

CHAPTER I

INTRODUCTION

This chapter deals with the background of the research which tells about student attitudes in the eight grade English learning process. Setting of the research contains about the main problems which have previously the researcher formulated in background of the research. Limitation of the research is the focus of the researcher in this research. Formulation of the research contains a research question will be answered by researcher in this research. Purpose of the research describe about purpose which will be gained through the research's process. Significance of the research describe about contributions of the research. These chapters end with definition of the key terms.

A. Background of the Problem

Students are one of the human components who occupy positions central in the teaching and learning process where in the teaching and learning process, students as parties who want to achieve goals, have goals and then want to achieve it optimally. Students will be the determining factor, so can influence everything needed to achieve goals learn it. Stated that students are those who specifically submitted by parents to take part in learning held in schools with the aim of becoming human beings who have knowledge, skill, experience, personality, character and independent. Students have different perceptions about classes, teachers and curriculum they Such perceptions are responsible for their attitude.

Attitude in language learning encompasses one's perception of oneself, of the culture, the language, and the people who speak it. Attitude includes one's like or dislike of someone or something, and includes an evaluation of whether that someone or something is good, bad, beneficial, harmful, valuable or not valuable" (Saeed, Iqbal, Akhtar, & Saleem in Santana et al,;2017). Attitudes that refer to emotions/feelings are an emotional evaluation or reaction the degree of liking or disliking associated with object being addressed. Attitude plays an important role in predicting behavior.

Attitude is an "internal symptom with an affective dimension in the form of a tendency" to react or respond in a relatively fixed way to an object certain things, such as people, goods, and so on, either positively or negatively ". Talking about attitude can't be separated from talking about behavior or actions of a person, because that attitude will give a the form of a person in behaving in an object or stimulus. It could be a positive negative reaction to the stimulus. Knowing someone's attitude is very useful, because it can suspect how the action or actions that will be taken against a stimulus or stimulant. Learning attitude can be interpreted as a person's behavioral tendencies when he studied academic matters. As for Education Acceptance consists of students' acceptance and rejection of the desired goals will be achieved, the material presented, practices, tasks, and requirements set at school. If the attitude shown by students is a positive attitude then it is a good start for a student in achieving the goal which have been specified. Students' attitudes will manifest in the form of feelings" happy or not happy, agree or disagree, like or

dislike to these things. Such an attitude affects learning outcomes student.

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. The learning process is a process in which there are interaction activities between teacher-students and reciprocal communication that takes place in educational situations to achieve learning objectives. The process of interaction of students with educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and belief in students can occur. In other words, learning is a process to help students learn well. Students who have attitude positive attitude towards learning English got the highest score and students who having a negative attitude towards learning English got the lowest score. It can be said that if students want to get high marks, students must have positive attitude in all aspects when they learn English and vice versa if the student's attitude leads to negative it will get negative results as well.

The reason reserker was interested in doing research on student attitudes in the process of learning English, when reserker joined the Teaching Assistance program at SMP N 6 Tambusai. There are twenty eight students in eight grade. As explained above some students have different attitudes. Namely there are students who are positive attitude and some are negative attitude when learning English.

From some explanation above, the researcher focus on the attitude student's in learning English. The problem is student attitude get is different do they have a

positive or negative attitude. From that, the researcher interests in conducting research entitled "Students' attitude in learning English at the eight grade of SMP N 6Tambusai".

B. Setting of the Problem

Based on the background above the researcher found some problems of students in eight grade at SMP N 6 Tambusai; first, the students need to know and understand their attitudes. Second, students use less English in the learning process. Third, the student were afraid to practice English language in classroom and outside class.

C. Limitation of the Problem

Based on the setting of the problem above, the researcher limited the problem of this research. As follows: "Student's attitude in learning English at the eight grade of SMP N 6 Tambusai.

D. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the research question as follow : How are student's attitude in learning English at the eight grade of SMP N 6 Tambusai.

E. Purpose of the Research

Based on the problem statement above, the purpose of this research describe student's attitude in the eight grade English learning at SMP N 6 Tambusai.

