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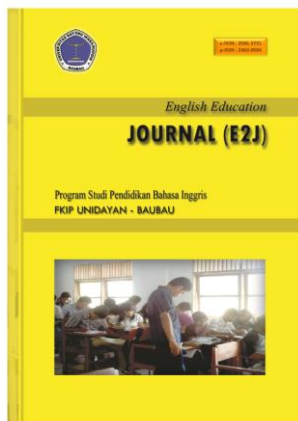
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AN ANALYSIS OF STUDENTS' ATTITUDE IN LEARNING ENGLISH AT ELEVENTH GRADE OF SMA NEGERI 2 GU

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Abstract

The problem in this study was how were the students' attitude in learning English at eleventh grade of SMA Negeri 2 Gu? This study aimed at determining and identifying students' attitude in learning English in the eleventh grade of SMA Negeri 2 Gu. The design of this study was a descriptive qualitative. Subjects of the research were fifteen students of eleventh grade at SMA Negeri 2 Gu. Techniques of data collection in this study were questionnaire and interview. Techniques of data analysis used were data reduction, data display and conclusion. The result showed that the students had positive attitude in learning English, which consisted of aspect of cognitive attitude, aspect of affective attitude and aspect of behavior attitude. In all aspects students' attitude were in the good category. Based on three aspects of attitudes, the most dominant aspect of attitude was the affective attitude aspect.

Keywords: students' attitude.

Abstrak

Masalah dalam penelitian ini adalah bagaimana sikap siswa dalam belajar bahasa Inggris di kelas XI SMA Negeri 2 Gu? Penelitian ini bertujuan untuk mengetahui dan mengidentifikasi sikap siswa dalam belajar bahasa Inggris di kelas XI SMA Negeri 2 Gu. Desain penelitian ini adalah deskriptif kualitatif. Subjek penelitian ini adalah siswa kelas XI SMA Negeri 2 Gu yang berjumlah limabelas siswa. Teknik pengumpulan data dalam penelitian ini adalah kuesioner dan wawancara. Teknik analisis yang digunakan adalah reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa siswa menunjukkan sikap positif dalam belajar bahasa Inggris, yang terdiri dari aspek sikap kognitif, aspek sikap afektif dan aspek sikap perilaku. Pada semua aspek sikap

siswa berada pada kategori baik. Berdasarkan dari tiga aspek sikap, aspek sikap yang paling diminan adalah aspek sikap afektif.

Kata kunci: sikap siswa

1. INTRODUCTION

English is a second language spoken almost everywhere in the world, including Indonesia. Since the twentieth century, English has become a "global language," according to Crystal (1997) [5]. Attitude is one of the most important factors influencing foreign language learning in learning English. Attitudes formed during the teaching and learning process play an important role in shaping student behavior. According to Barker (1992: 205)[2], one of the most important factors influencing language learning is the issue of student attitudes. Attitude, defined by Latchanna and Dagnev (2009) [15], as a mental state that includes beliefs and feelings, is an important aspect for understanding human behavior. According to Lennartsson (2008)[16], students' beliefs can be an impediment to learning a new language.

Many factors influence students' attitudes toward language learning. According to Abidin et al. (2012), students' ability to master a second language is influenced not only by their mental abilities or language skills, but also by their attitudes and perceptions of the target language. According to Ellis (1994)[7], negative attitudes can stifle language learning. According to Lennartsson (2008) [16], negative attitudes among students can be transformed into positive attitudes. According to Mantel-Bromley (1995) [17], teachers should pay attention to their attitudes toward learning, which is likely to increase students' learning success at the time. It is critical for the teacher to understand each student's behavior in order to achieve interactional goals during the teaching and learning process.

After observing there are several problems, namely there are some students not want to participate in the teaching and learning process, there are some students who laugh when their friends answer the questions incorrectly so that, making them not want to answer, students feel anxious when the teacher ask them to read in front of the class and there are also students who sleep during class hours. Based on this problem, the researcher wants to raise the title "an analysis

of students' attitude in learning English at the eleventh grade of SMA Negeri 2 Gu".

