSTRACT

**Maita Andini. 1402050275. "The Language Attitude Of Senior High School Students Towards English Language And Its Relationship With Their Academic Achievement". Skripsi. English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. 2018.**

This study deals with students language attitude towards the English language and how their attitude has relathionship to the their academic achievement. This research conducted at Madrasah Aliyah Negeri 1 Medan of XI Social science Class. This research had 40 students as the respondents. The researcher gave questionnaire that consisted of 30 statements. The researcher used likert scale and simple precentage to analyzed the data. Futhermore, 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 statements.They know the importance of English in globalization era, learned English proudly and keep do an effort to use English in the class, to the teacher and friends but they stated English is difficult and complicated to be learn and they tend to use un grammatically. Their attitudes reflect to their score in English academic achievement. The student who has high score tend to the positive attitude with strongly and agree response and the low score tend to negative with doubt, disagree and strongly disagree. Some students showed they tend to had a negative attitude but their score higher than the students had the positive attitude. Students' attitude surely had relationship to their academic achievement because reflect on their attitude towards the language.

*Key Word: Students' attitude, English Language, academic achievement.*

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# CHAPTER I

# INTRODUCTION

## A. Background of Study

English became an important language should be learned in indonesia's school. First, it had been a compulsory subject in education. English become a compulsory subject in Indonesian curriculum, because the government fully realized that it has an important role in education especially to achieve the international standard in indonesian education. In addition, it also had been one of the subjects for the national exam. Second, because all people understand that English was an international language that was used in various fields especially in education. Third, people believe that by mastering English, especially being able to speak English Fluently, they would have more chance in getting better jobs. Fourth, it had been a general fact that if students could master English well, they would be able to study everywhere; even they would be able to get scholarships easily. Fifth, English always been included in school curriculum which was considered very important for developing science, commerce, and technology. That was why English was important to be learned and need awareness from the students about the English importance to their studyand their future.

English language are crucial for ELL. English language learners can more easily master content when teaching practices incorporate strategies for language learning, like the use of language objectives (Dong, 2005). Teaching English at senior high school are also take an important part of English

Learner to achieve functional and informational level of literacy. In functional level, students are able to use the language to fulfill their daily communication. In informational level of literacy, students are able to access knowledge with their language ability. The learning objectives beside they are supported of teacher, curriculum, materials and facilities. In learning language, english learners should be able to active and practice the language in the class and in their daily life. English language learning wants to every english learners be able use english language in instructional process and do activities to support their competence in english language.

Language attitude can be positiveor negative (Jendra, 2010:106). Victori and Lockhart(2005) argued that those students who possess positive beliefs about English Language learning have the tendency to increase more positive attitude towards the subject. Person who learns the language (e.g. English) and has positive attitude towards the language, will behave positively to the language such as speaking English frequently, praising the language, etc. Conversely, negative beliefs may lead to class anxiety, low cognitive achievement and negative attitudes.

According to Fakeye (2010) the matter of leaner's attitude is acknowledged as one of the most important factors that impact on learning English language. The attitude towards learning have an obvious influence on students behavior and consequently on their performance. The students' attitude towards english language can reflect their effort to achieve the goal of the language proficiency. When students with positive attitudes experience success, the attitudes were reinforced, whereas students with negative

attitudes may failed to progress and become even more negative in their language learning attitudes. Because attitudes could be modified by experience, effective language teaching strategies can encourage students to be more positive towards the language they are learning. The language attitude of students could show how the students' feel to a language. Every students was expected to have positive attitude to get better comprehend for the english language and support their academic achievement in English lesson.The positive attitude of the students can influence their academic achievement better and on the contrary, the negative attitude of the students makes their english academic difficult to be achieved.

Students of Senior High School as the students in grade where the students have had many experiences in English language at school. But in reality, their experiences were not always reflect the positive attitude. They still feel english lesson is difficult to be learned and feel that English didn't important, They didn't have desire to study about English language more out of the school. They feel ashamed when they are speaking English or use English in their life at school or at home. This phenomenon probably happened to the subject of this research. The lack of a positive attitude contributes to the students' low achievement.

Based on the background above, the researcher will be researched about"The language attitude of senior high school students towards English language and its relationship with their academic achievement". This research to get information as the solution of the problem in the background.

## B. The Identification of the problems

The problems of this study identified as follows :

1. The students' language attitude towards english language.

2. The relationship of the language attitude of students to their academic achievement.

## C. Scope and Limitation

The scope of this study was aboutLanguage Attitude. This study limited on its related to the academic achievement of Senior High School Students of MAN 1 Medan.

## D. Formulation of the Problems

The formulation of the study as follows :

1. How was the language attitude of senior high school students towards English language?

2. How was the relationship of language attitude of the students' with their academic achievement?

## E. Objectives of the Study

The objectives of the study were:

1. To describe the students language attitude towards english language.

2. To describe the relationship of students' language attitude with their academic achievement.

**F. The Significances of the Study**

The result of this research was aimed at giving benefits both theoretically andpractically.

1. 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 and different in different social settings. It can be influenced by some factors whether internal orexternal.

2. Practically, the significancse of the research were thefollowing:

a. For students, this research was significant to help them to know their attitude rate towards English in order they can take decision wisely how they should behave to the language that was being learnt and apply it in dailylife and useful for their future.

b. For Teachers, the result of study was aimed to be reference of the teachers in their teaching plan. Thus, the students' quality in Senior high school will be better andbetter.

c. For linguists, the research could stimulate them to do more researches relating to the language attitude.

d. For common people, this research couldgive the information or tip to them when they want to learn a foreignlanguage.

# CHAPTER II

# THE REVIEW OF LITERATURE

## A. Theoritical Framework

In conducting a research, theories were needed to explain some concept or terms apply in the research concern, some terms were used in this study and they need to be theoretically explain. In the following part, theoretical elaboration on the term used.

## 1. Attitude

Azwar (2000: 6) says that attitude is a general evaluation made by humans against themselves, others, objects or issues. According to Azwar examples of student attitudes toward objects such as attitudes toward school or on subjects. Students' attitudes toward subjects should be more positive after learners follow lessons than before learning. This change is one indicator of the success of educators in the implementation of the learning process. For that educators must make learning programs including learning experiences of learners that make the attitude of learners to subjects become more positive.

(Gardner, 1985:10 cited in Karahan, 2007) sees attitudes as a components of motivation in language learning. It means that attitudes are the components that reflect a effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language. Basic

predispositions and personality characteristic such as learner's attitude determines towards foreign language.

According to Britt (1958, p. 52), it is a mental set of response and according to Fishbein (1967, p.12) defines attitude it as a mental disposition of the human individual to act for or against a definite object (cited in Trivedi's Journal). Based on the the both theories can define that attitude as a individual feeling how to behave towards object eg. English language.

Attitude is key in social psychology. Baker posits that ideology is a global attitude as it "tends to refer to broad perspectives on society, while attitudes are specific to objects, such as a particular language. Language ideology is, within the field of sociolinguistics, "considered to help to understand the politics of language in specific multilingual contexts and more generally, where there is language variation and language change". In such a context, it seems evident that strong ideological positions influence language attitudes (Garrett 2010).

Al-Mamun, Rahman, Rahman, and Hossaim (2012) defined the term attitude as a psychological construct which defines a particular behavior. Attitude relates to people psychology aspect. Attitude can reflect their behavior towards a object like particular language. It is supported how they consider that particular language have an important position to their life aspect such as education, job, and others.

According to Easier (1986), "to say that we have a certain attitude towards something or someone is a shorthand way of saying that we have feelings or thoughts of like or dislike, approval or disapproval, attraction or

repulsion, trust or distrust and so on". Talking about what someone like or dislike can influence their personal with show the positive or negative attitude towards something.

"Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), 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. Accordingly, the attitude concept has three components i.e., behavioral, cognitive and affective. These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitivism and humanism respectively.

## 1.1 Components of Attitude

Attitudes can be divided into three main components: Cognition, affect and readiness for action (oskamp, 1977), judd and Johnson, 1984, Ajzen, 1988 and Baker, 1922, see figure 1).

ATTITUDE

COGNITIVE                 AFFECTIVE              READINESS

FOR ACTION
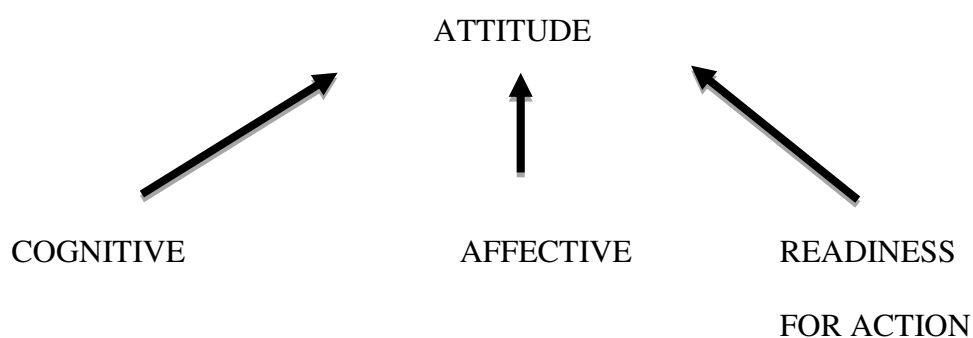
(Baker, 1992:13)

**Figure 1. A three component model of attitude**

The cognitive component includes thoughts and beliefs which means, for example, that a person possessing a favourable attitude towards English might believe in the importance of the language.

The affective component, on the other hand, consists of feelings towards the attitude object, in this case Swedish, which means that a person can, for instance, absolutely love the language and have a passion for English films. However, as Baker (1992) points out, feelings and beliefs may not always go hand in hand, but one can express a positive attitude towards a language or its variant and have, at the same time, covert negative feelings about it.

The third, conative component, that is to say, readiness for action, deals with an intention of acting on the basis of an attitude one has. For example, if a person has a favourable attitude towards English, s/he might consider sending his/her children to a bilingual school. Among researchers, there is, however, some variety in views concerning the theoretical construct of attitude.

Instead of the three-component model (see fig.1), an attitude can, according to Shaw and Wright (1967), also be viewed as "a set of affective reactions toward the attitude object". Closely related with these affective reactions are also propositions about the object (cognition) as well as the action tendencies (readiness for action), which, however, are not considered a part of the attitude itself. In the three-component model of attitude, the three aspects, namely

cognition, affect and readinessfor action,form together asingleconstruct referredtoasan attitude.

In addition, according to Saifuddin Azwar (2013: 24) formulates these three components, the cognitive component (trust or belief), emotional components (feelings), and behavioral components (action). Similarly, W.S. Winkel in Saifuddin Azwar (2013: 18) that: "in the attitude can be distinguished three aspects, ie cognitive, affective and conative aspects ". The both is refers to the same purpose about components of attitude.

**a. Cognitive Components**

The cognitive element of beliefs or knowledges of individual towards the object. It is very important in the 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. Thus, this component of cognition contains opinions, beliefs, thoughts and one's view of the object of attitude.

**b. Affection Components**

The component of affection is related to the feelings they have someone. An object can be perceived by a person as being a sense of fun or unpleasant or likable and disliked. It is this kind of feeling element causing individuals active. Affection components have the nature of emotional evaluation of objects 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 assessment 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 Components

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 against a certain stimulus will be much determined by how his beliefs and feelings toward the stimulus the. Trends 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 objects.

Attitudes may have a cognitive component in the mentalist's view in that they encompass an individual's beliefs (see Section 2.1.1) about the world, e.g., a Japanese national may believe that to learn English in Japan will lead to increased employment opportunities. The existence of a cognitive component of an attitude may result in the stereotyping (see Section 2.2.1.1) of the attitudinal object. For example, in a linguistic context, a speech recording can trigger a listener's stereotypes (i.e., where a category of people are assigned a set of characteristics defining the group) (see Section 3.1.3) with regard to the speaker and his/her perceived social group membership,

which may or may not be close to the social realities they represent. It should be noted here that stereotyping need not always be viewed as a purely negative behaviour. Tajfel (1981: 147–162) maintains that stereotypes serve a number of functions. First, at an individual level, the complex social world can be made more coherent. Secondly, at an intergroup level, stereotypes can serve a social-explanatory function, in that they can create and maintain group ideologies. Stereotypes may also serve a social-differentiation function at intergroup level, in that they can create and enhance favourable differentiations between the social group of which an individual is a member (the ingroup) and a contrasting group of which the individual is not a member (the outgroup). Garrett et al. (2003: 3) believe that stereotypes have a tendency to perpetuate themselves and to function as a repository of common sense beliefs and/or to act as filters through which social life is conducted and interpreted.

Mentalists view the affective component of attitude to involve an emotional response to the attitudinal object, e.g., a love of English literature. Affective responses can be verbal or non-verbal in nature. Examples of verbal affective responses include expressions of appreciation, disgust or anger. Nonverbal responses involve bodily reactions and include: changes in galvanic skin response (i.e., electrical conductance of the skin); dilation of the pupils; changes in heart rate; and other reactions of the sympathetic nervous system. Ajzen (1988: 6) maintains that there is a major difficulty in measuring attitudes from non-verbal responses because it is extremely difficult to classify whether changes in bodily function indicate favourable or

unfavourable attitudes. Attitudes sometimes contain a strong affective component, even where no cognitive component appears to exist. A listener, for instance, unable to identify a variety of urban speech, such as New York speech, may feel it is 'ugly' nonetheless and evaluate the speech of the speaker negatively (see Section 3.2.1). Perloff (2003: 40) maintains that attitudes invariably have a strong affective component.

The conative component of an attitude refers to the individual's predisposition to behave in certain ways, e.g., attending or not attending English language classes. It has traditionally been assumed in social psychology that an individual's evaluations of entities in their social environment have major consequences, including motivating behaviour. There is a great deal of controversy regarding the precise role and utility of attitudes in predicting and explaining behaviour. Social psychologists, however, are generally in agreement, that if measured appropriately, attitudes are a major determinant of behaviour (Bohner and Wanke, 2002: 219–244). However, one difficulty is that external behaviour may consciously or unconsciously be designed to conceal or disguise inner attitudes (Baker, 1992: 16). For example, an individual may appear to be favourably disposed towards a language or language variety but the inner attitude may be disapproving of it. It is also worth noting that there is some evidence to suggest that changes in behaviour can influence attitudes (Eagly and Chaiken, 1993: 499–505; Zimbardo and Leippe, 1991: 87–126).

**1.2 The Formation Of Attitudes**

According to Loudon andBitta in Zaim Elmubarok (2008: 47) suggests that the source attitude formation there are four, namely personal experience, interaction with other people or groups, the influence of mass media and the influence of figures which is considered important. He adds that traditions, customs, culture and level of education influence the formation attitude.According Saifuddin Azwar (2013: 30) several factors that influence the formation of attitudes:

1. Personal experience: To be able to form the basis of attitude, experience personal must leave a strong impression.

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

3. The influence of culture: Without realizing the culture has instilled a line of influence our attitude to various problems.

4. Mass media: The mass media has a deep influence the formation of opinions and beliefs of people such as radio, television, newspapers, magazines, and others.

5. Educational institutions and religious institutions: Educational institutions and religious institutions as a system has an influence in the formation of attitudes due both laid the foundations of understanding and inner moral concepts of individual self.

6. Emotional factors: A form of attitude is sometimes based on a functioning emotion as a sort of frustrating channel or form transfer ego defense mechanisms.