F. Significance of the Research

By researching the student's attitude in learning English at the eight grade of SMP N 6 Tambusai. The writer hopes that the result of the research is useful to give contributions to English language teaching and learning as follows :

a. For the Students

Improving student attitudes and increasing the effectiveness of the process English learning for students. In addition, students are expected to be able to apply attitude as a provision both for further study and in life daily.

b. For the Teachers

The teacher knows what is happening in the classroom especially problems in terms of student attitudes. Other benefits as an ingredient input for teachers in developing their sensitivity to learning based on the formation of student attitudes.

c. For the Next Researchers

The result of this research will be useful as one of the reference in order to conduct the similar research.

G. Definition of the Key Term

a. Student

Student is a someone who comes school aims to learn and receive education. According to (Sardiman,2003).

b. Attitude

Attitude is defined as a reaction or response that arises from someone individual towards the object which then raises the tendency of individual behavior towards the object in certain ways. According to (Azwar 2011:3).

c. Teaching Learning process

Teaching and learning process or teaching is an activity of carrying out curriculum of an educational institution, in order to influencing students to achieve educational goals which has been set. Educational goals in basically leads students to good behavior changes intellectually, morally, and socially in order to live independent as individuals and social beings. According to (Nana sudjana (2010: 1).

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discuss about Review of the Related Literature. They are : first, review related theories. Second, is review of the related findings, The last is conceptual framework. The researcher puts some theories related to the title of this research to support this research.

A. Review of Related Theories

1. Definition of Attitude

Azwar (2000: 6) in maita 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) in maita 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) in maita it is a mental set of response and according to Fishbein (1967, p.12) in maita 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. 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) in maita.

Al-Mamun, Rahman, Rahman, and Hossaim (2012) in maita 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.

2. The Importance of Attitude

Attitude is defined as a disposition or tendency to respond positively or negatively towards a certain thing (idea, object, person situation). An attitude concerning a class of objects is the meaning that class has for the person, with a stress on how the individual evaluates the class, whether positively or negatively. Some versions of this conception hold that attitudes are encoded verbally in the brain and that when people say how they feel about something they are merely giving voice to words already held within their minds (Asher & Simpson, 1995, p. 254). Furthermore, Brown (2007, p.192) shows that the second language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation and, in all likelihood, because of decreased input and interaction, to unsuccessful attainment of proficiency. Attitude can be measured through works and action. For example the students will have different actions, behaviors and thought when they are studying English in the classroom. That’s why attitude is one of important factor

for someone in doing something. Because attitude is the foundation behind everything, persons do, say, and think. Humans' attitude flows out from our heart and soul. In daily life, it is hard for someone to do things she or he does not like.

Reid (2003, p. 33) declared, "Attitudes are important to us because they cannot be neatly separated from study." Attitude is considered as an essential factor influencing language performance (Visser, 2008). Achievement in a target language relies not only on intellectual capacity, but also on the learner's attitudes towards language learning. This means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one. Kiptui and Mbugua (2009, cited in Tella et al, 2010) investigated that negative attitude towards English is the most affective and psychological factor that results in the students' poor performance in English among the secondary schools in Kenya.

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

3. Components of Attitude

According to Gardner (1985), it is generally accepted that attitude represents the positive or negative mental and neural readiness towards a person, place, thing or

event. It consists of three components:

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

a. Affective Component

The emotional response (like / dislike) to an attitude object is an affective aspect. Most of the research focuses on the significance of the affective elements. An individual's attitude towards an object cannot be decided solely by defining his or her feelings about it, since emotion operates at the same time as the cognitive process of an object's attitude. Agarwal. J & Malhotra N.K., (2005) expresses that the impact (feelings and emotions) and attitudes (evaluative decision based on brand beliefs) of the research are combined to suggest an integrated model of attitude and choice.

b. Behavioral Component

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

c. Cognitive Component

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

4. Positive and Negative Attitudes

Thurstone in maita (2018) has defined attitude as the degree of positive or negative affect associated with some psychological object.

Tabel 1. Positive and Negative Attitude

Positive Attitude	Negative Attitude
Individuals who have a positive attitude will pay attention to the good, rather than bad in people, situations, events, 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 thesame thing in future.	Negative attitudes are punished in orderto 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 forwardto” 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.

There are two types of attitude that is positive attitude and negative attitudes, attitudes will be highly influence how students approach many situations in life. It is believed that students with positive attitudes usually progress more rapidly in foreign language. The Positive attitude: like responsible, responsive, and etc. Negative attitude: like are laziness, rudeness, impolite, and etc. Attitude influence the behavior of individuals. It is a usual of doing things. Success and failure in life depend upon the behavior of the individual. If the attitudes are positive then the human relation will be positive.