1.1. Definition of Students Attitude

Language learning attitude refers to one's tendencies toward their effort in learning languages. Attitude can be defined as a person's tendency to respond positively or negatively to something (idea, object, person, situation). According to Oroujlou and Vehedi (2011), attitudes are beliefs about perceptions and feelings, and beliefs about language and learning are strongly related to language learning success. Crystal (2012) [5], defines attitudes toward language as people's feelings and beliefs about other people's or their own languages. According to Trow, "attitude is a mental or emotional readiness for various types of actions in ideal situations" (Djaali; 2011)[6].

According to Herlen (1996), attitude is a person's readiness or tendency, or an action taken by a person when confronted with a specific object or situation. According to Gerungan (2000) [11], attitude is a viewpoint or feeling accompanied by a proclivity to act in accordance with the object, and attitude is always related to the object.

1.2. Negative and Positive Attitudes

In general, attitudes are classified as either positive or negative. The tendency in a positive attitude is to approach, like, and tend to certain objects. In terms of negative attitude, it is more prevalent to avoid, hate, and be disloyal to certain objects. Someone with certain characteristics is more likely to respond favorably or negatively to certain objects, depending on whether they are useful or valuable to them. He will have a positive attitude if the object is considered good, but a negative attitude if the object is considered bad (Winkel: 2004) [21].

"The learning process is considered as a positive change in an individual's personality in terms of emotional, psychomotor (behavioral), and cognitive domains, because when a person has studied a particular subject, he is supposed to think and behave in a different way, and one's beliefs have changed," writes Kara (2009) [13]. Positive attitudes, according to Gardner and Lysynchuk (1990) [10], help target language learners develop higher proficiency in that language.

In relation to learning English as a second language, Khalid (2016) [14] claims to

have discovered a link between positive attitudes and learning English. While positive attitudes were found to produce positive outcomes in this study, negative attitudes were found to produce negative outcomes in several other studies. Tella et al. (2010) [23] observed the negative impact of attitudes in English learning because they reported that negative attitudes in English learning led to poor student performance.

1.3. Aspects of Attitude

These three dimensions can be used to examine the concept of attitude. Each of these dimensions has distinct characteristics that reflect students' attitudes toward English study. Gardner (1985) [9] divides attitude into three interconnected components: cognitive, affective, and behavioral. According to Orfan (2020), there are three aspects of attitude in language: cognitive, affective, and behavioral.

a. Aspects of Cognitive Attitude

McLoad (2009) defines the cognitive component as beliefs or knowledge about attitude objects. Language learners' beliefs about the knowledge and understanding they receive during the language learning process comprise the cognitive component of language attitudes.

The cognitive attitudes can be divided into four steps: connecting previous and new knowledge, creating new knowledge, investigating new knowledge, and applying new knowledge in a variety of situations. For example, someone may believe that English is extremely useful. A person's general emotions or feelings, for example, someone mentioned that I am interested in learning English. The cognitive domain is further subdivided into six levels: knowledge, understanding, application, analysis, synthesis, and evaluation.

b. Aspect of Affective Attitude

The affective aspect of an object refers to the individual's feelings and emotions toward it, whether he or she likes or dislikes it. The student's affective attitude toward something, in this case English, is referred to as their inner feelings. The learning process is an affective one. Feng and Chen (2009) [8], It is influenced by various affective factors. In it, the teacher and his students engage in a variety of affective activities, yielding a variety

of emotional fruits. Students' attitudes can help them express whether they like or dislike the objects or situations around them. It is widely acknowledged that EFL students' inner feelings and emotions influence their perspectives and attitudes toward the target language.

c. Aspect of Behavior Attitude

The behavior aspect of attitude refers to how a person acts and reacts in different situations. In fact, successful language learning allows learners to identify with native speakers of the target language and acquire or adapt various aspects of behavior that are unique to the target language community. Behavior is defined as an act of a positive or negative tendency related to the object of psychology.

