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## **Students' Attitude on Learning English at Junior High Schools in Aru District**

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### **Abstract**

The focus of this research is the researcher wants to make a survey to investigate about student's attitudes on Learning English. The survey has done in November 2020 to December 2020 at five junior high schools in Dobo, eight grades and the researcher also used questioner as the instrument to collect the data from the students. The questioner has divided into multiple choice to gain the information about students interest in learning English, frequency of study English in a week, read the material before class, never absent to study English, make the summaries, read English book, reread materials, submit assignment which is consist of 21 questions and the essay, it is gain about students' like or dislike, important or not, challenges in learn English, the way to learn English with fun, attitude should be developed and suggestion for the English teacher which is consist of 5 questions. It was taken of ten students from each school. At the end of the research, the result showed that most of the students from five junior high schools in Dobo showed their positive attitude in learn English and the rest of them showed the negative attitude in learn it. It means that the students still have courage to learn English. So hopefully English should be used by students not only at school but it must be started from family, environment and school to improve their English skill.

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### **INTRODUCTION**

English has become the most important language that should be mastered by all the people around the world. For that reason, many developing countries determine English as the first foreign language that should be learnt from students in kindergarten level to university up. Even though it is the prominent language that every student should learn, it can't be denied that the attitude of learning English still becomes an interesting topic for researchers to explore it deeply and present new theories for English teaching learning methodology.

The ideas above also implied that mastering English as one of the international languages can be a key to success in one's life. Learning English has a variety of impacts for every level of education. For instance learning English for elementary school level has different goals with learning English for university level. The impacts can be seen as positive and negative for every

student who learns it. Positive and negative views reflect the attitude of students who study English both inside and outside schools.

A student's attitude toward learning the language is one of the predictors of success in learning English. So, teachers and educators should take motivation and attitude factors into consideration when designing English language training and instruction (Hall,2009).Attitude is accepted as an important concept to understand human behavior and is defined as a mental state that includes beliefs and feelings (Latchanna & Dagneu,2009). Beliefs are among the essential points that have a relation with learning (Ajzen,1988)

Negative attitudes can impede learning a language (Ellis,1994).But a student's negative attitudes can be changed and turned into positive one facilitate getting a positive result (Lennartsson,2008). Having a positive attitude towards learning a language is a good start to learn a language.

## **BACKGROUND**

The study conducted by Mehmet Nuri Gömleksiz (2010) entitled An Evaluation of Students' Attitudes toward English Language Learning in terms of Several Variables reported that The role of the teachers an important factor to develop positive attitude towards learning English .So the teachers should provide a more active, free learning environment for their students. Poor attitudes towards learning English prevent students from participating in classroom activities actively. So it is important to understand how negative attitudes to learning English can be avoided to develop students' interests, self-confidence and positive attitude towards learning English.

The research findings also reported that the statistics revealed significant differences in students' attitudes. Statistically significant differences were found between the attitudes of students in terms of gender, grade level and department variables. Students' attitudes towards learning English differed significantly in terms of gender of the students. Female students had more positive attitudes in interest, usefulness and teacher subscales. This result is in agreement with the findings from a survey research conducted by Karahan (2007). But,no significant differences were found in the self-confidence scale between the gender groups. Students' attitudes differed between grade levels.

From the findings above, it can be said that the study on students' attitude of learning English with various variables will present varied students' attitudes based on the characteristics of participants of the study. Based on the study above, the researcher is interested in conducting a similar study with different characteristics of participants. This study will be conducted for finding out the students' attitude on learning English and the participants will be the students of junior high schools at ARU District. From the background above, the study is addressed to answer the following questions:

- 1) What are the attitudes portrayed by the junior high school students in learning English at Aru District?
- 2) What are the factors influencing the junior high school students' attitude in learning English at ARU district?

## LITERATURE REVIEW

### **The Role of English as the Foreign Language.**

The function of English as foreign language for communication needs rethinking in the teaching of English as a foreign language classroom as a consequence of globalization. Everyone needs to learn the language in order to get in touch on an international level. English is also necessary for the field of education. In many countries, children are taught and encouraged to learn English as a second language. Even in countries where it is not an official language. It is reported that many curriculums in science, engineering education are written in English. Because it is the dominant language in the sciences, most of the research and studies you find in any given scientific field will be written in it as well. At the university level, students in many countries study almost all their subjects in English in order to make the material more accessible to international students. English remains a major medium of instruction in schools, universities. There are large numbers of books that are written in the English language. English literature is vast and rich. Many of the latest scientific discoveries are documented in English.