Positive and negative attitudes may lead to decreases motivation and in all likelihood, because of decreased input and interaction, to unsuccessful attainment in proficiency. Accordingly the teacher needs to be aware that everyone has both positive and negative attitude can be changed, often by exposure to reality. Attitude is rather permanent way of thinking, feeling or behaving towards someone or something, the students have response tendency by relatively way to people, thing or etc. with the positive or negative attitude. If the students have positive attitude, it becomes the good beginning for the learning and teaching process. In the other hand, when students build positive attitudes towards the subject, they become engaged in the material fact and are motivated to excel in the subject because they value it, enjoy it and are interested in the subject. In addition, a positive attitude facilitates foreign language teaching while a negative attitude acts as a psychological barrier against teaching. Thus, attitudes, ranging through negative, natural, and positive states, determine a student's success or failure in his or her learning. This highlights the important role that a positive attitude towards the language being learned plays in learning a second language. Putting it another way, maintaining positive or negative feelings towards a language may increase the ease or difficulty of teaching, respectively.

5. Learning English process

English is the basis or fundamental for international communication. It is very important for students to be able to master English in general. This can be useful for

their specific purposes. This is the reason why English is an important subject in Indonesian schools. There is a lot of effort and money invested in supporting English teaching programs across the country. (Richards, 2001:230 cited in Gultom, 2015) in maita states that every language has a system and can be explained by linguistic knowledge. English teachers should be able to select teaching materials such as books, journals, audio-video tape recorders and cassettes, self-access and computerized language instruction to facilitate language learning so that students can achieve effective language learning.

Teaching learning process is a process that contains a series of actions by teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals Interactions or reciprocal relationships between teachers and students are the main requirements for the ongoing learning process. The teaching and learning process is at the core of the overall education process with the teacher as the main role holder. The teaching and learning events are rooted in many views and concepts Therefore, the realization of the teaching and learning process can occur in various models *Hamzah B Uno (2013 22)* explains that learning is a business process carried out by individuals to obtain a change in behavior as a whole as a result of the experience of the individual himself in interaction with his environment.

The teaching and learning process has meaning and understanding, namely the interaction of all components or elements contained in teaching and learning with each other related to the bond to achieve the goal Components can support the quality

of learning According to *Oemar Hamalik (2003)* in jannatul learning as a system means that a whole of the components that interact and interrelate with each other and with the whole itself to achieve the learning objectives that have been previously set Learning as a system whose components consist ; students, method, environment, teacher, purpose, material, media, means Tools, evaluation.

B. Review of Related Findings

Review of related theories is a part where this research will be compare with the other research. Actually, this research has many studies are related that have been done by many researchers whice have same point to be observed, questionnaire and interview.

First, the research conducted by Adinda Maharani, Sri Hartati (2017) with title "analysis of student attitudes towards learning English" as a foreign language at Smk Muhamudiyah 3 Palembang".This research is entitled "Analysis of Students' Attitudes towards Learning English as a Foreign Language Vocational High School Muhammadiyah 3 Palembang . Education is a powerful tool that helps modify student behavior accordingly with the needs and expectations of society. Student attitudes are an integral part of learning and therefore should be an important component of pedagogical learning second language learning. This research is entitled "Analysis of Students' Attitudes towards Learning English as a Foreign Language Vocational High School Muhammadiyah 3 Palembang". The purpose of this research is to find out vocational high school feelings and ideas about learning

English, who have different backgrounds and knowledge of English and for knowing the attitude of SMK Muhammadiyah 3 Palembang towards language learning English according to their needs. behavioral, cognitive, and emotional aspects. Method this research is descriptive analysis. The population in this study were students of SMK Muhammadiyah 3 Palembang Academic Year 2016/2017. The sample of this research is 61 student. Data were obtained by using questionnaires, interviews and student final scores. The data were analyzed by examining the answers to the questionnaire, recording records of people who interviewed and calculated the final exam student scores. The results showed that SMK Muhammadiyah 3 Palembang students have a negative attitude towards behavior and emotional aspects and have a positive attitude in the cognitive aspects of learning English.