People are said to have positive behavior towards a psychological object if they are happy (like) or have favorable behavior, whereas people are said to have negative behavior towards a psychological object if they are unhappy (dislike) or have an unfavorable attitude towards the object, according to Ahmadi (2002)[1]. psychology. According to Feng and Chen (2009)[8], learning is an emotional process. It is influenced by a variety of emotional factors. If a person has a positive attitude toward English, he can learn it.

According to Kara (2009)[12], "a positive attitude leads to positive behavior toward the course of study, with participants immersed in the course and eager to learn more." Such students were also observed to be more enthusiastic about problem solving, acquiring information and skills that are useful in everyday life, and emotionally involving themselves. Character feelings, interests, emotions, and values are the five levels of the behavioral domain.

The affective aspect of a language is based on a person's feelings and emotions toward it. According to Choi and Troudi (2006) [4], the affective field of learning includes learners' thoughts and emotions, which are assumed to influence their perspective and attitudes toward the target language.

2. RESEARCH METODOLOGY

This research was use a qualitative research method with a descriptive approach. According to Sugiono (2008) [22], descriptive qualitative research is a research method based on a post-positivist philosophy that is frequently used as a key tool to study the natural objective conditions of the researchers. The purpose of this research is to discover how students' attitudes toward English learning differ.

The subjects of this study were 15 students of eleventh grade at SMA Negeri 2 Gu. This study has used two instruments, namely questionnaires and interview. The questionnaires were used to collect data and information about students' attitudes in English learning. A questionnaire was used as a data collection technique by the researcher to obtain data. Orfan conducted this study using a questionnaire (2020) [20]. The interview use gathered information from respondents by conducting interviews with subject a teacher and students as resource persons about students' attitudes in learning English. The interviews were conducted in a semi-structured format. According to Sugiono (2010)[22], a semi-structured interview is an interview conducted in order to find the problems more openly, in which the relevant parties are invited to have an opinion, his idea go deep.

The technique of data analysis in this study was questionnaires completed by students were analyzed using a Liker scale in this study. A Liker scale is very useful for determining a person's opinion, perception, or attitude toward a phenomenon that occurs. The interview data analysis technique used in this study is qualitative analysis, which is commonly used by researchers. According to Miles and Huberman (1992: 16)[19], analysis consists of three concurrent streams of activities: data reduction, data presentation, and conclusion drawing/verification. The following is a description of the data analysis components:

a. Reducing data entails summarizing, selecting, and sorting the main points, focusing on what is important, and looking for themes and patterns. Thus, the reduced data will provide a clear picture and make it easier for researchers. (Sugiyono, 2019:323)[22]

b. Data Display Data presentation in qualitative research can take the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. However, according to Miles and Huberman (1984), narrative text is the most commonly used to present data in qualitative research. (Sugiyono, 2019:325)[22]

c. Conclusion Drawing/Verification Conclusions in qualitative research are previously unknown findings. Findings can take the form of a description or description of an object that was previously dim or dark so that after research it becomes clear, a causal or interactive relationship, hypothesis, or theory.

3. FINDING AND DISCUSSION

3.1. Finding

The descriptive qualitative research method was employed in this study. It is necessary to describe as a whole the findings of a study on student attitudes toward learning English in the eleventh grade at SMA Negeri 2 Gu. A researcher used questionnaires and interviews to conduct research in class XI of SMA Negeri 2 Gu on students' attitudes in learning English.

a. Result of Questionnaire

The researcher distributed the questionnaire to ten people before rearranging their responses. The purpose of these questions was to elicit the cognitive aspect. In English learning, affective and behavior attitudes. Based on the variables being measured, the collected responses are recorded in a specific table.

Table 1. students' attitude in learning English

| No | Item | Score |
|----|----------------|--------|
| 1 | Mean | 105.67 |
| 2 | Std. Deviation | 8.261 |
| 3 | Minimum | 93 |
| 4 | Maximum | 118 |

Based on the table above, the mean value obtained is 105.67, this shows that 15 respondents have a good attitude in learning

English. The standard deviation is 8,261, with a minimum score of 93 and a maximum score of 118.