**1.3 Positive and Negative Attitudes**

Thurstone (1946, p. 39) has defined attitude as the degreeof positive or negative affect associated with some psychological object.

| Positive Attitude | Negative Attitude |
|---|---|
| Individuals who have a positive attitude will pay attention to the good, rather than bad in people, situations, events, etc. | 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 die the same thing in future. | Negative attitudes are punished in order to A discourage the same action in 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 definitely 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 "negatives 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 of 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. |

## 1.4 Functions of Attitudes

Attitudes are functionally important to individuals for a number of reasons. One function of an attitude is to contribute to knowledge organisation and to guide approach and avoidance strategies (Perloff, 2003: 74). This knowledge function refers to the essential and perhaps automatic process of categorising stimuli in the environment. The categorisation of stimuli is dependent upon context factors and individuals often classify stimuli into dimensions such as good/bad or friendly/hostile. Attitudes are therefore believed to be important because they supply a cognitive schema, i.e., attitudes provide a simple structure for the individual to categorise and cope with an otherwise complex and ambiguous environment. Attitudes,

therefore, can fulfil a knowledge function because they allow the individual to impose order on the world, make it predictable or to feel that he/she functions effectively (Erwin, 2001: 11).

Attitudes may also provide a utilitarian function (or instrumental function), where individuals can maximise their rewards and/or effectively avoid punishment. Knowledge itself can help to fulfil the utilitarian function, where the ability to identify whether an object or situation is good or bad (e.g., whether a particular species of snake is poisonous) can be useful in the decision of whether to approach or avoid it. An example of attitudes which serve a utilitarian function are those attitudes based on self- interest, e.g., non-smokers who support stricter smoking regulations (Bohner and Wanke, 2002: 7–8).

An attitude may also serve an individual's higher psychological needs. Prejudicial attitudes, for example, are thought to be examples of attitudes which serve an ego-defensive function. Prejudicial attitudes often allow individuals to feel better about themselves and are thought to protect them from the harsh. The prejudiced individual creates targets (e.g., a minority group) and these prejudices are likely to be intensified on occasions where there is a perceived threat to the self. For instance, an individual recently fired from a job is likely to feel more prejudiced immediately after the event than before the event. Although there may be no relationship between a particular minority group and dismissal from the job, the group may be used as a scapegoat to support both the individual's ego and self-esteem (Erwin, 2001: 9).

Attitudes may also serve a social identity function (or value-expressive function), where the expression of an attitude may affirm the central values of the individual, aid the maintenance of social relationships, maintain self-esteem, reduce inner fear and conflict or cope with threats to the self. For instance, a teenager's attitude towards music or style of dress may help to support the self-image and aid group membership amongst peers. These same attitudes, however, may also emphasise distinctness and indicate non-membership of other groups, e.g., to emphasise independence of the teenager from his/her parents (Erwin, 2001: 10). An important attribute of an attitude is its intensity. The intensity of an attitude refers to the level of vehemence with which it is held by the individual (Oppenheim, 1992: 176). For example, some individuals in Japan may feel strongly that it is important to learn foreign languages and this may propel them to study in the evenings at a language school. For others, however, although they may be favourable towards foreign language learning, it may be less important to them and they may be less likely to enrol on a foreign language course. Both sets of individuals are likely to respond positively to a series of statements in favour of foreign language study.

The former group would, however, be expected to agree more strongly to these statements than the latter group. There is, therefore, likely to be a distinction between the intensity with which the two sets of individuals hold the same attitudes towards foreign language learning. Perloff (2003: 56) maintains that attitude intensity is particularly important because strong attitudes are more likely to: (i) affect judgements (ii) guide behaviour (iii)

persist (iv) be resistant to change Hence, in any attitude study it is vital to not only identify the individual's attitude towards an object but also to measure the intensity with which it is held.

## 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: 205 cited in Khoir, 2014).

Crystal (1992 cited in Siregar, 2010) states that language attitudes are the feelings people have about their own language or the languages of others. Moreover, there are five implications of language attitudes, including: 1. It usually entails attitude to the speakers of the particular language or dialect. 2. It influences sound change, 3. It may influence how teachers deal with pupils, 4. It may affect second language learning, 5. It may effect whether or not varieties are mutually intelligible" ("language attitudes", 2007). The language attitude relates to the students feeling as the learners of foreign language also depends on how the teacher can support students at school to get the good feeling to the language in learning that language.

Richards and Schmidt (2010) define language attitudes as: the attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or

negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes may have an effect on second language or foreign language learning. The measurement of language attitudes provides information which is useful in language teaching and language planning (Richards and Schmidt 2010: 314 cited in Louw, 2013)

While Crystal (1997: 215), similarly to Richards and Schmidt (2010), talks about "the feelings people have about their own language or the language of others", Bradac (1990) focuses more on the speakers and listeners as well as the behavior of the latter by giving the following description of language attitudes: "persons have attitudes toward language which are especially salient and influential in initial interactions. This means that various linguistic features trigger in message recipients beliefs and evaluations regarding message senders, and that these beliefs and evaluations are most likely to affect recipients' behaviours".

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 amon~st 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: 128) 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.

Attitudes towards global languages such as English are likely to be strong (as are attitudes towards ethnic groups, celebrities or favourite products) and are characterised by well-learned association between the language and the evaluation, which can be activated automatically from memory (Perloff, 2003: 68). 2.2 Language Attitudes 25 The term 'language attitudes', however, is an umbrella term, which encompasses a broad range of possible empirical studies, concerned with a number of specific attitudes.

Baker (1992: 29–30) identifies the following major areas: (i) attitude towards language variation, dialect and speech style (ii) attitude towards learning a new language (iii) attitude towards a specific minority language (iv) attitude towards language groups, communities and minorities (v) attitude towards language lessons (vi) attitude of parents towards language lessons (vii) attitude towards the uses of a specific language (viii) attitude towards language preference.

## 2.1 Factors May Influence A Language Attitude

Several factors may influence a Language Attitude according (Jendra, 2010: 109-111) are :

1. The prsetige and power of the language

In many Countries around the world an enthusiasm to learning English is not uncommon. Some people assume that learning a foreign language (English, for example) will correlate with declining the national loyality of the learners. However, scholars have learned that the enthusiasm on learning a foreign language is not always correlated with a negative attitude towards the national and cultural feeling of the learners.

2. Historical background of nations

Some Middle East people may not want to study English because they learn from their history that western people were colonialist.The view is possibly strengthened with some complicated contemporary disputes between the western and Arabic (Muslim) cultures.

3. The social and traditional factors

In the society where a diglossic situation is found the higher variety of the language is normally considered as better form tha the lower one. In the society with a traditional polyglossia, a negative attitude may be demostrated towards the use of language associated with a higher class, especially if it is perceived as instrumental for controlling or downgrading the other people.

4. The languae internal system

People often show positive attitude towards learning a language because the grammar, pronunciation, and vocabulary are relatively easy. As the

gender-based nominal system of the languages is dificult to learn when compared to English, students may choose to learn English, instead of French and German. A negative attitude might be also found towards learning Chinese with its complex tonal pronunciation and orthographic system.

## 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 useful for their specific purposes. It has been a reason that English language take important subject in indonesia' school.

There have been a lot of efforts and finances invested to supports the English teaching programs all over the country. (Richards, 2001:230 cited in Gultom, 2015) states Every language has a system and it can be explained by linguistic knowledge. English teachers must be able to select instructional materials such as books, journals, audio-video tape recorders and cassets, self-access and computerized language instruction to facilitate language learning so that the students can achieve effective language learning.

The English language situation in Indonesia cannot be compared with the status of English in Indonesian's neighbours such as Malaysia, Singapore, and the philippines (Lauder, 2008). Indonesia has not been a colony of either the U.K or the U.S.A in the way these countries have; therefore, there is no foundation for the use of English in official or public life. Moreover, English is used as medium of instruction in some schools and universities ("Languages", 2006) and it s the only compulsory foreign language in public schools (kweldju,2004).

It is noticeable that nowdays English competence is needed to enter a good school, to get a better job, or to be promoted to a higher position in the workplace although English is rarely used in the daily life of Indonesian 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.

## 3.1 Attitudes toward English Language

Language attitude vary in nature. People show attitudes of varying nature such as attitude to the variation of language; attitude to minority language and dominant language; attitude to foreign and second language; attitude to a specific language etc (as cited in Mamun, et al: 2012). In defining the attitude toward English, the writer follows the definition of attitude suggested by Allport (Mar'at, 1982: 9) 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: 38) 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 and if it is, how.(Pirskanen, 2009).

The Macmillan English Dictionary (2002) defines the word attitude as "someone's opinions or feelings about something, especially as shown in their behaviour". All people have some attitudes towards all things, be they neutral, positive or negative. Attitudes towards languages are no different. Attitudes towards different languages have been studied a lot for decades (Kansikas 2002). Again, there are different schools of thought which have different views on what language attitudes are, what they are constructed of and how they can be studied. Currently the most popular view on language attitudes is a combination of 10 the older views. This new theory suggests that attitudes towards different languages are not static but ever changing and thus there is no one certain answer to all the questions concerning them since it all varies in different circumstances.

(Kansikas 2002) In her study Kansikas (2002) claims that Finns have quite positive attitudes towards the English language. Kansikas (2002: 109-111) claims that Finns think of English as nice, easy, normal and that English is seen as a Lingua Franca. Kansikas (2002: 110) also states that the attitudes were the same towards English regardless of the grade the interviewed students had in English.

Attitude is the degree of positive or negative predisposition which is related to psychological objects. The psychological objects mean symbols, people, signs, sentences, institutions, and jobs, ideas which can be differentiated in positive or negative way. So, the definition of attitude toward

English in this thesis is a mental readiness to respond in positive or negative predisposition toward objects related to English. Considering that attitude used in this thesis is a mental readiness, the researcher uses three indicators in analyzing attitude toward English. They are cognitive/thought, affective/feeling, and will. By using those indicators, it can be expected to answer the problems this thesis concerns. The cognitive/thought aspects are related to knowledge or ideas or propositions that express the relation between the situation or the object. The affective/feeling is related to the emotion of feeling that accompanies the idea. The will aspect is related to physical symptom which reflects an activity as physical efforts of individual.

The indicators will be developed in accordance with the senior high school students' 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 argument, proof, knowledge principle, while the affective aspect involves "bad/good" things based on the value or norms which are admitted by the individual himself.

(Jendra, 2010:114) The language that enjoys a positive is normally associated with stronger political power or with economically more promising condition. But this is not always the case. According to a research, English was rated higher than Spanish by the billinguals in the United states only in the formal context (in the school) but it is lower in the non-formal one (at homes).

In general People who learn English formally are more likely to show positive attitude towards using the standard Englsih. Negative attitudes on the other hand are often demonstrated towards the use of the non-standard and ethnical varieties, such as African-American Vernacular English (AAVE), Australian English, Chinglish (English used by Chinese native speakers), etc. However, it is also reported that most students with AAVE background often show resistence towards acquiring the standard English they have to study at school. Some people tend to hold a positive attitude by claiming the language or the variety they use as standard, but express negative opinion about dialects of the same language regarded as standard by other speaker (Jendra, 2010:115).

**4. Academic Achievement**

According to Sardiman M.S in Green Heroes (2010) states that "Achievement is a real ability that is the result of interaction between various factors that affect both from within and from outside the individual in learning". Meanwhile, according to Arif Gunarso (1993: 77) suggests that the learning achievement is the maximum effort achieved by someone after carrying out the learning efforts.

Academic Achievement of students is the ability of the students to study and remember facts and being able to communicate his knowledge orally or written form even in an examination condition. Factors that influnce students's academic achievement might include students's attitude towards

school, interest in learning, study habit, attribution, self-eficiacy, intelligence, and motivation (Kpolovie, 2014:1-2)

The findings of investigating the secondary stage students' attitudes toward learning English as a foreign language and their achievements in reading comprehension indicated that the respondents have positive attitudes toward learning English (Momani, 2009). Also, there was a strong correlation between the students' attitudes toward learning English and their performance in reading comprehension. The same findings were supported by Al-Tamimi and Shuib (2009) who conducted one study on Petroleum Engineering students' motivation and attitudes toward learning English. As they argue, the students have positive attitudes toward the use of English in the Yemeni social and educational contexts. They also showed an affirmative attitude toward the culture of the English speaking world (as cited in Eshghinejad, 2016:4).

(Kpolovie,2014:75) A person's successful achievement inany activity is based upon the volume of requisite information that he has on the activity, his interpretation of it and most importantly, the application of his entire information on it. Acquisition of such information depends on reading and learning in most cases But the drive to learn could to an extent be a function of the persons' interest in the activity and engage in the activity. What one learns may depends on the degree to which he succeeds in achieving that aim or purpose.

## 4.1 The Relationship between students' Language Attitude on Academic Achievement.

Isangedighi (1997) reports strong correlation between interst in learning, study habits and academic achievement of high school students. He equally noted that the degree of learning depends on the amount of time a child is actively engaged in learning. The time spent on studying helps students to retain the materials learnt, which may eventually boost the students' performance outcomes during test or examinations. A person does not naturally spend very long time in studying materials that do not capture his interest and attention.

The level of academic achievement of students is dependent upon or associated with a number of psychological, sociological and environmental factors. The psychological factors could include attitude of students toward schooling, interest in learning, study habit, attribution or locus of control, self-efficiacy, personality, motivation, creativity, sociability, age, persistence, and intelligence (Kpolovie, 2014:75)

The Environmental factors that can easily be studied experimentally to determine their effect on students' academic achievement; psychological factor that tend to influence academic achievement could at best only be studied as correlates or predictor of academic outcomes, research has shown that positive and socially appropriate students behaviors such as independence, appropriate classroom conduct, compliance with school rules, and socially appropriate interactions with peers, contribute to positive academic outcomes (Lassen, Stelle & Sailor, 2006). These positive

interaction can create a more pleasureable environment conducive to positive students and teacher communications. Positive behaviors have been associated with an increased ability and willingness to complete classroom works through motivation from students. It is suggested that these positive behaviours contribute to positive academic outcomes because they promote academically oriented behaviors, such as intellectual curiosity, active listening and an interest in schoolwork.

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, 1985).

(Maba, 2017) states the implementation of the 2013 curriculum has been implemented by teachers from elementary to senior high school level. In the 2013 Curriculum, students are no longer as the object of learning, but students are the main actors of learning (students' center). In this case, the students become the subjects of learning by participating in developing

themes and materials in the learning process. By focusing the learning activities on the students' participation, the content standards, process standards and graduate competency standards, and even assessment standards have been changed. In this curriculum, the assessment implementation includes; assessing the students' attitude, knowledge, and skills for each level of education during the learning processes (assessment process) and after the learning processes (assessment of learning outcomes).

Attitude towards a subject at school eg. English lesson also needs a posititve attitude from every students to achieve the goals of the instructional. Positive attitude can help students more active in instructional. There is a important feeling to the english and never feel tired to practice english even in many situation and chance. So, they learning objective in English can be achieved and reflect their score in academic achievement.

## B. Conceptual Framework

Language attitudes are opinions, ideas and prejudice that speaker have with respect to a language. Language attitude describe about what people feel about the other language or own language. Attitudes atructure can be described in terms of three component : Cognitive, Affective and Behavioral (Conative). Language attitude can be positive or negative appropriate with the statement and the questions that reseacher gives.

The study about language attitude has variation. The language attitude towards english language of senior high school students will measure about

students respons, feel and how the students behave to the english language as the compulsory subject in the school and relate their attitude with their academic achievement in school.

Attitudes provide meaning (knowledge) for life. The knowledge function refers to our need for a world which is consistent and relatively stable. This allows us to predict what is likely to happen, and so gives us a sense of control.attitudes can help us organize and structure our experience.

Process analysis language attitude of senior high school students towards english language from giving questionnaire and interview students and teacher will be collectedabout the English language that can reflect their attitudes that are poitive or negative. Conduct interview to the teacher also to get the complete information and then, find out the relationship with students' academic achievement with their language attitude.

## C. Relevant Studies

(Khoir, 2014) States that 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

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 (Siregar, 2010) states in her research thatThe study is to investigates Indonesian students' attitudes toward American English, British English and Englishes in Southeast Asia (Philippine English, Singaporean English, and Malaysian English), and their various contexts of use in Indonesia. The results of some previous studies (Giles, 1970; Ryan et al. 1984, Garrett, et al. 2003, Hiraga, 2005) show that there are more positive attitudes toward types of English which have a more prestigious status. The participants of the study are 108 students of English Literature and D3 English at Maranatha Christian University in Indonesia. The study employed a semi structured interview and questionnaires. The questionnaires were written in English and were adopted from Lasagabaster's (2004) questionnaire.