The Second researcher by Hawa Laily Handayani, Syamsul Ghufron, Suharmono Kasiyun (2020) with title " Student negative behavior: forms, causes, and solutions teacher in onvercoming it". This study aims to describe (1) forms of negative behavior students, (2) the factors that cause negative behavior, and (3) the teacher's solution in overcoming it. Type This research is descriptive qualitative. This research data collection uses observation, documentation, and interview techniques. Data analysis techniques in this study includes data reduction, data presentation, verification/conclusion. The results of the study show that the negative behavior of students at SDN Keboansikep 01 Gedangan Sidoarjo is classified as behavior mild negative. The forms of negative behavior found were disturbing, bullying,

emotional, provocateur, fighting, truant, talking dirty, crowded during class hours, do not obey the rules, and often enter and leave the classroom. The causative factors are: family factors, environmental or social factors, and individual factors. Solution provided teachers in overcoming negative behavior include (1) taking a special approach to students who have negative behavior, (2) never get tired of giving advice and motivation as an encouragement so that students have good behavior, (3) provide warnings and warnings directly or in writing, (4) giving sanctions or educational punishment, and (5) cooperate or approach parents student.

The Third researcher by Elis Susanti and AM Mujid (2021) with title " A study of students attitude toward learning English of the tenth graders in SMA 1 Abung semuli lampung utara" . Learning English as a foreign language is heavily influenced by both internal and external factors. One of the internal factors that come from students, namely attitudes that are reflected by students through their behavior in the process of learning English in the classroom. What is the attitude displayed by students will determine behavior, actions, and involvement students in the learning process so that it leads to the level of understanding students or student success in learning a material. Therefore, In order to implement a good strategy, a teacher important to measure or know how students' attitudes towards learning that is implemented so that it will be a reflection material for students teacher to determine the strategy to be implemented in order to achievement of learning targets. This research is a qualitative research descriptive research that will investigate students' attitudes towards language learning England uses the observation method.

The research subject is class X IPA 5 at SMAN 1 Abung Semuli which consists of 32 people. Based on the results of observations conducted during 8 (eight) meetings, it was found that the students of class X IPA 5 at SMAN 1 Abung Semuli reflects a positive attitude towards learning English. Therefore, it is recommended that teachers continue to design activitie learning that is able to raise students' positive attitudes towards the learning process English learning.

C. Conceptual Framework

In this research, the conceptual framework of the research explains about how the researchers collected the data from schools about student attitude in the learning process. The figure below illustrates the conceptual framework for this research.

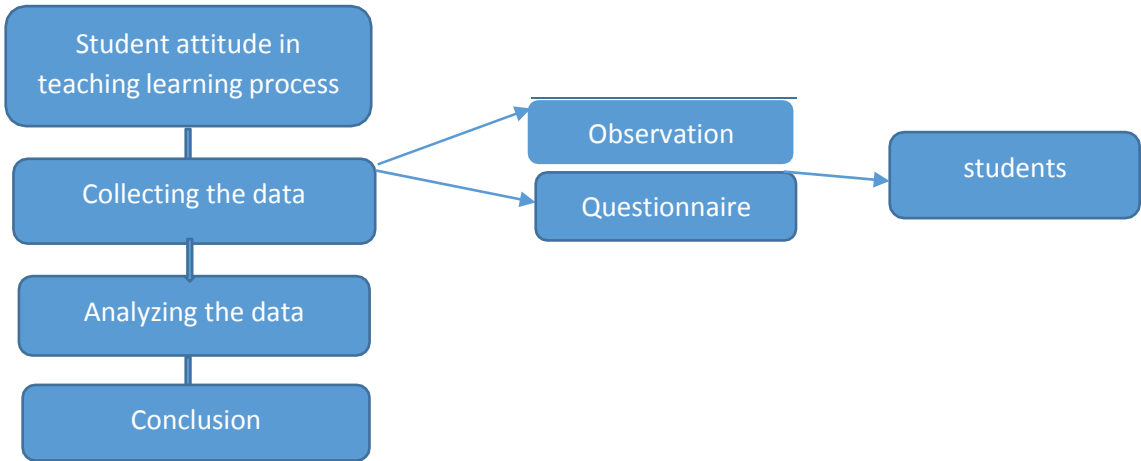


Figure 1. Illustrates the conceptual framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents about the research methodology of this research. It consists of research design, population and sample, instrumentation, technique of collecting the data and technique of analyzing the data in the setting of the research, it discusses about the procedure of the research for control class.

A. Research Design

This research consists only one variable and the research designs it as descriptive qualitative research. *Widayoko (2012)* says that qualitative research describes the way things are based on facts and stated in statement or words form. It focuses on qualitative approach. .