On the Internet, the majority of websites are written and created in English. Even sites in other languages often give you the option to translate the site. It's the primary language of the press: more newspapers and books are written in English than in any other language, and no matter where in the world you are, you will find some of these books and newspapers available. In fact, because it is so dominant in international communication, you will find more information regarding nearly every subject if you can speak this language. According to a report by Education First, English is the language of the internet. People use the internet every day, and an estimated 52 percent of the world's most visited websites are displayed in the English language. Learning English is important as it gives access to over half the content on the internet. Reading English will allow access to billions of pages of information which may not be otherwise available. Many people think that it is very difficult and confusing; English is actually the easiest in the world to learn because there are so many resources available.

### **The Principles of Learning English**

Of the great many points one could make about language learning, we focus on four that deserve special attention because they are central to communicative language teaching (CLT) and because they are points that learners in EFL settings can easily lose sight of:

1. Language is a tool for communication,
2. Learning a language involves mastery of both skill and knowledge,
3. Learners need to give serious consideration to the impact of feelings on language study, and
4. Learners vary considerably in their preferred approaches to learning.

In this article in *American Educator*, Diane August (American Institutes for Research, 2018) summarizes seven principles representing the current research consensus on teaching English language learners:

- a. Provide access to grade-level course content. This is essential as it gives ELLs the concepts and skills needed to master grade-level coursework, move up through the grades, and become fully proficient in English. "It is important to keep in mind," says August, "that many skills

and types of knowledge transfer from students' first language to their second, and that ELLs may have already acquired core content in their first language.”

- b. Build on effective practices used with English-proficient students. Many best practices for regular-education classes also apply to ELLs, says August – for example, in the early grades, hearing the individual English sounds and phonemes within words; using letters and spelling patterns within words to decode the pronunciation; reading texts aloud with appropriate speed, accuracy, and expression; using various strategies to learn new words; thinking about the meaning of what is being read; and writing appropriately for the task and the audience.
- c. Provide support to help ELLs master core content and skills. These include visuals (pictures, diagrams, tables, concept maps, short videos, and graphic organizers to represent complex concepts and vocabulary) and verbal supports (glossaries, sentence and paragraph frames, teacher-chosen words in context, and whole-class, small-group, and partner discussions focused on clarifying key ideas). It's also helpful to provide core content in the home language for some students.
- d. Develop ELLs' academic language. Becoming proficient in the language used in school, in written communication, in public presentations, and in formal settings is crucial for English language learners. Academic language varies by subject area, with science especially challenging, and researchers have found that embedding instruction within the subject area is a promising technique.
- e. Encourage peer-to-peer learning opportunities. “One of the key principles of instruction in a second language,” says August, “is enabling students to interact via speaking, listening, reading, and writing with peers in their second language.” Peer talk, in pairs or small groups, is most effective when it focuses on curriculum content. The Peer Assisted Learning Strategies (PALS) program has proven to be an effective strategy.
- f. Capitalize on students' home language, knowledge, and cultural assets. This might involve previewing and reviewing material in students' first language; connecting the concepts to students' prior knowledge and home and community experiences; giving first-language definitions of targeted vocabulary; drawing attention to cognates that provide a bridge between first and second languages; and providing opportunities for students to talk about the content during a lesson in their first language.
- g. Screen students to find the root cause of language and literacy difficulties, monitor progress, and support ELLs who are falling behind. “Historically, ELLs have been both over-identified and under-identified as having a disability,” says August. Both are problematic, and the key is accurate assessment, timely intervention when there are problems, and educator training. It's essential to distinguish between language-learning challenges and a genuine disability. August lists the literacy skills that are vital in the early grades, and stresses that teachers need to use good assessments to monitor each child's progress and understand how to use assessment data in following up with students.