Based on the data above, referring to the number of statement items, a total of 30 questions were measured using a linkert scale with a score of 1 to 5, the following parameters were used:

Number of questions = 30

Score = 1-5

Score max ideal = (Number of questions) x (score max)

$$= 30 \times 5 = 150$$

Score min ideal = (Number of questions) x (score min)

$$= 30 \times 1 = 30$$

Score (Mi) = $\frac{1}{2} \times (\text{score max ideal} + \text{score min ideal})$

$$= \frac{1}{2} \times (150 + 30)$$

$$= \frac{1}{2} \times (180) = 90$$

Score (SDi) = $\frac{1}{6} \times (\text{skor max ideal} - \text{skor min ideal})$

$$= \frac{1}{6} \times (150 - 30)$$

$$= \frac{1}{6} \times (120) = 20$$

Pengelompokan kategori sikap siswa dibagi menjadi empat dengan ketentuan menurut Djamar Mardapi (2008:123) sebagai berikut :

Very good = $X \geq (Mi + 1,5 SDi)$

$$= X \geq (90 + 1,5 \cdot 20)$$

$$= X \geq 120$$

Good = $Mi \leq X < (Mi + 1,5 SDi)$

$$= 90 \leq X < (90 + 1,5 \cdot 20)$$

$$= 90 \leq X < 120$$

Poor = $(Mi - 1,5 SDi) \leq X < Mi$

$$= (90 - 1,5 \cdot 20) \leq X < 90$$

$$= 60 \leq X < 90$$

Very poor = $X < (Mi - 1,5 SDi)$

$$= X < (90 - 1,5 \cdot 20)$$

$$= X < 60$$

Table 2. Category of students' attitude

| Category | Criteria Score | Frequency | percentage |
|-----------|----------------|-----------|------------|
| Very Good | > 120 | 0 | 0% |
| Good | 90 – 120 | 15 | 100% |
| Poor | 60 – 90 | 0 | 0% |
| Very Poor | < 60 | 0 | 0% |
| Total | | 15 | 100% |

According to table above, it can be described that there is 0 students or 0% is in the very good category, 15 students or 100% is in good category, 0 students or 0% is in poor category and 0 students is in the very poor category. It can be concluded that the students' attitude in learning English is good category.

1. Aspect of cognitive attitude

The questionnaire consists of 10 items, namely 1-10. Dari 10 pertanyaan terdapat 6 pertanyaan positif dan 4 pertanyaan negatif. The explanation of the aspek cognitive attitude is as follow:

Table 3. Aspect of cognitive attitude

| No | Item | Score |
|----|----------------|-------|
| 1 | Mean | 35.93 |
| 2 | Std. Deviation | 2.890 |
| 3 | Minimum | 29 |
| 4 | Maximum | 40 |

Based on the table above, the mean value obtained is 35.93, this shows that 13 respondents have a good attitude, 1 respondent has a very good attitude and 1 respondent has a poor attitude in learning English. The standard deviation is 8,261, with a minimum score of 93 and a maximum score of 118.

Based on the data above, referring to the number of statement items, a total of 30 questions were measured using a linkert scale with a score of 1 to 5, the following parameters were used:

Number of questions = 10

Score = 1-5

Score max ideal = (Number of questions) x (score max)
= 10 x 5 = 50

Score min ideal = (Number of questions) x (score min)
= 10 x 1 = 10

Score (Mi) = $\frac{1}{2}$ x (score max ideal + score min ideal)
= $\frac{1}{2}$ x (50 + 10)
= $\frac{1}{2}$ x (60) = 30

Score (SDi) = $\frac{1}{6}$ x (skor max ideal- skor min ideal)
= $\frac{1}{6}$ x (50- 10)
= $\frac{1}{6}$ x (40) = 6,67

The grouping of students' attitude categories is divided into four with the provisions according to Djamari Mardapi (2008:123) as follows:

Very good = $X \geq (Mi + 1,5 SDi)$
= $X \geq (30 + 1,5 \cdot 6,67)$
= $X \geq 40$