B. Setting of the Research

This research conducted students eight grade at SMP N 6 Tambusai. which is located at Sungai Kumango, Tambusai sub district of Rokan Hulu regency. The research conducted on June 2022.

C. Population and Sample

1) Population

Population is a generalization region consisting of the object/subject has a certain quantity and characteristics defined by the researcher to learn and then drawn conclusions. According to *Arikunto (2010.p.173)* population is a set or collection of all elements possessing one or more attributes of interest. Similarly, *Tuckman*

(1978:227) says, " Population refers to the establishment of boundary condition that specify who shall be included in or excluded from the population." In this case, the researcher was interested in taking the population of the research is the eight grade students of SMP N 6 Tambusai academic year 2022.

2) *Sample*

Sample is a fraction of the number and characteristics possessed by this i population, or a small part of members of the population taken pursuant to certain procedures so as to represent the population According to Arikunto (2002 112), a researcher may take 10%-15%, or 20%-25%, or more of the population used as the sample In this research, the researcher took a sample by using total sampling So the sample of the research was student in the eight grade at SMP N 6 Tambusai. They were 28 student.

D. Instrumentation of the Research

In this research, there were three instruments will be used to measure students' attitude and analyze it. The researcher was used observation and questionnaire. To complete the data the researcher distributed the questionnaire to the students. According to Arikunto (2002:136), research instrument is a device used by the researcher while collecting data to make his work become easier and get a better result , complete and systematic in order to make the data easy to be processed.

1. Questionnaire. it was one of important instruments to collect the data. It consist of a series of question and other prompts for gathering information from respondent. Questionnaire items can relatively be closed or open ended

(Nunan,1992:143). This questionnaire is closed item. A closed item was one in which the range of possible responses is determined by researcher. It was used to measure the variable of habit of attitude in learning English. Sugiyono (2016) the Likert scale is a scale in the type of research data that is always used to measure attitudes, opinions, and perceptions of individuals or groups related to social phenomena that are being research subjects. Researchers calculate used Like scale that is score item positive and negative. The score positive answer that is 4 ,3,2, 1 and for the negative answer is 1, 2, 3, 4.

The detail from that, if the statement positive chosen in the column SS as strongly agree and the get scored 4, if the statement positive chosen in the column Sas agree and the get scored 3, if the statement positive chosen in the column TS as disagree and the get scored 2, and if the statement positive chosen in the column STS as strongly disagree and the get scored 1.

The detail from that, if the statement negative chosen in the column SS as strongly agree and the get scored 1, if the statement negative chosen in the column S as agree and the get scored 2, if the statement negative chosen in the column TS as disagree and the get scored 3, and if the statement negative chosen in the column STSas strongly disagree and the get scored 4.

In this research, the researcher made the questionnaire of student attitude in learning English. Thurstone in maita (2018) has defined attitude as the degree of positive or negative affect associated with some psychological object. The questionnaire will be developpe and modified by the researcher.

E. Procedures Of the Research

The procedure of the research to conduct the data as follows:

1. The researcher observed when the Student English learning process.
2. The researcher gave the questionnaire to the students.
3. Then, Students filled in the questionnaire provided by the researcher.
4. And next collecting the data, the researcher analyzed the data to know how the attitude of student.

F. Collecting the Data

As qualitative research, the research used technique of observation and questionnaire. First, the researcher does observation to the student. The researcher gave the questionnaire to the student, and student fill in the questionnaire provided by the researcher.. Finally, the researcher collected the data.

G. Technique of Analyzing the Data

Technique of analyzing the data is a most decisive step of a study, because data analysis serves to conclude the results of the study. The descriptive technique was analysis which is aimed to describe the students' attitude in learning process at SMP N 6 Tambusai. The researcher saw for score of statement and then the score change percentage To measure students' attitude, the researcher used the following table of attitude category.

Table 2. Attitude category of when student english learning process in SMP N 6

Tambusai

NO	Category	Attitude in learning process
1.	Excellent	80 – 90
2.	Very Good	65 – 79
3.	Good	55 – 64
4.	Fair	40 – 54
5.	Low	00 – 39

Arikunto (1997) The data from the sample of research analyzed by using the formula as follow:

$$X \frac{E}{N} \times 100\%$$

When:

X : result of percentage

F: Grequent of research result

N: total all observe

(Sudijono, 2009)