### **The Nature of Attitude**

The Nature of Attitude One of the aspects that is often found by English teachers at several schools in Indonesia is the students do not have a good response to learning English itself, this problem

probably caused by English being considered a foreign language in our country. This phenomenon is different with other countries while English is considered as their native language or second language. Good response, it also means good attitude, in other hand, the students who have negative attitude of learning English needed to be solved by the teachers as well as possible by giving more suggestion, more attention in order to the purposes of educational can be possibly achieved. Dealing with attitude, Sartain defines “an attitude is a tendency to react positively or negatively to learning an object”. (Sartain: 1973:108) more over Donald gives opinion, an attitude is a predisposition to act in a positive or negative way of learning persons, objects, ideas and events. (Donald 1965: 308). In other words, attitude is considered as the people’s tendency to act positively or negatively when learning something because of that the writer concluded there are people who have positive or negative attitude toward something. For instance, there are students who have a positive or negative attitude towards learning English.

Furthermore, “attitude categories into three components, there are affective, cognitive, behavioral components”.

1. An Effective component is one's feeling for an object. For example the students like the English taught by the teacher in the classroom.
2. The cognitive component deals with one's perception or concept about an object. For instance, the students believe that by enjoying the English taught, automatically it will increase their English ability.
3. The behavioral component is the result of cognitive and affective components: the activity to do something. Such as practicing English, doing the exercises given and doing homework, etc.

Based on the explanation above the problems that become the focus of this research is on affective, cognitive and behavioral components’ attitude of learning English. Whether the students have a positive attitude of learning English automatically they will study it well, but on the other hand, whether students do not have a positive attitude of learning English they will study it poorly.

### **Students Attitudes on Learning English**

The research of the learners’ attitude towards language learning has been done many times by language teachers and psychologists. Most of them agreed that a positive attitude towards the target language will affect more positive results in the language learning. In contrast, the negative one will affect the negative result of the study. Both negative and positive attitudes are based on the condition of different factors; which is rather complex in nature. Jendra (2010) mentioned that some researches in the context of language learning have a consensus that there are two types of language attitude:

- a. Integrative language attitude: An integrative language attitude is an attitude which is characterized by some desire and behaviours of the learners to integrate themselves with the language being learned. This attitude will show learners’ knowledge or comprehension towards language being learned since they will not only learn a language to have proficiency, but also wish to know, imitate, and adapt themselves to the culture related to the speaker's native language. It has been claimed by the researchers that this attitude is more likely to succeed in mastering the target language.

- b. Instrumental language attitude: An instrumental attitude is identified when learners who study a language in order to fulfill only material needs, but they do not need to be part of the culture related to the language. This attitude usually never has interest with anything about language being learned and it usually follows with no desire to interact with the native speakers. With this attitude, the learners tend to be less successful in reaching the goal of the learning (Jendra, 2010)

## METHODOLOGY

### Research Design

Survey design under quantitative approach was used to conduct the study. Gay, Mills and Airasian (2006) defined that “ survey research involves collecting data to test hypotheses or to answer question about people’s opinions on some topic or issue”. Several steps will be applied, such as: state the problem, construct or locate the questionnaire, pilot test questionnaire, administer the questionnaire (select participants, distribute the questionnaire, and conduct follow-up activities), tabulate the questionnaire responses, analyze the results, and write the report.

### Setting of the Study

The settings of the study were some junior high schools in Dobo such as SMP Negeri 2 PP Aru, SMP YosSudarso Dobo, SMP Kristen 1 PP Aru, SMP Negeri 1 PP.Aru, dan SMP Jeljakaka Dobo.

### Population and Sample

Arikunto (2006) states that the population is the whole number of research’s subject. The population of this research is the second grade students at junior high schools in Dobo. The amount of students in each class presented in the below table

Table 3.3.1 The Number of Population

School	Number of Students
SMP Negeri 2 PP. Aru	30
SMP YosSudarso Dobo	30
SMP Kristen 1 PP Aru	30
SMP Negeri 1 PP.Aru	30
SMP Jeljakaka Dobo.	30
Total	150

Arikunto (2006) pointed out that in describing the situation of the population and adopting the sample the researcher should be more careful. Whereas, in carrying out the survey if the participants are more than 100 the researcher should take 15 % of the population. In line with this reason, the researcher will take 15 % for each school and it means that the sample will be 50 students as it is shown in the below table.