Good = $Mi \leq X < (Mi + 1,5 SDi)$
= $30 \leq X < (30 + 1,5 \cdot 6,67)$
= $30 \leq X < 40$

Poor = $(Mi - 1,5 SDi) \leq X < Mi$
= $(30 - 1,5 \cdot 6,67) \leq X < 30$
= $19,99 \leq X < 30$

very poor = $X < (Mi - 1,5 SDi)$
= $X < (30 - 1,5 \cdot 6,67)$
= $X < 19,99$

Table 4. Category of aspect cognitive attitude

| Category | Criteria Score | frequency | percentage |
|-----------|----------------|-----------|------------|
| Very Good | >40 | 4 | 26,6% |
| Good | 30-40 | 10 | 66,7% |
| Poor | 19.99-30 | 1 | 6,6% |
| Very Poor | <19.99 | 0 | 0% |
| Total | | 15 | 100% |

According to table above, it can be described that there is 1 students or 6,7% is in the very good category, 13 students or 86,6% is in good category, 1 students or 6,7% is in poor category and 0 students is in the very poor category. It can be concluded that the aspect cognitive attitude is good.

2. Aspect of affective attitude

The questionnaire consists of 10 items, namely 11-20. Based on the 10 questions there are 6 positive questions and 4 negative questions. The explanation of the aspect affective attitude is as follow:

Table 5. Aspect of affective attitude

| No | Item | Score |
|----|----------------|-------|
| 1 | Mean | 35.67 |
| 2 | Std. Deviation | 4.515 |
| 3 | Minimum | 28 |
| 4 | Maximum | 43 |

Based on the table above, the mean value obtained is 35.67, this shows that 10 respondents have a good attitude, 4 respondents have a very good attitude and 1 respondent has a poor attitude in learning English. The standard deviation is 4,515, with a minimum score of 28 and a maximum score of 43. The grouping of students' attitude categories is divided into four with the following provisions according to Djamari Mardapi (2008:123) [18]:

Table 6. Category of aspect affective attitude

| Category | Criteria Score | frequency | percentage |
|-----------|----------------|-----------|------------|
| Very Good | >40 | 0 | 0% |
| Good | 30-40 | 15 | 100% |
| Poor | 19.99-30 | 0 | 0% |
| Very Poor | <19.99 | 0 | 0% |
| Total | | 15 | 100% |

According to table above, it can be described that there is 4 students or 26,6% is in the very good category, 10 students or 66,7% is in good category, 1 students or 6,6% is in the poor category and 0 students is in the very poor category. It can be concluded that the aspect affective attitude is good.

3. Aspect of behavior attitude

The questionnaire consists of 10 items, namely 20-30. Based on 10 questions there are 5 positive questions and 5 negative questions. The explanation of the aspect affective attitude is as follow:

Table 7. Aspect of behavior attitude

| No | Item | Score |
|----|----------------|-------|
| 1 | Mean | 34.07 |
| 2 | Std. Deviation | 2.789 |
| 3 | Minimum | 31 |
| 4 | Maximum | 39 |

Based on the table above, the mean value obtained is 34.07, this shows that 15 respondents have a good attitude in learning English. The standard deviation is 2,789, with a minimum score of 31 and a maximum score of 39. The grouping of students' attitude categories is divided into four with the provisions according to Djamari Mardapi (2008:123) [18] as follows:.

Table 8. Category of aspect behavior attitude

| Category | Criteria Score | Frequency | percentage |
|-----------|----------------|-----------|------------|
| Very Good | >40 | 1 | 6,7% |
| Good | 30-40 | 13 | 86,6% |
| Poor | 19.99-30 | 1 | 6,7% |
| Very Poor | <19.99 | 0 | 0% |
| Total | | 15 | 100% |

According to table above, it can be described that there is 0 students or 0% is in the very good category, 15 students or 100% is in good category, 0 students or 0% is in the poor category and 0 students is in the very poor category. It can be concluded that the aspect behavior attitude is good.

a. Result of Interview

Interview were conducted by interviewing informant using recorder and using a semi-structured method. The interview with a teacher conducted on Wednesday, 13 June 2022 at SMA Negeri 2 Gu. The interview with students conducted on Monday, 18 June 2022 at SMA Negeri 2 Gu. As stated by teacher and students at the eleventh grade of SMA Negeri 2 Gu.