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 Univesity had positive attitude toward

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 reasearch, The researcher conducts the research is to find how the language attitude of senior high school students out the language attitude of senior high school students toward English language by giving questionnaire by using likert scale and conduct the interview to get some data that is needed. Then, This research will find out the relathionship of the students language attitude towards English language and get the score of English score from English teacher. The data is designed in quantitative descriptive research. Therefore, this research is different from the research above.

# CHAPTER III

# METHODE OF RESEARCH

## A. Location and Time

This Research was conducted at Madrasah Aliyah Negeri 1 Jalan William Iskandar no.7B Medan in 2017/2018 academic year. The reason of choosing this location as the research location, because the school was known good performance in english competion both National or local.

## B. Population and Sample

### 1. Population

The population of this research would be on the Students of Madrasah Aliyah Negeri of Grade XI of IIS ( Social Class). In the grade XI consists of 3 classes that XI IIS1: 39 students, XI IIS2: 35, XI IIS3: 29. So, the total students in IIS Class grade XI was 103 students.

### 2. Sample

Sample is the propotion of population will be selected for observation and analysis. The Sample take randomly because not all the population is necessarily involve in this research. A certain number of students are selecting as the representative. By random sampling, all population has a equal chance of being selected.

**Table 3.1**

**Population and Sample**

| No. | Class | Population | Sample |
|-----|-------|-----------|--------|
| 1. | XI IIS 1 | 39 | 15 |
| 2. | XI IIS 2 | 35 | 15 |
| 3. | XI IIS 3 | 29 | 10 |
| | TOTAL | 103 | 40 |

## C. Research Design

This study would be conducted by using descriptive quantitative-qualitative design with simple statistical computation. This study wasidentified and analyzed students attitude with their responses to the statement from questionnaire and interview and classify their responds to components of attitude and the score in English test.

## D. The Source of Data

The source of data would be derived from give questionnaire by using likert scale, interview and documentation. The descriptive quantitative-qualitative was used to get the data. The questionnaire about students' attitude and was stengthened with the result of interview respondents.

## E. Technique For Collecting Data

The data was collected by using questionnaire, interview and documentation . The interview was conducted by interviewing the respondents

The step of collecting data will be shown as follow:

1. Gave the questionnaire to the students who are as the sample

2. Gave Istruction to the students to give (√) about their respond in the statement the questioners

3. Conducted interview to some students

4. Completed the research with transcript after conducted the interview to students.


**F. Techniques for analyzing data**

After collecting the data with 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.

The steps as follow:

1. Collected the data from the questionnaire

2. Conducted the interview

3. Grouped the statements into each components

4. Analyzed the students respons in questionnaire

5. 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 (all number of questionnaire except 4,6,1518,30 as the negative statements and 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)

6. Find out the percentage of students' answers in each statement by using the following formula:

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

Where :

P = Percentage

F = frequency of the response

      N = Amount of Respondent

7. Analyzed the students responds whether positive or negative.

8. Combined all of the data to make the complete data for this research.

# CHAPTER IV

# DATA AND DATA ANALYSIS

## A. Data

The data of this research were the language attitude of students at Man 1 Medan by used the questionnaire with five point likert scale that were: *Strongly agrre, agree, doubt, disagree and strongly disagree* and conducted interview. The language attitude divided into three components: Cognitive, affection and conative components. The relationship of language attitude and the relationship with their academic achivement based on their English score and their attitude in every statements that was divided into three components, including cognitive, affective and conative. Alternative responses of attitude in questionnaire were:

## B. Data Analysis

In analyzing the data, the data analysis was done in quantitative descriptive method with simple statistical computation. In this section, the first answer for the research problem about the language attitude of senior high school students towards English language and the second answer for the research problem about the relathionship of language attitude of senior high school students with their academic achievement.

In analyzing the data, the satements were categorized in each components of attitude and the interpretation of the students' language attitude can be seen as follow:

**1. The Language Attitude of Senior High School Students Towards English Language.**

The students' Language Attitude towards English language was measured by three components of attitude that were: cognitive components, affection components and conative components by using questionnaire.

**1.1 Cognitive component**

This component of cognition related to the students' opinions, beliefs, thoughts and one's view of the object of attitude for instance, English language. The students who had a positive attitude would support English language and reflected from their opinions, beliefs and thought about English language.

**1st Statements:**

When the respondents were given a statement "English is an important lingua franca (language) in globalization". The statement was categorized into the cognitive components of attitude. It was presented by the percentages of students response to the statement. *Strongly Agree 52,5%* from 21respondents and 35% *Agree* to the statement while there was no one answered *Doubt,* 5% or 2 respondents stated *disagree* and 3 respondents or 7,5% for*strongly disagree*

So, it can be stated that the respondents aware 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 felt that English should be learned because has important position in globalization.

**2nd Statements:**

When the respondents were given a statement "I have more knowledge and more understanding when studying English". The statement was categorized into the cognitive components of attitude. It was presented by the percentages of students response to the statement. *Strongly Agree* 20% from 8 respondents and 50% *Agree* to the statement from 20 respondents while there were 11 or 27,5%respondents answered *Doubt*while there was no one respondents stated*disagree* and 1 respondents or 2,5% for *strongly disagree.*

So, the respondents' answer from the percentage strongly agree and agree. It means that they had positive attitude towards English language from the statement. They felt many things they had gotten with learn about English and made their activities were easier. Because so many things in this Era used English language.

**3rd Statement:**

When the respondents were given a statement "Studying English helps me communicate in English effectively". The statement was categorized into the cognitive components of attitude. It was presented by the percentages of students response to the statement. *Strongly Agree*had 15 respondents (37,5%), 21 (52,5%) respondents answered *Agree*while there were just 2 respondents answered *Doubt* 5%, There was no one or 0% respondent answered *Disagree,* and the respondents who answered *Strongly Disagree* 2respondents (5%).

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

**4th Statement :**

The respondents were given the statement "English language is difficult and complicated to learn". The statement was categorized to the cognitive component of attitude because it related to respondents' knowledge but the statement stated the unfavourable statement to English language. So, if the respondents answered *Strongly Disagree* it can showed the positive attitude toward the English language.

The percentages of the students' response to the statment were *Strongly Agree* had 4 respondents or 10%, and 8 or 20% respondents answered *Agree*while there were 12 respondents answered *Doubt* (30%), There were (30%) respondents answered *Disagree* or 12 respondents, and the respondents who answered *Strongly Disagree* 4respondents (10%).

The total response of respondents on the statements were categorized negative attitude towards English language based on the percentage on the strongly disagree and disagree that stated they felt English is difficult to be learned.

**5th Statement:**

When the respondents were given a statement "Having Collection of Many English books, and English sources in learning English language is

important English skill."The statement was categorized into the cognitive components of attitude. It was presented by the percentages of students response to the statement. *Strongly Agree* had 8 respondents or 20%, 21 52,5% respondents answered *Agree,*whilethere was one respondent answered *Doubt* (2,5%), 8 (20%) respondents answered *Disagree,* and the respondents who answered *Strongly Disagree* 2 respondents (5%).

So, the respondents' answer from the percentage strongly agree and agree showed they had positive attitude too towards English language. It meant that they agree to collect some books or other references to support their English skill.

**6th Statement:**

The respondents were given the statement "I study English just to pass the exams". The statement was categorized to the cognitive component of attitude because it related to respondents' knowledge but the statement stated the unfavourable statement to English language. So, if the respondents answered *Strongly Disagree* it can showed the positive attitude toward the English language.

The percentages of respondents' response to that statement 10%, *Strongly Agree*from 4 respondents and 14 or 35% respondents answered *Agree,* there are 6 respondents answered *Doubt* (15%), There were (27,5%) respondents answered *Disagree* or 11 respondents*,* and the respondents who answered *Strongly Disagree* was5respondents (12,5%).

Based on the precentages above the respondents' response can be said the students had negative attitude because it should had low precentages on

Strongly disagree and disagree. It means that the respondents agree or strongly agree if they studied English just to pass exam.

**7th Statement:**

When the respondents were given a "Being good at English will help me study other subjects well. Ex: computer and others."The statement was categorized into the cognitive components of attitude. It was presented  by the percentages of students response to the statement. *Strongly Agree*18 respondents (45%) and 18 or 45% respondents answered *Agree,* there was no one respondent answered *Doubt* (0%), There were 2 (5%) respondents answered *Disagree,* and the respondents who answered *Strongly Disagree* 2 respondents (5%).

The percentages showed the positive attitude too about the respondents' answer that they very supported and has positive attitude about it. They were cateorized agree that English language will help them to be easier in other subjects.

**10th Statement:**

When the respondents were given a "I can apply the knowledge from English subject in my real life".The statement was categorized into the cognitive components of attitude. It was presented  by the percentages of students response to the statement. *Strongly Agree*8 respondents 20%  and 12 or 30%respondents answered *Agree* whilethere were 14 respondents answered *Doubt* 35%  and 3 or 7,5% respondents answered *Disagree,* and the respondents who answered *Strongly Disagree* 3 respondents 7,5%.

Based on the precentage, it showed the positive attitude too about the respondents' answer that they has positive attitude about Engliish because they agree about the advantage of English language and want to used it in daily life.

**14th Statement:**

When the respondents were given a "Knowing English is an important goal in my life."The statement was categorized into the cognitive components of attitude. It was presented by the percentages of students response to the statement. The respondents gave the answer *Strongly Agree*8 respondents (20%), 12 (30%) respondents answered *Agree,* there were 14 respondents answered *Doubt* (35%), 3 (7,5%) respondents answered *Disagree,* and the respondents who answered *Strongly Disagree* 3 respondents (7,5%).

Based on the precentage above, it showed the positive attitude too about the respondents' answer that they has positive attitude about Engliish because they agree about the advantage of English language and made it be their goal.

**17th Statement:**

When the respondents were given a statement "I understand meaning of some English songs when listening it". The statement was categorized into the cognitive components of attitude. It was presented by the percentages of students response to the statement. *Strongly Agree* 6 respondents (15%), 18 or 45% respondents answered *Agree,* there are 12 respondents answered *Doubt* (30%), There were 2 or 5% respondents answered *Disagree,* and the respondents who answered *Strongly Disagree* 2respondents (5%).

The percentages above showed that respondents gave the answer It showed the positive attitude too about the respondents' answer that they attitude included category positive attitude because the activity that they did with happily made they leran about English language happily and knew the meaning,

### 1.2 Affection Components

The component of affection is related to the feelings they have someone. An object can be perceived by a person as being a sense of fun or unpleasant or likable and disliked.

**8th Statement:**

When the respondents were given a statement "I feel proud when studying English language**.** The statement was categorized into the affection components of attitude. It was presented by the percentages of students response to the statement. *Strongly Agree* 12 respondents (30%), 19 (47,5%) respondents answered *Agree,* there are 6 respondents answered *Doubt* (15%), There are 3 (7,5%) respondents answered *Disagree,* and the respondents who answered *Strongly Disagree* respondents (0%).

It showed that respondents' positive attitude too about the respondents' answer that they very supported and has positive attitude because they very agree stated that they was proud. It showed their feeling to the English language.

**9th Statement:**

When the respondents were given a statement "I feel proud when studying English language**.** The statement was categorized into the affection components of attitude. It was presented by the percentages of students response to the statement. *Strongly Agree*  9 respondents (22,5%), 20 or 50% respondents answered *Agree,* there were 10 respondents answered *Doubt* (25%), There was one (2,5%) respondents answered *Disagree,* and the respondents who answered *Strongly Disagree*  respondents (0%).

Based on the percentages above, it showed that respondents gave the answer It showed the positive attitude too about the respondents' answer that they very supported and has positive attitude because they very agree stated that they had been more confident after knowed or study about English. It showed their feeling to the English language.

**11th Statement:**

When the respondents were given a statement "Studying foreign language like Englis is Enjoyable"**.** The statement was categorized into the affection  components of attitude. It was presented by the percentages of students response to the statement. *Strongly Agree* 7 respondents (17,5%), 23 or 57,5% respondents answered *Agree,* there were 7 respondents answered *Doubt* (17,5%), There were 2  (5%) respondents answered *Disagree,* and the respondents who answered *Strongly Disagree* was 1 respondent (2,5%).

Based on the percentages above, It  showed the positive attitude too about the respondents' answer that they very supported and has positive

affective attitude. They showed that they were enjoy in learning English language.

**12th Statement:**

When the respondents were given a statement "I am interested in studying English."The statement was categorized into the affection components of attitude. It was presented by the percentages of students response to the statement. *Strongly Agree* 8 respondents (20 %), 18or (45% respondents answered *Agree,* there are 10 respondents answered *Doubt* (25%), There are 3 or 7,5% respondents answered *Disagree,* and the respondents who answered *Strongly Disagree* 1 respondent (2,5%).

Based on the table, it showed that respondents gave the answer It showed the positive attitude too about the respondents' answer that they supported and has positive affective attitude. They showed that they were interested learn about English language.

**13th Statement:**

When the respondents were given a statement "I like watching English movies more." The statement was categorized into the affection components of attitude. It was presented by the percentages of students response to the statement. *Strongly Agree* 14 respondents (35%), 18 or 45% respondents answered *Agree,* there were 3 respondents answered *Doubt* (7,5%), There were 4 (10%) respondents answered *Disagree,* and the respondents who answered *Strongly Disagree* 1 respondent (2,5%).

It showed that respondents gave the answer It showed the positive attitude too about the respondents' answer that they very supported and has

positive  affective attitude. They showed that they entered the English language to their activity like watched English Movie.

**15th Statement:**

When the respondents were given a statement"I prefer to speak Bahasa Indonesia than English in my English classes."The statement was categorized into the affection  components of attitude. It was presented by the percentages of students  response to the statement.  *Strongly Agree* 4 respondents (10%), 5 or 12,5% respondents answered *Agree,* there were  9 respondents answered *Doubt* (22,5%), There were 16 or 40% respondents answered *Disagree,* and the respondents who answered *Strongly Disagree*  6 respondents (15%).

It  showed the positive attitude too about the respondents' answer that had positive  affective attitude enough. The statement had the high precentage on the category disagree and strongly disagree and showed the positive attitude because the statement had negative meaning or contrast. So if the high precentage on category disagree it stated the positive atttude. The respons had variation because they used mix language in the English class.

**16th Statement:**

When the respondents were given a statement"I like listening English songs  frequently."The  statement  was  categorized  into  the  affection components of attitude. It was presented by the percentages of students response to the statement. *Strongly Agree* 17 respondents (35%), 14 or  35% respondents  answered  *Agree,*  there  were  5  respondents  answered  *Doubt* (12,5%), There  were  3  (7,5%)  respondents  answered  *Disagree,*  and  the respondents who answered *Strongly Disagree*  1 respondent (2,5%).

Based on the table, it showed that respondents gave the It showed the positive attitude too about the respondents' answer that they very supported and has positive  affective attitude. They showed that they were happy about English language, so it had their activity like listening English songs frequently to improve their listening and vocabulary.

**18th Statement:**

When the respondents were given a statement"I prefer to read an Indonesian novel than an English (original) novel". The statement was categorized into the affection  components of attitude. It was presented by the percentages of students  response to the statement. *Strongly Agree* berjumlah 2 respondents (5%), 8 or  20% respondents answered *Agree,* there were 14 respondents answered *Doubt* (35%), There were 8 (20%) respondents answered *Disagree,* and the respondents who answered *Strongly Disagree* 8 respondents (20%).

It showed  the respondents' answer that had positive affective attitude enough. The statement had the high precentage on the category disagree and strongly disagree and showed the positive attitude because the statement had negative meaning or contrast. So if the high precentage on category disagree it stated the positive atttude. The respons had variation because any of them also prefere to read novel in Bahasa.