School	Number of Students
SMP Negeri 2 PP.Aru	10
SMP YosSudarso Dobo	10
SMP Kristen 1 PP Aru	10
SMP Negeri 1 PP.Aru	10
SMP Jeljakaka Dobo.	10

Total	50
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### **Technique of Collecting Data**

In collecting the data, the researcher used two main instruments namely questionnaire and interview. In distributing the questionnaire, it happened after the researcher had permission from the headmaster of 5 selected junior high schools in Dobo. It took 1-2 weeks to distribute the questionnaire in which the researcher guided the students in giving their responses for each item question. After all the questions had been answered by the students then the researcher continued with interviewing some students to support the result of the questionnaire. The process of collecting data was done by using Bahasa aimed at helping the students to understand each item better therefore they can respond to it based on their learning vocabulary experiences in classroom activities. The interview was also in Bahasa and it has the similar purpose with the questionnaire, and only several students (3 students which were selected in each school by the teachers) had been asked to give detailed answers that they have in the questionnaire to support the results of the questionnaire. Therefore the guided questions are still adopted in the questionnaire.

### **Research Instrument**

Two instruments used to collect the data namely questionnaire and interview. The questionnaire is designed based on the theory of Schmitt (1997) and it is adapted based on the context and needs of this study. It is written in Indonesia. The questionnaire has 21 statements. It is written in Bahasa and uses Liker (5–1) with the descriptors such as always (5), usually (4), neutral (3), seldom (2) and never (1). The guided questions consisted of 5 statements, written in Bahasa and it is a form of open-ended questions which aim to add and support the result of the questionnaire. The 10 selected students were chosen randomly to give their clear description based on what they did in the questionnaire.

### **Data Analysis Technique**

In analyzing the result of the questionnaire, the researcher use formula by Sudjono (2005) in Indarto 2012) as follows:

$$\frac{f}{n} \times 100\%$$

- F : answers frequently.
- N : amount of respondents
- 100% : constant numbers

### **FINDINGS**

The research was conducted to investigate four research problems regarding “Students attitudes on learning English at junior high school in Aru District. There were two main instruments applied to collect the data namely questionnaire and interview. The questionnaire was developed based on the theory in chapter 2, and it was supported with guided questions. The questionnaire consisted of 21 items and the guided questions consisted of 5 items in the form of open-ended questions. The results of collecting data presented in the following paragraphs.

No	Items
1.	I like study English at school
2.	I study English at school three time a week
3.	I read the material of English before teacher explain in front in the class
4	I attend at school on time
5.	I never absent for studying English at school
6.	I make summaries of the English subject matter
7	I take notes completely and neatly about the English lesson method which the teacher has taught in front of the class
8	I borrow my friend's notebook when I don't attend at school so that I don't miss the English lesson material.
9	I like to read English books at home to improve my ability to understand English
10	I reread the English subject matter so that I could better understand the subject matter
11	I do the English assignment which the teacher gave me at school
12	I read the instruction of questions before I do the tasks
13	I will ask to my English teacher if I don't have understood
14	The assignment given by the teacher can remind me of the English subject matter which given before
15	If the teacher give me assignment or homework I do it by myself
16	I do the assignment I which given by the teacher and submit on time
17	If there is assignment about English lesson matter that given by the teacher at school I don't cheat my friends
18	I repeat all the English lesson material that has taught by the teacher at school to face final examination
19	I reread English lesson material over and over until I understand the English material
20	I like study English at home to face examination because I can concentrate in studying
21	I will discuss with my friends at school to discuss English lesson to the English material to face examination

There are 21 statements present students' attitudes on learning English and it can be described as follows. Regarding the first statement about students' interest in learning English, about 86% of the students like English, whether 8% in the neural position and 6% are English. Dealing with the frequency of study of English in a week, 56 % agree that they learn English three times a week, 14% have neutral positions and 30% disagree with that statement. In statement 3, 50% reported that they read the English material before the teacher explained in the class, 20% had a neutral position and 30% of the students disagreed with the statement. Statement 4 presents the students' habit of attending the school on time, 76% agree with that point, 16% have a neutral position and 8 % disagree with that point.