Each student has a different response in learning English as said the subject teacher who has been teaching English for two years as a resource person *"kalau saat dikelas suka, tapi ada juga sebagian yang tidak seperti acuh atak acuh saat belajar. Tapi untuk sejauh ini mereka memeperhatikan kalau saya mengajar.* (if you like it in class, but there are also some who don't like being indifferent when studying. But so far they are paying attention when I teach).

Based on the teacher's statement, the teacher stated that not all students like to learn English, but there are also students who are indifferent when learning. However, students still pay attention to the teacher's explanation. The students' views about whether they like it or not in learning English are as follows.

R1 : *Saya kurang suka. Karena bahasa Inggris susah di pahami. Seperti cara pengcupannya karena saya tidak tau dan bingung cara mengucapkannya.* (I do not like it. Because

English is hard to understand. Like the pronunciation because I do not know and confused how to pronounce it).

R2, R3 and R4 : *Ya, saya suka belajar bahasa Inggris. Alasannya karena bahasa Inggris merupakan bahasa internasional yg umum di gunakan saat berkomunikasi dengan orang luar negeri. Dan juga faktor idola saya berasal dari luar negeri dan itu menyebabkan saya belajar bahasa Inggris.* (Yes. I like to learn English. The reason is because English is an international language that is commonly used when communicating with foreign people. And also my idol factor. also comes from abroad and that causes me to learn English).

Students can conclude that there are more students who like to learn English compared to those who do not. Students do not like English just because they do not understand how to pronounce it so they have difficulty in learning. The students' responses about English lessons are different, this can be seen from the students' answers as follows.

R1 : *Menurut saya bahasa Inggris pelajaran yang membosankan, karena saya tidak tahu artinya.* (I think English is a boring subject, because I don't know what it means)

R2 : *Pelajaran bahasa Inggris adalah salah satu wadah yang dapat yang membatu siswa untuk memahami dunia dan isinya.* (English lessons are one of the tools that can help students to understand the world and its contents).

R3 : *Menarik, Karena bahasa Inggris-kan bedah dengan bahasa Indonesia bahasa Indonesia mudah di mengerti arti, kata,dengan bacaanya sama kalau bahasa inggris bedah kalau sudah salah penulisannya salah lagi artinya. Jadi berbahasa Inggris itu harus teliti.* (Interesting, because the English language is surgery with Indonesian, Indonesian language is easy to understand, the meaning, words, and readings are the same as in surgical English, if it is written incorrectly, the meaning will be wrong again. So speak English carefully).

From these responses, it can be concluded that students view English as a boring, difficult and interesting language. Students find it difficult because they do not understand the meaning of the words or sentences being studied. However, when students can speak English they will feel happy and proud of themselves as in the following responses.

R1, R3 and R4 : *Saya senang, karena saya bisa mendapatkan nilai yang bagus.* (I'm happy, because I can get good grades)

R2 : *Sangat bangga.* (So proud)

Each student has a different attitude in responding to English lessons as said by the subject teacher *"Kalau untuk responnya ada yang lambat ada juga cepat. Kalau saya mengajar biasanya ada yang sekali dijelaskan itu dia kayak langsung tangkap. Ada juga yang kecuai di jelaskan berulang-ulang. Tetapi sejauh ini mereka senang kalau belajar bahasa Inggris"* (If there is a slow response there is also fast. When I teach there is usually someone who is explained once, it's like he immediately catches it. There are also those unless explained repeatedly. But so far they are happy to learn English).