### 1.3 Conative component

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.

**19th Statement:**

When the respondents were given a statement "I tend to use English grammatically." The statement was categorized to the conative attitude because it related to readiness for action of the respondents. It was presented by the percentages of students response to the statement. *Strongly Agree* 4 respondents (10%), 12 or 30% respondents answered *Agree,* there were 20 respondents answered *Doubt*(50%), There were 4 (10%) respondents answered *Disagree,* and the respondents who answered *Strongly Disagree* 0respondents (0%).

It showed that respondents gave the answer. It showed the respondents' response had variation answers. Based on the percentage, the high percentage on the doubt category. It meant that they still feel doubt about their skill in using grammar.

**20th Statement:**

When the respondents were given a "I effort my self to use English language in English class". The statement was categorized to the conative attitude because it related to readiness for action of the respondents. It was presented by the percentages of students response to the statement. *Strongly Agree* 6 respondents (15%), 17 or 42,5% respondents answered *Agree,* there are 11 respondents answered *Doubt*(27,5%), There were 4 (10%) respondents

answered *Disagree,* and the respondents who answered *Strongly Disagree*was2respondents (5%).

It showed the respondents' positive attitude towards English language because many of them showed that they wanted to participate practice English language in the class. Although some of them still doubt to participate too.

**21st Statement**:

When the respondents were given a ""When I hear a student in my class speaking English well, I like to practice speaking with him/her". The statement was categorized to the conative attitude because it related to readiness for action of the respondents. It was presented by the percentages of students  response to the statement. *Strongly Agree* 11 respondents (27,5%), 18 or 45% respondents answered *Agree,* there were 8 respondents answered *Doubt*(20%), There was 1 (2,5%) respondents answered *Disagree,* and the respondents who answered *Strongly Disagree* 2respondents (5%).

It showed that respondents gave the answer It showed the respondents' positive attitude towards English language because it showed that they got spirit when heard other people used English.

**22nd Statement:**

When the respondents were given a "I join English Club".The statement was categorized to the conative attitude because it related to readiness for action of the respondents. It was presented by the percentages of

students  response to the statement. *Strongly Agree* 7 respondents (17,5%), 8 or 20% respondents answered *Agree,* there were 9 respondents answered *Doubt*(22,5%), There were 11 (27,5%) respondents answered *Disagree,* and the respondents who answered *Strongly Disagree* 5respondents (12,5%).

It showed the respondents' negative attitude towards English language because it showed that they felt afraid to join the English club because they were not confident.

**23rd Statement:**"

When the respondents were given a statement " I like to follow some English competition.".The statement was categorized to the conative attitude because it related to readiness for action of the respondents. It was presented by the percentages of students  response to the statement. *Strongly Agree* 4 respondents (10%), 9 (22,5%) respondents answered *Agree,* there were 15 respondents answered *Doubt*(37,5%), There were 11 or 27,5%respondents answered *Disagree,* and the respondents who answered *Strongly Disagree* 1respondent (2,5%).It  showed the respondents' negative attitude towards English language because it showed that they did't believe with their skill or lazy.

**24th Statement:**"

When the respondents were given a statement I push myself to active in Learning English language".The statement was categorized to the conative attitude because it related to readiness for action of the respondents. It was presented by the percentages of students  response to the statement. *Strongly Agree* 5 respondents (12,5%), 21 (52,5%) respondents answered *Agree,* there

are 11 respondents answered *Doubt* (27,5%), There was 1 (2,5%) respondents answered *Disagree,* and the respondents who answered *Strongly Disagree* 2respondents (5%).

It showed that respondents gave the answer It showed the respondents' positive attitude towards English language because it showed that they always gave spirit to theirselves to be better in learning English.

**25th Statement:**

When the respondents were given a statement "Ianswer teachers questions in English language in English class.".The statement was categorized to the conative attitude because it related to readiness for action of the respondents. It was presented by the percentages of students response to the statement. *Strongly Agree* 3 respondents (7,5%), 16 (40%) respondents answered *Agree,* there are 18 respondents answered *Doubt* (45%), There were 2 (5%) respondents answered *Disagree,* and the respondents who answered *Strongly Disagree* 1respondent (2,5%).

It showed the respondents' positive attitude towards English language because it showed that many of them stiil confidents to used English when answered or asked something to the teacher but some of them still doubt but it was not bad. If they got spirit they would hide their doubt and try.

**26th Statement:**

When the respondents were given a statement "I update status in social media (facebook/twitter/instagram and others) in English language." The statement was categorized to the conative attitude because it related to

readiness for action of the respondents. It was presented by the percentages of students  response to the statement. *Strongly Agree* berjumlah 8 respondents (20%), 14 (35%) respondents answered *Agree,* there were 10 respondents answered *Doubt* (25%), There were 7 (17,5%) respondents answered *Disagree,* and the respondents who answered *Strongly Disagree* 1respondent (2,5%).

It showed that respondents gave the answer It showed the respondents' positive attitude towards English language because it showed that many of them used English in their daily life. It can help them to improve their vocabulary and practice their English.

**27th Statement:**

When the respondents were given a statement "I wrote notes of my English lessons in English."  The statement was categorized to the conative attitude because it related to readiness for action of the respondents. It was presented by the percentages of students  response to the statement. *Strongly Agree* 7 respondents (17,5%), 16 (40%) respondents answered *Agree,* there were 7 respondents answered *Doubt* (17,5%), There were 10 (25%) respondents answered *Disagree,* and the respondents who answered *Strongly Disagree* 0respondent (0%).It showed the respondents' positive attitude towards English language because it showed that they made their English notes in Englih language.

**28th Statement:**

When the respondents were given a statement "I take English course to improve my English language." The statement was categorized to the

conative attitude because it related to readiness for action of the respondents. It was presented by the percentages of students response to the statement. *Strongly Agree* 7 respondents (17,5%), 20 (50%) respondents answered *Agree,* there were 7 respondents answered *Doubt* (17,5%), There were 2 (5%) respondents answered *Disagree,* and the respondents who answered *Strongly Disagree* 1respondent (2,5%).It showed the respondents' positive attitude towards English language because it showed that they ready to took the English course to improve their english skill.

**29th Statement:**

When the respondents were given a statement"I learn English language seriously to get good score in English lesson"The statement was categorized to the conative attitude because it related to readiness for action of the respondents. It was presented by the percentages of students response to the statement. *Strongly Agree* 10 respondents (25%), 22 (55%) respondents answered *Agree,* there are 4 respondents answered *Doubt* (10%), There were2 (5%) respondents answered *Disagree,* and the respondents who answered *Strongly Disagree* 2respondents (5%).It showed the respondents' positive attitude towards English language because it showed that they wanted seriously to learn English for their academic also.

**30th Statement:**

When the respondents were given a statement : "When I miss the class, I never ask my friends or teachers for the homework on what has been taught."The statement was categorized to the conative attitude because it related to readiness for action of the respondents. It was presented by the

percentages of students response to the statement.*Strongly Agree* 11 respondents (27,%), 7 or 17,5% respondents answered *Agree,* there were12 respondents answered *Doubt* (30%), There were 5 (12,5%) respondents answered *Disagree,* and the respondents who answered *Strongly Disagree* 5 respondents (12,5%).

It showed the respondents' answer that had negative attitude enough. The statement had the high precentage on the category disagree and strongly disagree and showed the positive attitude because the statement had negative meaning or contrast. So if the high precentage on category disagree it stated the positive atttude. The respons had variation because any of them were doubt to ask the material that they missed they got the laziness.

Based on the result of conducted interview to the students, the researcher got the addition of data to complete information. The interview was conducted to the students in XI Social Science Class and consisted 10 students.

All of students said in cognitively that English is important because as international language and as the lamguage that was needed for thee future and many aspects. They stated that they got many advantage and progress in learning English language. It meant that students realized the importance of English language.

The students in effectively had a pride to the English language. 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 that the someone who was not able to speak English. Many of them prefer to

used English language ungrammatically because the said it was difficult but there are also some students that stated should use the English language grammatically because appropriate with the pattern or rules.

The students in Conatively, They stated that they practiced their English language with their friends, sister even their parents. Some of them had some Toefl CDs and other sources book to improve their English language. They used their gadget, social media like instagram to support their English language. They often enough practice their English language although sometimes they combined the language the both Bahasa and English language.

## 2. The Relathionship of Language Attitude Of Senior High School Students With Their Academic Achievement.

The second formulation of this study was measured by using the students' English score and see the relationship to their attitude in every statements in questionnaire.

HMH, AAL, DNL, MA, SKA (see appendix 6)showed about the students who had total high to *Strongly agree* response in the cognitive statement that reflected their positive attitude. The students responses in every statement in cognitive component showed their positive attitude towards English language. Their attitude in questionnaire had relationship to their academic achievement because their English score also showed up in cognitively statements.

AFK MF IFS (see appendix 6)showed that their responses to the statements did not too support the positive attitude toward English language

because it could be seen from the total of *strongly agree and agree.* It showed they still had negative attitude from the total of *doubt, disagree and strongly disagree* because doubt showed that they not beliefs to their answers and skill while *diagree and strongly disagree* was the response didn't support the attitude to positive attitude towards the English language. Their response that reflected their attitude appropriate with the score in their English academic achievement.

IAL and IFS(see appendix 6) it showed their response to the the negative attitude and didnot support to the English language but their scores were higher than the number 1 who had the high strongly agree. It means that their attitude towards English language didnot always reflect to their academic achievement.

The affection statements consisted of 8 statements. The table showed the students total responses in every alternative answer in every statements. the students who had the positive attitude in affection attitude also the students who had the positive attitude on the cognitive components and reflected to their English academic achievement. They totally answered *strongly agree and agree.* it means that they had positive attitude towards English language and it reflected to their academic achievement.

The other students with initial AFK (see appendix 7) had the negative attitude towards English language and it reflected to their English score. He answered 1 statement in *strongly agree and agree.* His strong answer on the *doubt.* He also had answer for *agree* and *disagree* in statements of affection

component and get score 60 for English score. It means that their attitude towards English language had relationship to his academic achievement.

MF Was the students who had negative response in cognitive statements but in affection statements he tend gave positive response and his score low enough for to be related to their score. While the PMN tend to had the negative response for English language in statements of affection component. It was same in sognitively but it was not suitable with their score.

IAL had the different sttitude in cognitive and affection. In cognitive, her attitude tend to balance but was not strong agree. she had strong on the doubt answers that desribed the negative attitude towards English language but the affection statements she tend to positive answere ith the *agree* response. Her English score was not suitable and IFS had attitude tend negative attitude and appropriate with their score in academic achievement.

The statements of conative component consisted of 12 statements. students with intial AAL, DNL,MA and SKA (see appendix 8) tend to positive attitude cognitive, affection and conative but HMH tend to have negative responses the statements of conative component.

AFK, MF, PMN gave the negative responses that didn't support with strongly to English language. AFK and MF had the negative attitude that tend had negative attitude and reflected to their score in English while PMN tend had negative attitude but thes score was not appropriate with their attitude.

It means that students' attitude towards English language surely had the impact and relationship to the students to be good in English language but not all students attitude reflected to their academic achivements. Some

students had positive in their attitude  but not too good in their academic achievement but their attitude towards the language would give them impact. So, the language attitude of students had relationship to their academic achievement.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on the research findings, it is obtained some conclusions as follows:

1. The result showed that the respondents tend to have positive attitude towards English. Cognitively, most of the respondents agreed that English is an important language and had the good impact for the future but some of them tend to have negative attitude with the statement that English is difficult and complicated to learn. It means that they knew it was important but didn't want to learn about English language in grammatically. In affective components, the had a pride in using English language but they did not have desire to read English novel and used English in the class frequently. Conatively, they pushed themselves to be better in English language and did a effort to took the English course. In addition, most of respondents was not able use full English language. It showed the language that was used in the English class mixed Bahasa Indonesia and English language.

2. Students' academic achievement had variation in every students. They who gave the responses strongly agree and agree to support their attitude towards English language in cognitive, affective and conative tend to had a high score than the students who had the negative responses and the

students who had the negative response would had the low score but not all students like that. Some students showed they tend to had a negative attitude but their score higher than the students had the positive attitude. Students' attitude surely had relationship to their academic achievement because reflect on their attitude towards the language.

**B. Suggestions**

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 towards English, they should apply it including in speaking, listening, reading, and writing in their dailylife.

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 theclass and never stop give motivation to the students to active in every activity to improve their ability and serious to 4 skill of english academic achievement.

4. The School should to be continue bring the 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 research relating to this

topic, they can relate the languaget attitude to other aspects that possibility.

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# APPENDIX 1

## THE DATA OF LANGUAGE ATTITUDE OF STUDENTS WITH LIKERT SCALE

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 4 | 3 | 5 | 3 | 4 | 4 | 5 | 3 | 2 | 3 | 4 | 3 | 5 | 4 | 5 | 5 | 3 | 3 | 3 | 2 | 3 | 1 | 3 | 3 | 3 | 5 | 2 | 2 | 3 | 3 |
| 2 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 2 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 2 | 2 | 3 | 4 | 2 | 4 | 4 | 4 | 4 |
| 3 | 4 | 3 | 4 | 3 | 5 | 2 | 4 | 4 | 3 | 3 | 2 | 3 | 4 | 3 | 4 | 5 | 4 | 1 | 2 | 3 | 4 | 2 | 2 | 2 | 4 | 2 | 2 | 2 | 3 | 1 |
| 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 3 | 4 | 5 | 3 | 4 | 5 | 4 | 3 | 2 | 2 | 4 | 2 | 2 | 3 | 3 | 5 | 3 | 3 | 4 | 4 |
| 5 | 4 | 3 | 4 | 1 | 4 | 1 | 5 | 5 | 3 | 3 | 3 | 3 | 4 | 4 | 2 | 4 | 3 | 1 | 3 | 4 | 5 | 2 | 4 | 3 | 3 | 3 | 2 | 3 | 4 | 3 |
| 6 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 5 |
| 7 | 5 | 5 | 5 | 1 | 4 | 2 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 1 | 4 | 4 | 1 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 5 |
| 8 | 5 | 4 | 3 | 2 | 5 | 1 | 4 | 3 | 3 | 4 | 5 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 1 |
| 9 | 5 | 4 | 4 | 3 | 4 | 3 | 5 | 4 | 5 | 3 | 4 | 4 | 4 | 4 | 3 | 5 | 3 | 1 | 3 | 3 | 5 | 2 | 4 | 3 | 4 | 5 | 4 | 3 | 3 | 5 |
| 10 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 3 | 4 | 5 | 3 | 4 | 4 | 5 | 2 | 2 | 4 | 3 | 4 | 4 | 5 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 5 | 1 |
| 11 | 5 | 4 | 5 | 4 | 2 | 4 | 4 | 4 | 5 | 3 | 5 | 5 | 4 | 5 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 4 | 3 |
| 12 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 2 | 2 | 4 | 5 | 1 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 2 | 4 | 4 | 4 |
| 13 | 4 | 3 | 4 | 1 | 4 | 1 | 5 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 2 | 4 | 3 | 2 | 3 | 4 | 4 | 2 | 3 | 4 | 3 | 3 | 2 | 3 | 4 | 3 |
| 14 | 5 | 4 | 4 | 3 | 2 | 3 | 5 | 5 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 2 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 5 | 1 |
| 15 | 5 | 3 | 5 | 2 | 4 | 4 | 5 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 1 | 5 | 3 | 1 | 4 | 3 | 4 | 5 | 3 | 4 | 3 | 5 | 3 | 4 | 4 | 2 |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 16 | 2 | 4 | 4 | 3 | 3 | 1 | 2 | 4 | 3 | 1 | 2 | 3 | 3 | 5 | 1 | 5 | 4 | 3 | 3 | 1 | 1 | 2 | 3 | 4 | 5 | 4 | 4 | 1 | 2 | 3 |
| 17 | 1 | 1 | 1 | 5 | 1 | 2 | 1 | 4 | 4 | 1 | 4 | 1 | 1 | 4 | 5 | 1 | 1 | 4 | 3 | 4 | 3 | 4 | 2 | 3 | 4 | 1 | 4 | 4 | 1 | 3 |
| 18 | 4 | 3 | 5 | 1 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 2 | 5 | 4 | 2 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 3 | 4 | 4 | 2 | 3 | 4 | 4 | 2 |
| 19 | 1 | 5 | 4 | 5 | 4 | 2 | 2 | 5 | 5 | 3 | 1 | 2 | 4 | 5 | 3 | 5 | 1 | 5 | 3 | 5 | 5 | 5 | 3 | 1 | 3 | 3 | 5 | 4 | 4 | 5 |
| 20 | 5 | 5 | 4 | 2 | 2 | 1 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 3 | 3 | 5 | 5 | 1 | 3 | 5 | 4 | 3 | 4 | 5 | 2 | 2 | 2 | 3 | 5 | 3 |
| 21 | 5 | 4 | 3 | 2 | 5 | 2 | 1 | 2 | 3 | 5 | 4 | 3 | 2 | 4 | 5 | 3 | 2 | 4 | 5 | 3 | 5 | 5 | 5 | 1 | 1 | 2 | 2 | 3 | 3 | 2 |
| 22 | 4 | 3 | 4 | 2 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 5 | 4 | 2 | 5 | 3 | 2 | 3 | 4 | 4 | 3 | 2 | 3 | 3 | 4 | 3 | 3 | 4 | 3 |
| 23 | 5 | 5 | 4 | 2 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 2 | 5 | 5 | 4 | 4 | 4 | 5 | 1 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 |
| 24 | 4 | 5 | 1 | 3 | 1 | 3 | 5 | 2 | 4 | 1 | 3 | 5 | 2 | 4 | 5 | 3 | 5 | 4 | 4 | 1 | 1 | 3 | 1 | 4 | 3 | 5 | 2 | 4 | 1 | 3 |
| 25 | 1 | 4 | 4 | 3 | 2 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 2 | 3 | 5 | 4 | 3 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 4 |
| 26 | 2 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 3 | 4 | 4 | 2 | 3 | 4 | 4 | 2 | 2 | 4 | 4 | 3 | 3 | 4 | 2 | 4 |
| 27 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 3 | 4 | 4 | 3 | 4 | 5 | 5 | 4 | 3 | 5 | 4 | 4 | 5 | 5 | 5 | 5 |
| 28 | 5 | 4 | 5 | 2 | 4 | 3 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 2 | 5 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 5 | 5 |
| 29 | 5 | 3 | 5 | 3 | 4 | 2 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 2 | 4 | 4 | 2 | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 5 |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 30 | 4 | 3 | 4 | 3 | 2 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 2 | 4 | 3 | 2 | 2 | 3 | 2 | 4 | 2 | 4 | 3 | 3 | 4 | 3 | 4 | 2 |
| 31 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 5 | 4 | 5 | 1 | 2 | 3 | 2 | 4 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 4 | 4 | 4 |
| 32 | 5 | 4 | 5 | 2 | 4 | 2 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 2 | 5 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 5 | 4 | 4 | 4 | 2 |
| 33 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 2 | 4 | 4 | 2 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 3 |
| 34 | 4 | 4 | 4 | 2 | 4 | 3 | 5 | 5 | 3 | 2 | 3 | 3 | 5 | 4 | 2 | 5 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 4 | 5 |
| 35 | 5 | 3 | 4 | 2 | 2 | 2 | 5 | 3 | 4 | 2 | 4 | 3 | 2 | 3 | 1 | 3 | 2 | 1 | 4 | 2 | 3 | 1 | 2 | 3 | 3 | 2 | 3 | 3 | 4 | 3 |
| 36 | 4 | 5 | 5 | 3 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 3 | 3 | 3 | 3 | 4 | 2 | 2 | 5 | 3 | 5 | 5 | 4 | 4 | 5 |
| 37 | 4 | 5 | 4 | 4 | 4 | 2 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 3 | 4 | 4 | 2 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 5 |
| 38 | 5 | 4 | 4 | 3 | 4 | 2 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 2 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 |
| 39 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 2 | 5 | 5 | 3 | 5 | 5 | 5 | 1 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 |
| 40 | 5 | 3 | 4 | 2 | 2 | 2 | 5 | 4 | 4 | 2 | 3 | 4 | 3 | 4 | 1 | 3 | 4 | 5 | 3 | 2 | 4 | 5 | 5 | 4 | 3 | 4 | 4 | 4 | 4 | 1 |

*Vertical was the Total of Responsent*

*Horizontal wsa the Total of statements*

## TOTAL NUMBER OF RESPONDENTS WHO FILLED THE
## QUESTIONNAIRE

| Options / Statements | SA (strongly agree) | A (agree) | Db (doubt) | DA (disagree) | SDA (strongly disagree) | TOTAL |
|---|---|---|---|---|---|---|
| 1 | 21 | 14 | 0 | 2 | 3 | 40 |
| 2 | 8 | 20 | 11 | 0 | 1 | 40 |
| 3 | 15 | 21 | 2 | 0 | 2 | 40 |
| 4 | 4 | 8 | 12 | 12 | 4 | 40 |
| 5 | 8 | 21 | 1 | 8 | 2 | 40 |
| 6 | 4 | 14 | 6 | 11 | 5 | 40 |
| 7 | 18 | 18 | 0 | 2 | 2 | 40 |
| 8 | 12 | 19 | 6 | 3 | 0 | 40 |
| 9 | 9 | 20 | 10 | 1 | 0 | 40 |
| 10 | 8 | 12 | 14 | 3 | 3 | 40 |
| 11 | 7 | 23 | 7 | 2 | 1 | 40 |
| 12 | 8 | 18 | 10 | 3 | 1 | 40 |
| 13 | 14 | 18 | 3 | 4 | 1 | 40 |
| 14 | 10 | 19 | 8 | 3 | 0 | 40 |
| 15 | 4 | 5 | 9 | 16 | 6 | 40 |
| 16 | 17 | 14 | 5 | 3 | 1 | 40 |
| 17 | 6 | 18 | 12 | 2 | 2 | 40 |
| 18 | 2 | 8 | 14 | 8 | 8 | 40 |
| 19 | 4 | 12 | 20 | 4 | 0 | 40 |
| 20 | 6 | 17 | 11 | 4 | 2 | 40 |
| 21 | 11 | 18 | 8 | 1 | 2 | 40 |
| 22 | 7 | 8 | 9 | 11 | 5 | 40 |
| 23 | 4 | 9 | 15 | 11 | 1 | 40 |
| 24 | 5 | 21 | 11 | 1 | 2 | 40 |
| 25 | 3 | 16 | 18 | 2 | 1 | 40 |
| 26 | 8 | 14 | 10 | 7 | 1 | 40 |
| 27 | 7 | 16 | 7 | 10 | 0 | 40 |
| 28 | 7 | 20 | 10 | 2 | 1 | 40 |
| 29 | 10 | 22 | 4 | 2 | 2 | 40 |
| 30 | 11 | 7 | 12 | 5 | 5 | 40 |

## THE PERCENTAGE OF LANGUAGE ATTITUDE OF STUDENTS
## TOWARDS ENGLISH LANGUAGE

| Components of attitude | The statements | | SA | | A | | Db | | DA | | SDA | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | N | F % | N | F % | N | F % | N | F % | N | F % | N | F% |
| | 1 | English is an important lingua franca (language) in globalization | 21 | 52,5 | 14 | 35 | 0 | 0 | 2 | 5 | 3 | 7,5 | 40 | 100 |
| | 2 | I have more knowledge and more understanding when studying English | 8 | 20 | 20 | 50 | 11 | 27,5 | 0 | 0 | 1 | 2,5 | 40 | 100 |
| Cognitive | 3 | Studying English helps me communicate in English effectively | 15 | 37,5 | 21 | 52,5 | 2 | 5 | 0 | 0 | 2 | 5 | 40 | 100 |
| | 4 | English language is difficult and complicated to learn | 4 | 10 | 8 | 20 | 12 | 30 | 12 | 30 | 4 | 10 | 40 | 100 |
| | 5 | Having Collection of Many English books, and English sources in learning English language is important | 8 | 20 | 21 | 52,5 | 1 | 2,5 | 8 | 20 | 2 | 5 | 40 | 100 |

| Category | No | Statement | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | English skill. | | | | | | | | | | | | |
| | 6 | I study English just to pass the exams | 4 | 10 | 14 | 35 | 6 | 15 | 11 | 27,5 | 5 | 12,5 | 40 | 100 |
| | 7 | Being good at English will help me study other subjects well. Ex: computer and others. | 18 | 45 | 18 | 45 | 0 | 0 | 2 | 5 | 2 | 5 | 40 | 100 |
| | 10 | I can apply the knowledge from English subject in my real life. | 8 | 20 | 12 | 30 | 14 | 35 | 3 | 7,5 | 3 | 7,5 | 40 | 100 |
| | 14 | Knowing English is an important goal in my life. | 10 | 25 | 19 | 47,5 | 8 | 20 | 3 | 7,5 | 0 | 0 | 40 | 100 |
| | 17 | I understand meaning of some English songs when listening it. | 6 | 15 | 18 | 45 | 12 | 30 | 2 | 5 | 2 | 5 | 40 | 100 |
| Affection | 8 | I feel proud when studying English language. | 12 | 30 | 19 | 47,5 | 6 | 15 | 3 | 7,5 | 0 | 0 | 40 | 100 |
| | 9 | Studying English subject makes me feel more confident | 9 | 22,5 | 20 | 50 | 10 | 25 | 1 | 2,5 | 0 | 0 | 40 | 100 |
| | 11 | Studying foreign languages like English is enjoyable. | 7 | 17,5 | 23 | 57,5 | 7 | 17,5 | 2 | 5 | 1 | 2,5 | 40 | 100 |
| | 12 | I am interested | 8 | 20 | 18 | 45 | 10 | 25 | 3 | 7,5 | 1 | 2,5 | 40 | 100 |

| | No | Statement | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | in studying English. | | | | | | | | | | | | |
| | 13 | I like watching English movies more. | 14 | 35 | 18 | 45 | 3 | 7,5 | 4 | 10 | 1 | 2,5 | 40 | 100 |
| | 15 | I prefer to speak Bahasa Indonesia than English in my English classes. | 4 | 10 | 5 | 12,5 | 9 | 22,5 | 16 | 40 | 6 | 15 | 40 | 100 |
| | 16 | I like listening English songs frequently. | 17 | 35 | 14 | 35 | 5 | 12,5 | 3 | 7,5 | 1 | 2,5 | 40 | 100 |
| | 18 | I prefer to read an Indonesian novel than an English (original) novel. | 2 | 5 | 8 | 20 | 14 | 35 | 8 | 20 | 8 | 20 | 40 | 100 |
| conative | 19 | I tend to use English grammatically. | 4 | 10 | 12 | 30 | 20 | 50 | 4 | 10 | 0 | 0 | 40 | 100 |
| | 20 | I effort my self to use English language in English class. | 6 | 15 | 17 | 42,5 | 11 | 27,5 | 4 | 10 | 2 | 5 | 40 | 100 |
| | 21 | When I hear a student in my class speaking English well, I like to practice speaking with him/her | 11 | 27,5 | 18 | 45 | 8 | 20 | 1 | 2,5 | 2 | 5 | 40 | 100 |
| | 22 | I join English Club | 7 | 17,5 | 8 | 20 | 9 | 22,5 | 11 | 27,5 | 5 | 12,5 | 40 | 100 |
| | 23 | I like to follow some English competition. | 4 | 10 | 9 | 22,5 | 15 | 37,5 | 11 | 27,5 | 1 | 2,5 | 40 | 100 |
| | 24 | I push myself to | 5 | 12,5 | 21 | 52,5 | 11 | 27,5 | 1 | 2,5 | 2 | 5 | 40 | 100 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | active in Learning English language. | | | | | | | | | | |
| 25 | I answer teachers questions in English language in English class. | 3 | 7,5 | 16 | 40 | 18 | 45 | 2 | 5 | 1 | 2,5 | 40 | 100 |
| 26 | I update status in social media (facebook/twitter/instagram and others) in English language. | 8 | 20 | 14 | 35 | 10 | 25 | 7 | 17,5 | 1 | 2,5 | 40 | 100 |
| 27 | I wrote notes of my English lessons in English. | 7 | 17,5 | 16 | 40 | 7 | 17,5 | 10 | 25 | 0 | 0 | 40 | 100 |
| 28 | I take English course to improve my English language. | 7 | 17,5 | 20 | 50 | 10 | 25 | 2 | 5 | 1 | 2,5 | 40 | 100 |
| 29 | I learn English language seriously to get good score in English lesson | 10 | 25 | 22 | 55 | 4 | 10 | 2 | 5 | 2 | 5 | 40 | 100 |
| 30 | When I miss the class, I never ask my friends or teachers for the homework on what has been taught. | 11 | 27,5 | 7 | 17,5 | 12 | 30 | 5 | 12,5 | 5 | 12,5 | 40 | 100 |

**APPENDIX 4**

**TRANSCRIPT OF INTERVIEW**
**OF STUDENTS AT MAN 1 MEDAN**

1st Participant -XI IIS_1

| No. | Researcher's questions | Student's Answer |
|-----|------------------------|------------------|
| 1 | Do you think that English is Important? Why? | Yes, it is important because English is international language, if we are able to speak english we are more easier to take a job. |
| 2 | What have you gotten in Learning English Language? | I get more knowledge about English and from Elementary i haven't known yet. In the Senior high school i get more know about tenses. |
| 3 | How can you get good score in academic achievement? | Study at school and at home and took English course out of school but know i course at school because include all subject. |
| 4 | Are you proud of Learning English language? Why? | I'm Proud because if we know English we can enter many aspects. Like get job, for education and etc. |
| 5 | Do you prefer use English grammatically or ungrammatically? Why? | Ungrammatically. I don't like study grammar because it is difficult. |
| 6 | How do you practice your English ? | Listening songs and learning the lyrics. |
| 7 | Do you have others English sources for English lessons? Example : | There are some books about English. I have some videos |

| No. | Researcher's questions | Student's Answer |
|---|---|---|
| | other English books, listening materials? If you have, mention it. If you don't have why? | about English material from youtube. |
| 8 | How often do you speak English with your friend in English class? | It is not too often, about 80%. |
| 9 | What have you done for getting good score in academic achievement? | Study about material from school before the next day enter the English class and before conduct exam. |
| 10 | What do you hope after learning English language? | My hope, I able use English grammatically and more know about grammar. |
| 11 | Do you have any experience relate English language in Competition? If yes, please tell about it! | No. I have not. |
| 12 | What are the things that you think have been influential to make you good in academic achievement? | My parents. My mom said, "should be able to speak English because in the future English is needed. Of course should learn English". |

### 2nd Participant -XI IIS_1

| No. | Researcher's questions | Student's Answer |
|---|---|---|
| 1 | Do you think that English is Important? Why? | Yes, because English is language in globalization. Also for continue the study abroad. |
| 2 | What have you gotten in Learning English Language? | I can speak English with tourist |
| 3 | How can you get good score in academic achievement? | Relearn English vocabulary and practice conversation. |
| 4 | Are you proud of Learning English language? Why? | Yes, because i can practice my English with tourist and i'm so |

| | | happy. |
|---|---|---|
| 5 | Do you prefer use English grammatically or ungrammatically? Why? | Ungrammatically. I don't understand about grammar. |
| 6 | How do you practice your English ? | I often use English with my friends |
| 7 | Do you have others English sources for English lessons? Example : other English books, listening materials? If you have, mention it. If you don't have why? | I have my phone for translate, journal, i watch from youtube about diaolog conversation. |
| 8 | How often do you speak English with your friend in English class? | Everyday |
| 9 | What have you done for getting good score in academic achievement? | I study hard at night, i see many books and read many books. |
| 10 | What do you hope after learning English language? | I can use English for all. |
| 11 | Do you have any experience relate English language in Competition? If yes, please tell about it! | Nothing. I'm afraid. |
| 12 | What are the things that you think have been influential to make you good in academic achievement? | My friends. They are so kind, help me practice English. At home, from my sister, we sometimes do conversation. |