From the statement, the teacher said that students' knowledge and understanding when responding to lessons tended to be different for each student. This can also be seen from the scores obtained by the students, the teacher also said *"Ada yang memiliki nilai yang bagus, namun ada pula yang memiliki nilai yang kurang bagus, tapi rata-rata nilai mereka diatas KKM"* (There are those who have good grades, but there are also those who have less good grades, but their average score is above the KKM) The students' responses about the importance of learning English are as follows:

R2 : *Sangat penting, karena dengan bahasa Inggris kita dapat berkomunikasi dengan siapa saja.* (Very important, because with English we can communicate with anyone).

R4 : *Ya, bahasa Inggris sangat penting. Alasannya bahasa Inggris banyak digunakan dalam berbagai hal. Seperti dalam halnya produk kecantikan dan makanan ringan yang sebagian komposisi dan penjelasannya menggunakan bahasa Inggris.* (Yes. English is very important. The reason is that English is widely used in various ways. As in the case of beauty products and snacks, some of the composition and explanations are in English).

From this statement, students as respondents stated that learning English is very important because English is an international language, so they must be able to speak English in order to communicate with foreigners. Students' awareness of the importance of learning English can be seen from the presence and responsibility of students towards the tasks given by the

teacher. Master said that *"Iya. Rata-rata siswa lebih banyak yang hadir dibandingkan dengan yang tidak hadir dan Sejauh ini siswa selalu mengerjakan semua tugas dan mengumpulkannya tepat waktu"* (Yes. On average, more students are present than those who are absent and so far students have always done all the assignments and submitted them on time). The students' responses about the presence and responsibility of students to the tasks given by the teacher are as follows:

R1 : *Iya, sering.* (Yes, often).

R2 : *Iya saya selalu mengikutinya, kecuali sakit.* (Yes I always follow it, unless it hurts).

Students' attitudes in learning English can also be seen from their activeness in class. According to the teacher's statement, students are active in class while learning English, as in the following statement.

Teacher : *"Iya, namun siswa harus selalu diarahkan."* (Yes, but students must always be directed).

Apart from the teacher's statement, student activity can also be seen from student statements about what they will do if they do not understand the teacher's explanation, the following are student statements:

R1 : *Saya akan mencari tau sendiri. Karena saya takut untuk bertanya. Apa yang menyebabkan anda takut untuk bertanya karena malu.* (I will find out myself. Because I'm afraid to ask. What causes you to be afraid to ask out of shame).

R2 and R4: *Bertanya kembali guru mata pelajaran.* (Ask the subject teacher again).

R3 : *Yang saya lakukan cukup meminta guru untuk membawakan materi dengan cara memberikan banyak kosa kata agar banyak kata yang di tahu.* (All I do is ask the teacher to bring the material by giving a lot of vocabulary so that many words are known).

Based on this statement, students stated that students would ask the teacher and some would try to find out on their own. So it can be concluded that students are active in the teaching and learning process. but students sometimes also feel bored when following the learning process as described below.

R1 : *Pernah, karena saya tidak memahami bahasa Inggris.* (Never, because I don't understand English).

R2 ; *Pernah saat lagi bad mood.* (Have you ever been in a bad mood)

R3 : *Ummm pernah sih karna guru yang bawa materi tidak sesuai keinginan proses pembelajarannya kurang menarik.* (Ummm, I've had it because the teacher who brought the material was not what I wanted the learning process to be less interesting)

R4 : *Ya, saya merasa bosan jika saya tidak memiliki partner untuk belajar.* (Yes, I get bored if I do not have a partner to study with).

Based on the statement, all students felt bored in learning English because they did not understand, bad mood, unattractive way of teaching teachers and the absence of study partners. But there are times when at home students also often do activities related to English such as watching English films, listening to music and other activities such as the following statement.

R1 : *Iya. Saya sering mendengarkan lagu bahasa Inggris di YouTube.* (Yes I often listen to English songs on YouTube).

R2 : *Pernah yaitu mendengar lagu bahasa Inggris, menonton channel English with lusi, menonton Doraemon dan mengikuti kursus Bahasa Inggris.* (Ever heard an English song, watched the English channel with lusi, watched Doraemon and took an English course).