### 3rd Participant – XI IIS_1

| No. | Researcher's questions | Student's Answer |
|---|---|---|
| 1 | Do you think that English is Important? Why? | Yes, because english aleady become international language. |

| | | Without English language can give a difficulty to communicate to abroad. |
|---|---|---|
| 2 | What have you gotten in Learning English Language? | I know about grammar and my vocabulary increase and how to pronounce the English words. |
| 3 | How can you get good score in academic achievement? | The firs i must memorize my vocabulary. It can make me easier understand abouth what other people speak in english and what should i answer. |
| 4 | Are you proud of Learning English language? Why? | I'm not too proud. if i don't understand well about english |
| 5 | Do you prefer use English grammatically or ungrammatically? Why? | Grammatically. Because wih grammatically i know about the pattern or form. |
| 6 | How do you practice your English ? | Toward pronunciation and then listening. |
| 7 | Do you have others English sources for English lessons? Example : other English books, listening materials? If you have, mention it. If you don't have why? | Yes i have the English material book and the CD. |
| 8 | How often do you speak English with your friend in English class? | Not too often. If my friend asks me with English language i try to answer with English language too. |
| 9 | What have you done for getting good score in academic achievement? | Memorize the vocabulary and i can speak English and help me in learning process in the class. |
| 10 | What do you hope after learning English language? | I can be a public international public speaker. |

| 11 | Do you have any experience relate English language in Competition? If yes, please tell about it! | Yes, i have. I follow.try out and toefl. |
| 12 | What are the things that you think have been influential to make you good in academic achievement? | From see how the way of other people who can speak english well. At home from youtube and instagram and teacher at school. |

### 4th Participant – XI IIS_1

| No. | Researcher's questions | Student's Answer |
| --- | --- | --- |
| 1 | Do you think that English is Important? Why? | Yes, because it is as the language that we can use when we go to abroad. |
| 2 | What have you gotten in Learning English Language? | In the past i didn't know about the grammar or tenses but now, i more know. |
| 3 | How can you get good score in academic achievement? | Relearning about the English material like grmmar, vocabulary. |
| 4 | Are you proud of Learning English language? Why? | I'm proud. I feel more brave if can speak english. |
| 5 | Do you prefer use English grammatically or ungrammatically? Why? | Ungrammatically, because it is easier than use grammar. |
| 6 | How do you practice your English ? | Practice in the class with conversation with English language. |
| 7 | Do you have others English sources for English lessons? Example : other English books, listening | Books to how can speak English fluently. |

| | | |
|---|---|---|
| | materials? If you have, mention it. If you don't have why? | |
| 8 | How often do you speak English with your friend in English class? | Seldom.if i and my friends want to speak English each other. |
| 9 | What have you done for getting good score in academic achievement? | Study hard about material that from school and the result i more feel ready for answer the questions. |
| 10 | What do you hope after learning English language? | I want to continue my study to abroad. |
| 11 | Do you have any experience relate English language in Competition? If yes, please tell about it! | I haven't ever yet |
| 12 | What are the things that you think have been influential to make you good in academic achievement? | Support from my parents and my parents also teach me about English and from the course. |

| No. | Researcher's questions | Student's Answer |
| --- | --- | --- |
| 1 | Do you think that English is Important? Why? | Yes, English is important because for me English is International language. If we are going to somewhere or place we have to able speak English well. |
| 2 | What have you gotten in Learning English Language? | I can increase my vocabulary, i can speak with my friend, i can speak with my teacher and i can show my ability to speak English with others. |
| 3 | How can you get good score in academic achievement? | Every night, i always study and i try to get knowledge from internet or youtube. |
| 4 | Are you proud of Learning English language? Why? | Yes, because i think if i can speak English. I can speak with international people when i meet tourist and i can say hello, ask something with them with English language. |
| 5 | Do you prefer use English grammatically or ungrammatically? Why? | I prefer to speak ungrammatically, because sometimes i can't understandmeaning and many kinds of grammar and there are many forms and i get confused. I'm doubt to use it to also because my teacher said to me "grammar is not very important" because when we speak with someone, we don't have to use |

english with grammar.

| | | |
|---|---|---|
| 6 | How do you practice your English ? | I try to practice English with my friends, with my teacher when i talk to them. No just in the class. I have a friends and she can speak English well and said to her " please help me to improve my English." |
| 7 | Do you have others English sources for English lessons? Example : other English books, listening materials? If you have, mention it. If you don't have why? | I get from youtube, learn about pronunciation and Mr. Danish on Instagram also study about material about English. |
| 8 | How often do you speak English with your friend in English class? | We seldom use English in class because we use Bahasa Indonesia too in class and because not all students in class can speak English. |
| 9 | What have you done for getting good score in academic achievement? | When Junior High School. I have a teacher always teach me. "This is English. You should able whatever the sore that you got it was the result from you." The point is we should understand about what she taught us and the knowledge can come to us and the knowledge usefull for me in Senior high school. I can improve my vocabulary and repair my pronunciation. |
| 10 | What do you hope after learning | I hope, I can speak English well |

| | English language? | with all of my friends or tourist and i can understand when i watch movie. |
|---|---|---|
| 11 | Do you have any experience relate English language in Competition? If yes, please tell about it! | No, i never follow the competition. |
| 12 | What are the things that you think have been influential to make you good in academic achievement? | From my self because i learn not for my academic. |

## 6th Participant -XI IIS_2

| No. | Researcher's questions | Student's Answer |
|---|---|---|
| 1 | Do you think that English is Important? Why? | I think Englih is important because it is international language can use it to the othe country wherever it is. |
| 2 | What have you gotten in Learning English Language? | I get many vocabularies and begin to be able speak in simple conversation |
| 3 | How can you get good score in academic achievement? | I get good score with read many English books and then listening songs and then see the lyric and try to know the meaning. |
| 4 | Are you proud of Learning English language? Why? | I'm doubt. Beacuse more proud to speak Bahasa |
| 5 | Do you prefer use English grammatically or ungrammatically? Why? | I use English ungrammatically, more free. |
| 6 | How do you practice your English ? | Read translate from songs, i practice the dialog with friends in English language. |
| 7 | Do you have others English sources | No, i haven't |

for English lessons? Example : other English books, listening materials? If you have, mention it. If you don't have why?

| No. | Researcher's questions | Student's Answer |
|---|---|---|
| 8 | How often do you speak English with your friend in English class? | Seldom |
| 9 | What have you done for getting good score in academic achievement? | Conduct translate, i try to know the meaning. |
| 10 | What do you hope after learning English language? | My hope can communicate with foreign people fluently and watch english movie without text. |
| 11 | Do you have any experience relate English language in Competition? If yes, please tell about it! | No, i have not. |
| 12 | What are the things that you think have been influential to make you good in academic achievement? | My mom, because my mom is scholar of english department. So i get motivation. |

## 7th Participants - XI IIS_3

| No. | Researcher's questions | Student's Answer |
|---|---|---|
| 1 | Do you think that English is Important? Why? | English is important because we know that in this Era modern everything incuding in English language such as technology, life style and work. |
| 2 | What have you gotten in Learning English Language? | A lot of things such as practice to speak in English, writing in English, conversation in English and perfectly grammar. |

| | | |
|---|---|---|
| 3 | How can you get good score in academic achievement? | I study hard and everyday i try to answer the questions in English. |
| 4 | Are you proud of Learning English language? Why? | I'm proud because as we know if we can master English people know that he is good in English he is smart and whatever it is. |
| 5 | Do you prefer use English grammatically or ungrammatically? Why? | I prefer to use English grammatically because we know that in formal we use grammatically but in everyday in life we use ugrammatically. So, ugrammatically is easier to use the grammatically. |
| 6 | How do you practice your English ? | I practice my English like talking by my self or seeing movies or listen song and playing games in English language. |
| 7 | Do you have others English sources for English lessons? Example : other English books, listening materials? If you have, mention it. If you don't have why? | Toefl CDs and maybe game that increase our English skill |
| 8 | How often do you speak English with your friend in English class? | I rather to talk in English language to my friends because not everybody can speak english but i often practice English by my self. |
| 9 | What have you done for getting good score in academic achievement? | I talking English very much , last month i got Toefl Score 550 score. |

| 10 | What do you hope after learning English language? | I hope i can use English in my life is to work in United Nations so, i should improve English. |
| 11 | Do you have any experience relate English language in Competition? If yes, please tell about it! | I don't know, in MAN often there's competition. I don't want to be a part of them. Lazzy miss. |
| 12 | What are the things that you think have been influential to make you good in academic achievement? | From people that I love. The most support from my beloved friends |

## 8th Participant – XI IIS_3

| No. | Researcher's questions | Student's Answer |
|-----|------------------------|------------------|
| 1 | Do you think that English is Important? Why? | Yes, i think English is important because it can bring us to be better. For example our future more aimed. Because in this Era English is used. Like study to abroad. |
| 2 | What have you gotten in Learning English Language? | There's a progress in learning Tenses, using English more well than before. |
| 3 | How can you get good score in academic achievement? | Follow the English course, english movies and songs. |
| 4 | Are you proud of Learning English language? Why? | Yes, there's a proud because English as the International language, we look like different than other people who can't speak english. |
| 5 | Do you prefer use English grammatically or ungrammatically? Why? | Grammatically because to know the rules or pattern more well. |
| 6 | How do you practice your English ? | Sometimes, talk with friend or |

do interaction with other people use English language although sometimes i combine with Bahasa Indonesia.

| 7 | Do you have others English sources for English lessons? Example : other English books, listening materials? If you have, mention it. If you don't have why? | English conversations'CDs, english songs, movies and there's a book also. |
|---|---|---|
| 8 | How often do you speak English with your friend in English class? | Almost everyday, sometimes when interaction with friends use English language. |
| 9 | What have you done for getting good score in academic achievement? | Learn English with relearn about the English material from school. Read some English magazines. Try to translate the difficult words from the songs with dictionary. |
| 10 | What do you hope after learning English language? | My hope, when i graduate from Senior High School can get scholarship to study abroad. |
| 11 | Do you have any experience relate English language in Competition? If yes, please tell about it! | No, I haven't |
| 12 | What re the things that you think have been influential to make you good in academic achievement? | Factor from school, because sometimes at school doing interaction use English language. So it influence me and take the course at school, |

| No. | Researcher's questions | Student's Answer |
|---|---|---|
| 1 | Do you think that English is Important? Why? | Yes, it is important. Because it can be usefull for the future. The government take MEA in Indonesia and we should able speak English and also easier looking for job. |
| 2 | What have you gotten in Learning English Language? | Commit to memory about tenses like, what's the rule in using present tense, past tense and about preposition and others. |
| 3 | How can you get good score in academic achievement? | Deepen the knowledge about English language for getting good score and doing practice speak English . |
| 4 | Are you proud of Learning English language? Why? | Yes, I proud. It is a foreign language and also should learn it because the forign people also learn about our Bahasa. |
| 5 | Do you prefer use English grammatically or ungrammatically? Why? | Grammatically, to make the words more exact to be used. |
| 6 | How do you practice your English ? | At school, speak with friends. At home, with parents in order to speak english can fluently. |
| 7 | Do you have others English sources for English lessons? Example : other English books, listening materials? If you have, mention it. If you don't have why? | Grammar book, Tenses book, English Novel. |
| 8 | How often do you speak English | Sometimes, answer the friend's |

| | | |
|---|---|---|
| | with your friend in English class? | questions that use english language with english language too. |
| 9 | What have you done for getting good score in academic achievement? | Take English course out of school. Because now, we get fullday school and next take course at school and the result make me know more about English language. |
| 10 | What do you hope after learning English language? | The hope is for the next i can get a job like in government department. |
| 11 | Do you have any experience relate English language in Competition? If yes, please tell about it! | No, i haven't ever yet. |
| 12 | What are the things that you think have been influential to make you good in academic achievement? | From the family environment sometimes give question in English and I answer in English language also. At school, doing conversation with friends and also grammar books. |

**APPENDIX 5**

**THE TABLE OF STUDENTS SCORE IN ENGLISH**

| Number | Initial Students'name | The students' score |
|:---:|:---|:---:|
| 1 | ANS | 70 |
| 2 | MIAN | 65 |
| 3 | DL | 75 |
| 4 | HMH | 70 |
| 5 | MI | 65 |
| 6 | AF | 70 |
| 7 | AA | 70 |
| 8 | MHD | 80 |
| 9 | AAW | 75 |
| 10 | MSP | 80 |
| 11 | TB | 72 |
| 12 | DFS | 68 |
| 13 | AM | 65 |
| 14 | AH | 70 |
| 15 | AKH | 73 |
| 16 | AFK | 60 |
| 17 | MF | 60 |
| 18 | MPS | 75 |
| 19 | MIP | 60 |
| 20 | HZ | 68 |
| 21 | MAQ | 75 |
| 22 | AHM | 72 |
| 23 | AAL | 82 |
| 24 | MM | 60 |
| 25 | FA | 65 |
| 26 | DT | 75 |
| 27 | DNL | 80 |

| 28 | DK | 73 |
|----|------|----|
| 29 | ANAS | 80 |
| 30 | AFh | 87 |
| 31 | TR | 75 |
| 32 | FRS | 70 |
| 33 | MA | 73 |
| 34 | IF | 70 |
| 35 | PMN | 72 |
| 36 | MSKL | 70 |
| 37 | ADR | 76 |
| 38 | IAL | 72 |
| 39 | SKA | 85 |
| 40 | IFS | 60 |

# APPENDIX 6

**STUDENTS COGNITIVE ATTITUDE AND THE ENGLISH SCORES**

| | Initial Respondents' name | COGNITIVE COMPONENTS | | | | | | | | | | Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | S.1 | S.2 | S.3 | S.4 | S.5 | S.6 | S.7 | S.10 | S.14 | S.17 | |
| 1 | ANS | 4 | 3 | 5 | 3 | 4 | 4 | 5 | 3 | 4 | 3 | 70 |
| 2 | MIAN | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 3 | 4 | 4 | 65 |
| 3 | DL | 4 | 3 | 4 | 3 | 5 | 2 | 4 | 3 | 3 | 4 | 75 |
| 4 | HMH | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 3 | 4 | 70 |
| 5 | MI | 4 | 3 | 4 | 1 | 4 | 1 | 5 | 3 | 4 | 3 | 65 |
| 6 | AF | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 5 | 4 | 4 | 70 |
| 7 | AA | 5 | 5 | 5 | 1 | 4 | 2 | 4 | 4 | 5 | 4 | 70 |
| 8 | MHD | 5 | 4 | 3 | 2 | 5 | 1 | 4 | 4 | 3 | 3 | 80 |
| 9 | AAW | 5 | 4 | 4 | 3 | 4 | 3 | 5 | 3 | 4 | 3 | 75 |
| 10 | MSP | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 80 |
| 11 | TB | 5 | 4 | 5 | 4 | 2 | 4 | 4 | 3 | 5 | 4 | 72 |
| 12 | DFS | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 2 | 5 | 68 |
| 13 | AM | 4 | 3 | 4 | 1 | 4 | 1 | 5 | 3 | 4 | 3 | 65 |
| 14 | AH | 5 | 4 | 4 | 3 | 2 | 3 | 5 | 3 | 3 | 4 | 70 |
| 15 | AKH | 5 | 3 | 5 | 2 | 4 | 4 | 5 | 3 | 3 | 3 | 73 |
| 16 | AFK | 2 | 4 | 4 | 3 | 3 | 1 | 2 | 1 | 5 | 4 | 60 |
| 17 | MF | 1 | 1 | 1 | 5 | 1 | 2 | 1 | 1 | 4 | 1 | 60 |
| 18 | MPS | 4 | 3 | 5 | 1 | 4 | 4 | 4 | 4 | 4 | 4 | 75 |
| 19 | MIP | 1 | 5 | 4 | 5 | 4 | 2 | 2 | 3 | 5 | 1 | 60 |
| 20 | HZ | 5 | 5 | 4 | 2 | 2 | 1 | 5 | 5 | 3 | 5 | 68 |
| 21 | MAQ | 5 | 4 | 3 | 2 | 5 | 2 | 1 | 5 | 4 | 2 | 75 |
| 22 | AHM | 4 | 3 | 4 | 2 | 5 | 4 | 4 | 4 | 4 | 3 | 72 |
| 23 | AAL | 5 | 5 | 4 | 2 | 5 | 5 | 5 | 4 | 4 | 5 | 82 |
| 24 | MM | 4 | 5 | 1 | 3 | 1 | 3 | 5 | 1 | 4 | 5 | 60 |
| 25 | FA | 1 | 4 | 4 | 3 | 2 | 4 | 4 | 4 | 2 | 4 | 65 |
| 26 | DT | 2 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 2 | 4 | 75 |
| 27 | DNL | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 80 |
| 28 | DK | 5 | 4 | 5 | 2 | 4 | 3 | 4 | 4 | 5 | 4 | 73 |
| 29 | ANAS | 5 | 3 | 5 | 3 | 4 | 2 | 4 | 3 | 4 | 4 | 80 |
| 30 | AFh | 4 | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 4 | 3 | 70 |
| 31 | TR | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 3 | 5 | 3 | 75 |
| 32 | FRS | 5 | 4 | 5 | 2 | 4 | 2 | 5 | 5 | 4 | 4 | 70 |
| 33 | MA | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 80 |
| 34 | IF | 4 | 4 | 4 | 2 | 4 | 3 | 5 | 2 | 4 | 3 | 75 |
| 35 | PMN | 5 | 3 | 4 | 2 | 2 | 2 | 5 | 2 | 3 | 2 | 72 |
| 36 | MSKL | 4 | 5 | 5 | 3 | 4 | 4 | 5 | 4 | 4 | 3 | 70 |
| 37 | ADR | 4 | 5 | 4 | 4 | 4 | 2 | 5 | 4 | 4 | 5 | 76 |
| 38 | IAL | 5 | 4 | 4 | 3 | 4 | 2 | 4 | 3 | 3 | 3 | 72 |
| 39 | SKA | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 87 |
| 40 | IFS | 5 | 3 | 4 | 2 | 2 | 2 | 5 | 2 | 4 | 4 | 60 |

# APPENDIX 7

**STUDENTS AFFECTION ATTITUDE AND THE ENGLISH SCORES**

| | Initial Respondents' name | AFFECTION COMPONENTS | | | | | | | | Score |
|---|---|---|---|---|---|---|---|---|---|---|
| | | S.8 | S.9 | S.11 | S.12 | S.13 | S.15 | S.16 | S.18 | |
| 1 | ANS | 3 | 2 | 4 | 3 | 5 | 5 | 5 | 3 | 70 |
| 2 | MIAN | 2 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 65 |
| 3 | DL | 4 | 3 | 2 | 3 | 4 | 4 | 5 | 1 | 75 |
| 4 | HMH | 4 | 5 | 3 | 4 | 5 | 4 | 5 | 3 | 70 |
| 5 | MI | 5 | 3 | 3 | 3 | 4 | 2 | 4 | 1 | 65 |
| 6 | AF | 4 | 5 | 5 | 4 | 4 | 3 | 4 | 3 | 70 |
| 7 | AA | 4 | 4 | 5 | 5 | 5 | 1 | 4 | 1 | 70 |
| 8 | MHD | 3 | 3 | 5 | 2 | 2 | 2 | 2 | 2 | 80 |
| 9 | AAW | 4 | 5 | 4 | 4 | 4 | 3 | 5 | 1 | 75 |
| 10 | MSP | 3 | 4 | 3 | 4 | 4 | 2 | 2 | 3 | 80 |
| 11 | TB | 4 | 5 | 5 | 5 | 4 | 3 | 4 | 3 | 72 |
| 12 | DFS | 5 | 4 | 4 | 4 | 5 | 2 | 4 | 1 | 68 |
| 13 | AM | 4 | 3 | 3 | 3 | 4 | 2 | 4 | 2 | 65 |
| 14 | AH | 5 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 70 |
| 15 | AKH | 4 | 3 | 4 | 4 | 4 | 1 | 5 | 1 | 73 |
| 16 | AFK | 4 | 3 | 2 | 3 | 3 | 1 | 5 | 3 | 60 |
| 17 | MF | 4 | 4 | 4 | 1 | 1 | 5 | 1 | 4 | 60 |
| 18 | MPS | 3 | 3 | 4 | 2 | 5 | 2 | 5 | 3 | 75 |
| 19 | MIP | 5 | 5 | 1 | 2 | 4 | 3 | 5 | 5 | 60 |
| 20 | HZ | 5 | 4 | 4 | 4 | 5 | 3 | 5 | 1 | 68 |
| 21 | MAQ | 2 | 3 | 4 | 3 | 2 | 5 | 3 | 4 | 75 |
| 21 | AHM | 4 | 4 | 4 | 3 | 5 | 2 | 5 | 2 | 72 |
| 23 | AAL | 4 | 4 | 4 | 5 | 5 | 2 | 5 | 4 | 82 |
| 24 | MM | 2 | 4 | 3 | 5 | 2 | 5 | 3 | 4 | 60 |
| 25 | FA | 5 | 4 | 4 | 4 | 5 | 3 | 5 | 3 | 65 |
| 26 | DT | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 2 | 75 |
| 27 | DNL | 5 | 5 | 4 | 5 | 4 | 3 | 4 | 3 | 80 |
| 28 | DK | 5 | 5 | 4 | 4 | 4 | 2 | 5 | 4 | 73 |
| 29 | ANAS | 4 | 3 | 4 | 4 | 4 | 2 | 4 | 2 | 80 |
| 30 | AFh | 4 | 4 | 4 | 4 | 3 | 2 | 4 | 2 | 70 |
| 31 | TR | 3 | 4 | 4 | 5 | 4 | 1 | 2 | 2 | 75 |
| 32 | FRS | 4 | 4 | 4 | 4 | 5 | 2 | 5 | 3 | 70 |
| 33 | MA | 5 | 5 | 5 | 5 | 4 | 2 | 4 | 2 | 80 |
| 34 | IF | 5 | 3 | 3 | 3 | 5 | 2 | 5 | 4 | 75 |
| 35 | PMN | 3 | 4 | 4 | 3 | 2 | 1 | 3 | 1 | 72 |
| 36 | MSKL | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 3 | 70 |
| 37 | ADR | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 76 |
| 38 | IAL | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 3 | 72 |
| 39 | SKA | 5 | 5 | 5 | 5 | 5 | 2 | 5 | 3 | 87 |
| 40 | IFS | 4 | 4 | 3 | 4 | 3 | 1 | 3 | 5 | 60 |

# APPENDIX 8

**STUDENTS CONATIVE ATTITUDE AND THE ENGISH SCORES**

| | Initial Respondents' name | CONATIVE COMPONENTS | | | | | | | | | | | | Score |
|----|------|------|------|------|------|------|------|------|------|------|------|------|------|-------|
| | | S.19 | S.20 | S.21 | S.22 | S.23 | S.24 | S.25 | S.26 | S.27 | S.28 | S.29 | S.30 | |
| 1 | ANS | 3 | 2 | 3 | 1 | 3 | 3 | 3 | 5 | 2 | 2 | 3 | 3 | 70 |
| 2 | MIAN | 3 | 3 | 4 | 2 | 2 | 3 | 4 | 2 | 4 | 4 | 4 | 4 | 65 |
| 3 | DL | 2 | 3 | 4 | 2 | 2 | 2 | 4 | 2 | 2 | 2 | 3 | 1 | 75 |
| 4 | HMH | 2 | 2 | 4 | 2 | 2 | 3 | 3 | 5 | 3 | 3 | 4 | 4 | 70 |
| 5 | MI | 3 | 4 | 5 | 2 | 4 | 3 | 3 | 3 | 2 | 3 | 4 | 3 | 65 |
| 6 | AF | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 5 | 70 |
| 7 | AA | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 70 |
| 8 | MHD | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 1 | 80 |
| 9 | AAW | 3 | 3 | 5 | 2 | 4 | 3 | 4 | 5 | 4 | 3 | 3 | 5 | 75 |
| 10 | MSP | 4 | 4 | 5 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 5 | 1 | 80 |
| 11 | TB | 3 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 4 | 3 | 72 |
| 12 | DFS | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 2 | 4 | 4 | 4 | 68 |
| 13 | AM | 3 | 4 | 4 | 2 | 3 | 4 | 3 | 3 | 2 | 3 | 4 | 3 | 65 |
| 14 | AH | 2 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 5 | 1 | 70 |
| 15 | AKH | 4 | 3 | 4 | 5 | 3 | 4 | 3 | 5 | 3 | 4 | 4 | 2 | 73 |
| 16 | AFK | 3 | 1 | 1 | 2 | 3 | 4 | 5 | 4 | 4 | 1 | 2 | 3 | 60 |
| 17 | MF | 3 | 4 | 3 | 4 | 2 | 3 | 4 | 1 | 4 | 4 | 1 | 3 | 60 |
| 18 | MPS | 5 | 4 | 3 | 4 | 3 | 4 | 4 | 2 | 3 | 4 | 4 | 2 | 75 |
| 19 | MIP | 3 | 5 | 5 | 5 | 3 | 1 | 3 | 3 | 5 | 4 | 4 | 5 | 60 |
| 20 | HZ | 3 | 5 | 4 | 3 | 4 | 5 | 2 | 2 | 2 | 3 | 5 | 3 | 68 |
| 21 | MAQ | 5 | 3 | 5 | 5 | 5 | 1 | 1 | 2 | 2 | 3 | 3 | 2 | 75 |
| 21 | AHM | 3 | 4 | 4 | 3 | 2 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 72 |
| 23 | AAL | 4 | 4 | 5 | 1 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 82 |
| 24 | MM | 4 | 1 | 1 | 3 | 1 | 4 | 3 | 5 | 2 | 4 | 1 | 3 | 60 |
| 25 | FA | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 65 |
| 26 | DT | 3 | 4 | 4 | 2 | 2 | 4 | 4 | 3 | 3 | 4 | 2 | 4 | 75 |
| 27 | DNL | 4 | 5 | 5 | 4 | 3 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 80 |
| 28 | DK | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 73 |
| 29 | ANAS | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 5 | 80 |
| 30 | AFh | 2 | 3 | 2 | 4 | 2 | 4 | 3 | 3 | 4 | 3 | 4 | 2 | 70 |
| 31 | TR | 4 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 4 | 4 | 4 | 75 |
| 32 | FRS | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 5 | 4 | 4 | 4 | 2 | 70 |
| 33 | MA | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 3 | 80 |
| 34 | IF | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 75 |
| 35 | PMN | 4 | 2 | 3 | 1 | 2 | 3 | 3 | 2 | 3 | 3 | 4 | 3 | 72 |
| 36 | MSKL | 3 | 3 | 4 | 2 | 2 | 5 | 3 | 5 | 5 | 4 | 4 | 5 | 70 |
| 37 | ADR | 3 | 4 | 4 | 2 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 5 | 76 |
| 38 | IAL | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 72 |
| 39 | SKA | 5 | 5 | 5 | 1 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 87 |
| 40 | IFS | 3 | 2 | 4 | 5 | 5 | 4 | 3 | 4 | 4 | 4 | 4 | 1 | 60 |

**APPENDIX 9**

**The students Language Attitude**

| Components of Attitude | | The statements | Students' Attitude | |
|---|---|---|---|---|
| | | | Positive | Negative |
| Cognitive | 1 | English is an important lingua franca (language) in globalization | √ | |
| | 2 | I have more knowledge and more understanding when studying English | √ | |
| | 3 | Studying English helps me communicate in English effectively | √ | |
| | 4 | English language is difficult and complicated to learn | | √ |
| | 5 | Having Collection of Many English books, and English sources in learning English language is important English skill. | √ | |
| | 6 | I study English just to pass the exams | | √ |
| | 7 | Being good at English will help me study other subjects well. Ex: computer and others. | √ | |
| | 10 | I can apply the knowledge from English subject in my real life. | | √ |
| | 14 | Knowing English is an important goal in my life. | √ | |
| | 17 | I understand meaning of some English songs when listening it. | √ | |
| Affection | 8 | I feel proud when studying English language. | √ | |
| | 9 | Studying English subject makes me feel more confident | √ | |
| | 11 | Studying foreign languages like English is enjoyable. | √ | |
| | 12 | I am interested in studying English. | √ | |
| | 13 | I like watching English movies more. | √ | |
| | 15 | I prefer to speak Bahasa Indonesia than English in my English classes. | | √ |

| | | | √ | √ |
|---|---|---|---|---|
| | 16 | I like listening English songs frequently. | √ | |
| | 18 | I prefer to read an Indonesian novel than an English (original) novel. | | √ |
| Conative | 19 | I tend to use English grammatically. | | √ |
| | 20 | I effort my self to use English language in English class. | √ | |
| | 21 | When I hear a student in my class speaking English well, I like to practice speaking with him/her | √ | |
| | 22 | I join English Club | | √ |
| | 23 | I like to follow some English competition. | | √ |
| | 24 | I push myself to active in Learning English language. | √ | |
| | 25 | I answer teachers questions in English language in English class. | | √ |
| | 26 | I update status in social media (facebook/twitter/instagram and others) in English language. | √ | |
| | 27 | I wrote notes of my English lessons in English. | √ | |
| | 28 | I take English course to improve my English language. | √ | |
| | 29 | I learn English language seriously to get good score in English lesson | √ | |
| | 30 | When I miss the class, I never ask my friends or teachers for the homework on what has been taught. | | √ |

**APPENDIX**

## QUESTIONNAIRE

## THE QUESTIONNAIRE LIST FOR SENIOR HIGH SCHOOL STUDENTS

## IN MADRASAH ALIYAH NEGERI 1 MEDAN

**Directions:**
1. Fill the personal identity first.
2. Read the statements below then choose the proper answer based on your condition by filling tick (√) in column SA, A, DA, or SDA honestly.

   SA : Strongly Agree      A : Agree      Db: Doubt
   DA : Disagree      SDA : Strongly Disagree

3. Example:

| No | Statements | SA | A | Db | DA | SDA |
|----|------------|----|----|----|----|-----|
| 1 | Studying English is important because I will need it for my career. | √ | | | | |

If you think you are strongly agree to the statement based on your condition, so give a tick (√) in SA.