R3 : *Iyahhh pernah sering malah. Nonton film kartun film orang luar yang berbaur perang. Bahasa Inggris nya bagus sekali sangat seru kalau bisa langsung berbahasa Inggris.* (Yes, often. Watch cartoons of foreigner films mixed with war. His English is very good, it's very exciting if you can directly speak English).

R4 : *Ya, ketika saya hendak beres-beres di rumah, saya akan menyetel lagu berbahasa Inggris dan menyanyikan nya di rumah.* (Yes, when I want to clean up at home, I will put on an English song and sing it at home).

Based on the results of teacher and student interviews, it can be concluded that students' attitudes in learning English are good, because based on students' responses in participating in the teaching and learning process students are more dominant or more interested in learning English, active in class, happy when they can talk and learn. English and students consider English very important to learn.

3.2. Discussion

To find out how the attitude of students in learning English in the eleventh grade of SMA Negeri 2 Gu, we can see from the results of the

questionnaire and the results of interviews that have been conducted.

Based on the results of a questionnaire with 30 question items obtained as a whole from every aspect of students' attitudes in learning English, the mean score obtained is 105.67 which is in the good category. There are three aspects of the questions contained in the questionnaire, namely, the cognitive aspect, the affective aspect and the biological aspect with each aspect containing 10 question items. Based on the results of the questionnaire that has been answered by students, the mean score on aspect of cognitive attitude is 35.93. This score identifies 13 or 86,6% of students belonging to the good category. The mean score on the aspect of affective attitude is 35,67. This score identifies 10 or 66,7% of students belonging to the good category. The mean score on the aspect of behavior attitude is 34,07. This score identifies 15 or 100% of students belonging to the good category.

Based on the results of the three aspects of the attitude, the most dominant attitude is the affective attitude because of the 15 respondents in the affective aspect, many have a very good attitude, namely there are 4 respondents who have a very good attitude and 10 respondents who have a good attitude and 1 respondent who has a very good attitude. poor. When compared with the cognitive attitude aspect where there is only 1 respondent who has a very good attitude, 13 respondents have a good attitude and 1 respondent has a poor attitude. As for the behavior aspect, all respondents have a good attitude.

Based on the results of the questionnaire, it can be concluded that the attitude of SMA Negeri 2 Gu students in learning English has a positive attitude. This can be seen from all aspects of attitude, students are in the good category.

Based on the results of interviews with teacher and students, researcher get some information. First, students have an understanding of the importance of learning English. Students understand that by learning English is an international language, so that they can communicate with foreigners they must be able to speak English. As for the ability of students can be seen from the value obtained by students.

Second, students are more dominant in learning English, but in certain circumstances students sometimes feel bored, such as the teacher's unattractive way of delivering and there are no friends to talk to in English. However, students are happy when they can speak in English.

Third, students always follow the teaching and learning process, do the assignments given by the teacher and carry out activities related to English such as watching movies, songs and YouTube channels in English.

According to Winkel, (2004) [23] Someone who has a positive attitude is more likely to respond well according to the individual's view of a particular object, useful or has a price for it. If the object is considered good, then he will have a positive attitude, but if the object is considered bad, then he will have a negative attitude. Based on the results of interviews conducted by researcher with English subject teacher in the eleventh grade of SMA Negeri 2 Gu, students have a positive attitude in learning English.

4. CONCLUSION

Researcher have distributed questionnaires and conducted interviews with a teacher and students in the eleventh grade of SMA Negeri 2 Gu. Based on the questionnaires and interviews that have been conducted, the researcher concludes that students have a positive attitude in learning English.

Because, the results of the questionnaire answered by students as respondents from four categories of attitudes, all aspects of students' attitudes in learning English with the most presentations were in the good category (aspect of cognitive attitude with a presentation of 86.6%, aspect of affective attitude with a presentation of 66.7%, and aspect of behavior attitude with 100% presentation). As for the results of interviews that a teacher and students are first, students have an understanding of the importance of learning English. Second, students are more dominant in learning English and students are happy when they can speak in English. Third, students always follow the teaching and learning process.

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