4. Please check again before submitting, and make sure that all numbers have been answered.

**THANK YOU**

---

**PERSONAL IDENTITY**

Course : Social Science (IIS)      DEVIRA NUR LAILISA
Gender : female (Male/ Female)
Class : XI-IIS (X/ XI/ XII)

| No | 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 helps me communicate in English effectively | √ | | | | |
| 4. | English language is difficult and complicated to learn | | | | √ | |

| No | Statements | SA | A | Db | DA | SDA |
|----|-----------|----|----|----|----|-----|
| 5. | Having Collection of Many English books, and English sources in learning English language is important English skill. | ✓ | | | | |
| 6. | I study English just to pass the exams | | | | ✓ | |
| 7. | Being good at English will help me study other subjects well. Ex: computer and others. | | ✓ | | | |
| 8. | I feel proud when studying English language. | ✓ | | | | |
| 9. | Studying English subject makes me feel more confident | ✓ | | | | |
| 10. | I can apply the knowledge from English subject in my real life. | ✓ | | | | |
| 11. | Studying foreign languages like English is enjoyable. | | ✓ | | | |
| 12. | I am interested in studying English. | ✓ | | | | |
| 13. | I like watching English movies more. | | ✓ | | | |
| 14. | Knowing English is an important goal in my life. | ✓ | | | | |
| 15. | I prefer to speak Bahasa Indonesia than English in my English classes. | | | ✓ | | |
| 16. | I like listening English songs frequently. | | ✓ | | | |
| 17. | I understand meaning of some English songs when listening it. | | ✓ | | | |
| 18. | I prefer to read an Indonesian novel than an English (original) novel. | | | ✓ | | |
| 19. | I tend to use English grammatically. | | ✓ | | | |
| 20. | I effort my self to use English language in English class. | ✓ | | | | |

| No | Statements | SA | A | Db | DA | SDA |
|---|---|---|---|---|---|---|
| 21. | When I hear a student in my class speaking English well, I like to practice speaking with him/her | ✓ | | | | |
| 22. | I join English Club | | ✓ | | | |
| 23. | I like to follow some English competition. | | | ✓ | | |
| 24. | I push myself to active in Learning English language. | ✓ | | | | |
| 25. | I answer teachers questions in English language in English class. | | ✓ | | | |
| 26. | I update status in social media (facebook/twitter/instagram and others) in English language. | | ✓ | | | |
| 27. | I wrote notes of my English lessons in English. | ✓ | | | | |
| 28. | I take English course to improve my English language. | ✓ | | | | |
| 29. | I learn English language seriously to get good score in English lesson | ✓ | | | | |
| 30. | When I miss the class, I never ask my friends or teachers for the homework on what has been taught. | | | | | ✓ |

**SA** : *Strongly Agree*          **A** : *Agree*          **Db : Doubt**

**DA** : *Disagree*          **SDA** : *Strongly Disagree*

**APPENDIX**

## QUESTIONNAIRE

### THE QUESTIONNAIRE LIST FOR SENIOR HIGH SCHOOL STUDENTS

### IN MADRASAH ALIYAH NEGERI 1 MEDAN

**Directions:**
1. Fill the personal identity first.
2. Read the statements below then choose the proper answer based on your condition by filling tick (√) in column SA, A, DA, or SDA honestly.

   SA : Strongly Agree     A : Agree     Db: Doubt
   DA : Disagree     SDA : Strongly Disagree

3. Example:

| No | Statements | SA | A | Db | DA | SDA |
|----|-----------|----|---|----|----|----|
| 1 | Studying English is important because I will need it for my career. | √ | | | | |

If you think you are strongly agree to the statement based on your condition, so give a tick (√) in SA.

4. Please check again before submitting, and make sure that all numbers have been answered.

**THANK YOU**

---

**PERSONAL IDENTITY**

Name   : M. ADRI ANDA
Course  : Social Science (IIS)
Gender  : _____ (Male/~~Female~~)
Class    : _____ (X/ XI/ ~~XII~~)

---

| No | 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 helps me communicate in English effectively | √ | | | | |
| 4. | English language is difficult and complicated to learn | | | | | √ |

| No | Statements | SA | A | Db | DA | SDA |
|---|---|---|---|---|---|---|
| 5. | Having Collection of Many English books, and English sources in learning English language is important English skill. | | ✓ | | | |
| 6. | I study English just to pass the exams | | | | | ✓ |
| 7. | Being good at English will help me study other subjects well. Ex: computer and others. | ✓ | | | | |
| 8. | I feel proud when studying English language. | ✓ | | | | |
| 9. | Studying English subject makes me feel more confident | ✓ | | | | |
| 10. | I can apply the knowledge from English subject in my real life. | ✓ | | | | |
| 11. | Studying foreign languages like English is enjoyable. | ✓ | | | | |
| 12. | I am interested in studying English. | ✓ | | | | |
| 13. | I like watching English movies more. | | ✓ | | | |
| 14. | Knowing English is an important goal in my life. | ✓ | | | | |
| 15. | I prefer to speak Bahasa Indonesia than English in my English classes. | | ✓ | | | |
| 16. | I like listening English songs frequently. | | ✓ | | | |
| 17. | I understand meaning of some English songs when listening it. | | ✓ | | | |
| 18. | I prefer to read an Indonesian novel than an English (original) novel. | | ✓ | | | |
| 19. | I tend to use English grammatically. | | ✓ | | | |
| 20. | I effort my self to use English language in English class. | ✓ | | | | |

| No | Statements | SA | A | Db | DA | SDA |
|---|---|---|---|---|---|---|
| 21. | When I hear a student in my class speaking English well, I like to practice speaking with him/her | ✓ | | | | |
| 22. | I join English Club | ✓ | | | | |
| 23. | I like to follow some English competition. | ✓ | | | | |
| 24. | I push myself to active in Learning English language. | ✓ | | | | |
| 25. | I answer teachers questions in English language in English class. | | ✓ | | | |
| 26. | I update status in social media (facebook/twitter/instagram and others) in English language. | | ✓ | | | |
| 27. | I wrote notes of my English lessons in English. | ✓ | | | | |
| 28. | I take English course to improve my English language. | ✓ | | | | |
| 29. | I learn English language seriously to get good score in English lesson | ✓ | | | | |
| 30. | When I miss the class, I never ask my friends or teachers for the homework on what has been taught. | | | ✓ | | |

SA      : Strongly Agree          A       : Agree                    Db : Doubt

DA      : Disagree                SDA    : Strongly Disagree

**APPENDIX**

## QUESTIONNAIRE

## THE QUESTIONNAIRE LIST FOR SENIOR HIGH SCHOOL STUDENTS

## IN MADRASAH ALIYAH NEGERI 1 MEDAN

**Directions:**
1. Fill the personal identity first.
2. Read the statements below then choose the proper answer based on your condition by filling tick (√) in column SA, A, DA, or SDA honestly.

| SA | : Strongly Agree | A | : Agree | Db: Doubt |
| DA | : Disagree | SDA | : Strongly Disagree | |

3. Example:

| No | Statements | SA | A | Db | DA | SDA |
|----|-----------|----|----|----|----|-----|
| 1 | Studying English is important because I will need it for my career. | √ | | | | |

If you think you are strongly agree to the statement based on your condition, so give a tick (√) in SA.

4. Please check again before submitting, and make sure that all numbers have been answered.

**THANK YOU**

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### PERSONAL IDENTITY

Habib Maulana Harahap

Course    : Social Science (IIS)
Gender    : _Female_ (Male/ ~~Female~~)
Class      : _XI_ (~~X~~/ XI/ XII)

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| No | 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 helps me communicate in English effectively | √ | - | | | √ |
| 4. | English language is difficult and complicated to learn | | | | | √ |

| No | Statements | SA | A | Db | DA | SDA |
|---|---|---|---|---|---|---|
| 5. | Having Collection of Many English books, and English sources in learning English language is important English skill. | ✓ | | | | |
| 6. | I study English just to pass the exams | | | | | ✓ |
| 7. | Being good at English will help me study other subjects well. Ex: computer and others. | ✓ | | | | |
| 8. | I feel proud when studying English language. | | ✓ | | | |
| 9. | Studying English subject makes me feel more confident | ✓ | | | | |
| 10. | I can apply the knowledge from English subject in my real life. | | ✓ | | | |
| 11. | Studying foreign languages like English is enjoyable. | | | ✓ | | |
| 12. | I am interested in studying English. | | ✓ | | | |
| 13. | I like watching English movies more. | ✓ | | | | |
| 14. | Knowing English is an important goal in my life. | | | ✓ | | |
| 15. | I prefer to speak Bahasa Indonesia than English in my English classes. | | ✓ | | | |
| 16. | I like listening English songs frequently. | ✓ | | | | |
| 17. | I understand meaning of some English songs when listening it. | | ✓ | | | |
| 18. | I prefer to read an Indonesian novel than an English (original) novel. | | | ✓ | | |
| 19. | I tend to use English grammatically. | | | | ✓ | |
| 20. | I effort my self to use English language in English class. | | | | ✓ | |

| No | Statements | SA | A | Db | DA | SDA |
|---|---|---|---|---|---|---|
| 21. | When I hear a student in my class speaking English well, I like to practice speaking with him/her | | ✓ | | | |
| 22. | I join English Club | | | | ✓ | |
| 23. | I like to follow some English competition. | | | | ✓ | |
| 24. | I push myself to active in Learning English language. | | | ✓ | | |
| 25. | I answer teachers questions in English language in English class. | | | ✓ | | |
| 26. | I update status in social media (facebook/twitter/instagram and others) in English language. | ✓ | | | | |
| 27. | I wrote notes of my English lessons in English. | | | ✓ | | |
| 28. | I take English course to improve my English language. | | | ✓ | | |
| 29. | I learn English language seriously to get good score in English lesson | | ✓ | | | |
| 30. | When I miss the class, I never ask my friends or teachers for the homework on what has been taught. | | | | ✓ | |

**SA** : *Strongly Agree*        **A** : *Agree*        **Db : Doubt**

**DA** : *Disagree*        **SDA** : *Strongly Disagree*

**APPENDIX**

## QUESTIONNAIRE

## THE QUESTIONNAIRE LIST FOR SENIOR HIGH SCHOOL STUDENTS

## IN MADRASAH ALIYAH NEGERI 1 MEDAN

**Directions:**

1. Fill the personal identity first.
2. Read the statements below then choose the proper answer based on your condition by filling tick (√) in column SA, A, DA, or SDA honestly.

| SA | : Strongly Agree | A | : Agree | Db: Doubt |
| DA | : Disagree | SDA | : Strongly Disagree | |

3. Example:

| No | Statements | SA | A | Db | DA | SDA |
|----|------------|----|----|----|----|-----|
| 1 | Studying English is important becau se I will need it for my career. | √ | | | | |

If you think you are strongly agree to the statement based on your condition, so give a tick (√) in SA.

4. Please check again before submitting, and make sure that all numbers have been answered.

**THANK YOU**

**PERSONAL IDENTITY**

Name : Salman Karim Alfarizi .
Course : Social Science (IIS)
Gender : Male (Male/ Female)
Class : XI (X/ XI/ XII)

| No | 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 helps me communicate in English effectively | √ | | | | |
| 4. | English language is difficult and complicated to learn | | | | √ | |

| No | Statements | SA | A | Db | DA | SDA |
|---|---|---|---|---|---|---|
| 5. | Having Collection of Many English books, and English sources in learning English language is important English skill. | | ✓ | | | |
| 6. | I study English just to pass the exams | | | | ✓ | |
| 7. | Being good at English will help me study other subjects well. Ex: computer and others. | ✓ | | | | |
| 8. | I feel proud when studying English language. | ✓ | | | | |
| 9. | Studying English subject makes me feel more confident | ✓ | | | | |
| 10. | I can apply the knowledge from English subject in my real life. | ✓ | | | | |
| 11. | Studying foreign languages like English is enjoyable. | ✓ | | | | |
| 12. | I am interested in studying English. | ✓ | | | | |
| 13. | I like watching English movies more. | ✓ | | | | |
| 14. | Knowing English is an important goal in my life. | ✓ | | | | |
| 15. | I prefer to speak Bahasa Indonesia than English in my English classes. | | ✓ | | | |
| 16. | I like listening English songs frequently. | ✓ | | | | |
| 17. | I understand meaning of some English songs when listening it. | ✓ | | | | |
| 18. | I prefer to read an Indonesian novel than an English (original) novel. | | | | ✓ | |
| 19. | I tend to use English grammatically. | ✓ | | | | |
| 20. | I effort my self to use English language in English class. | ✓ | | | | |

| No | Statements | SA | A | Db | DA | SDA |
|---|---|---|---|---|---|---|
| 21. | When I hear a student in my class speaking English well, I like to practice speaking with him/her | ✓ | | | | ✓ |
| 22. | I join English Club | | | | | ✓ |
| 23. | I like to follow some English competition. | ✓ | | | | |
| 24. | I push myself to active in Learning English language. | ✓ | | | | |
| 25. | I answer teachers questions in English language in English class. | ✓ | | | | |
| 26. | I update status in social media (facebook/twitter/instagram and others) in English language. | ✓ | | | | |
| 27. | I wrote notes of my English lessons in English. | ✓ | | | | |
| 28. | I take English course to improve my English language. | ✓ | | | | |
| 29. | I learn English language seriously to get good score in English lesson | ✓ | | | | |
| 30. | When I miss the class, I never ask my friends or teachers for the homework on what has been taught. | | | ✓ | | |

SA    : Strongly Agree          A      : Agree          Db : Doubt

DA    : Disagree          SDA      : Strongly Disagree

**APPENDIX**

## QUESTIONNAIRE

## THE QUESTIONNAIRE LIST FOR SENIOR HIGH SCHOOL STUDENTS

## IN MADRASAH ALIYAH NEGERI 1 MEDAN

**Directions:**
1. Fill the personal identity first.
2. Read the statements below then choose the proper answer based on your condition by filling tick (√) in column SA, A, DA, or SDA honestly.

| | | | | | |
|---|---|---|---|---|---|
| SA | : Strongly Agree | A | : Agree | | Db: Doubt |
| DA | : Disagree | SDA | : Strongly Disagree | | |

3. Example:

| No | Statements | SA | A | Db | DA | SDA |
|---|---|---|---|---|---|---|
| 1 | Studying English is important because I will need it for my career. | √ | | | | |

If you think you are strongly agree to the statement based on your condition, so give a tick (√) in SA.

4. Please check again before submitting, and make sure that all numbers have been answered.

**THANK YOU**

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### PERSONAL IDENTITY

Course : Social Science (IIS)2    Name : ALYA ANISA LUBIS
Gender : Female (Male/ Female)
Class : XI (X/ XI/ XII)

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| No | 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 helps me communicate in English effectively | | √ | | | |
| 4. | English language is difficult and complicated to learn | | √ | | | |

| No | Statements | SA | A | Db | DA | SDA |
|---|---|---|---|---|---|---|
| 5. | Having Collection of Many English books, and English sources in learning English language is important English skill. | ✓ | | | | |
| 6. | I study English just to pass the exams | | | | | ✓ |
| 7. | Being good at English will help me study other subjects well. Ex: computer and others. | ✓ | | | | |
| 8. | I feel proud when studying English language. | | ✓ | | | |
| 9. | Studying English subject makes me feel more confident | | ✓ | | | |
| 10. | I can apply the knowledge from English subject in my real life. | | ✓ | | | |
| 11. | Studying foreign languages like English is enjoyable. | | ✓ | | | |
| 12. | I am interested in studying English. | ✓ | | | | |
| 13. | I like watching English movies more. | ✓ | | | | |
| 14. | Knowing English is an important goal in my life. | | ✓ | | | |
| 15. | I prefer to speak Bahasa Indonesia than English in my English classes. | | ✓ | | | |
| 16. | I like listening English songs frequently. | ✓ | | | | |
| 17. | I understand meaning of some English songs when listening it. | ✓ | | | | |
| 18. | I prefer to read an Indonesian novel than an English (original) novel. | | | | ✓ | |
| 19. | I tend to use English grammatically. | | ✓ | | | |
| 20. | I effort my self to use English language in English class. | | ✓ | | | |

| No | Statements | SA | A | Db | DA | SDA |
|---|---|---|---|---|---|---|
| 21. | When I hear a student in my class speaking English well, I like to practice speaking with him/her | ✓ | | | | |
| 22. | I join English Club | | | | | ✓ |
| 23. | I like to follow some English competition. | | ✓ | | | |
| 24. | I push myself to active in Learning English language. | | ✓ | | | |
| 25. | I answer teachers questions in English language in English class. | | ✓ | | | |
| 26. | I update status in social media (facebook/twitter/instagram and others) in English language. | | ✓ | | | |
| 27. | I wrote notes of my English lessons in English. | ✓ | | | | |
| 28. | I take English course to improve my English language. | ✓ | | | | |
| 29. | I learn English language seriously to get good score in English lesson | ✓ | | | | |
| 30. | When I miss the class, I never ask my friends or teachers for the homework on what has been taught. | | | | | ✓ |

SA    : Strongly Agree          A       : Agree          Db : Doubt

DA    : Disagree          SDA     : Strongly Disagree