Dealing with statement 5.44% of the students agree that they are never absent from studying English at school, 4% have neutral positions and almost 52% disagree with that statement. In statement 6.52% of the students report that they make summaries of the material, 10% have neutral positions, and 38% disagree with that point. Statement 7 presents that 82% of the students take notes completely and neatly about English lessons, 8% have neutral positions and 10% disagree with that statement. Statement 8.78 % of the students agree that they borrow their friend's notebook when they don't attend school, 12% have neutral positions and 10% of the students disagree with that point.



In terms of statement 9.56 % of the student's report that they like to read English books at home to improve their ability in English, 12% have neutral positions and 32% of the students disagree with the statement. Statement 10 states that 64% of the students agree that they reread the English material so that they have better understanding about those materials, 16% have neutral positions and 20% of the students disagree with that statement. In statement 11.86% of the students agree that they do the English assignment and only 14% of the students have a neutral position.

Relating to statement 12.86 % of the students agree that they read the instructions of questions before they do the tasks, 2% have neutral positions and 12% of the students disagree with that statement. Statement 13 states that 72% of the students will ask the teacher when they don't understand the material, 20% have a neutral position and 8% of the students disagree with that statement. Statement 14 states that 90% of the students agree that the assignment given by the teacher can remind them of the English subject matter, 6% have a neutral position and 4% disagree with that point. Statement 15 reports that 82% of the students agree that they do their homework by themselves, 12% have neutral positions and only 6% disagree with the statement.

Regarding statement 16.84% of the students agree that they submit their assignment on time, 10% have a neutral position and 3% disagree with that point. In statement 17.70% of the students agree that they don't cheat their friends' work when they do the assignment, 2% have neutral positions and 28% disagree with that statement. In statement 18.70% of the students agree that they repeat all the English lesson material that has been taught by the teacher at school to take the final examination, 14% have neutral position and 16% disagree with that statement. Statement 19 states that, 70% of the students agree that they reread English lesson material over and over until they understand the English material, 14% have neutral position and 16% disagree with that point. In statement 20.74% of the students reported that they like to study English at home to face examinations because they can concentrate on studying, 12% have neutral positions and 14% disagree with that statement. In statement 21.62% of the students report that they will discuss with friends at school to discuss English lessons to the English material, 8% have neutral positions and 30% disagree with that statement.

### **The result of the Interview**

To support the data from the questionnaire, the interview is also conducted to explain students' attitude on learning English. 10 students are involved to be participants in this study in which the researcher takes 2 students from each school. There are 5 items that have been asked for by the respondents and the results can be presented in the following paragraphs.

Regarding the importance of English that should be studied, the participants have almost similar opinions as it is presented below.

*ya, karena bahasa inggris adalah bahasa internasional (BR)*

*ya, karena bahasa inggris membantu kita untuk mengerti apa yang diucapkan oleh pembicara dan kita bisa bisa bicara dengan orang dari luar negeri. (AD)*

*Ya, karena bahasa inggris adalah bahasa global. (FT)*

*ya, karena suatu hari nanti kita belajar diluar negeri kita dapat berkomunikasi dengan yang lain, “ (ES)*

*Ya, karena kita perlu untuk berbicara bahasa inggris sangat baik saat bekerja di kantor. (RR)*

*Ya, karena globalisasi membawa kita bicara bahasa inggris dengan baik (DA)*

*Ya, penting karena itu dapat digunakan ketika kita berjumpa dengan orang luar negeri. (DK)*

*Ya, Bahasa Inggris menggambarkan bahasa kita, agar masyarakat di luar negeri tidak bingung dengan bahasa yang mereka gunakan (KP)*

*Ya, bahasa Inggris untuk bercakap-cakap dengan orang-orang, terutama orang-orang yang tinggal di luar negeri (DL)*

The second question dealt with the like and dislike of learning English, and the responses have varied responses as it is shown as follows:

*Saya suka Bahasa Inggris karena banyak manfaatnya. Lagian dengan menguasai Bahasa Inggris saya bisa saja mendapatkan pekerjaan dengan lebih mudah. (KP)*

*Saya suka sekali Bahasa Inggris, karena dengan memiliki kompetensi berbahasa asing, saya rasa kita akan lebih diterima dalam dunia internasional dimana semua orang sekarang berada pada persaingan untuk mendapatkan pekerjaan yang lebih baik. (DL)*

*Harus suka, karena saya ingin pergi ke luar negeri, jadi sudah tentu saya harus suka belajar Bahasa Inggris supaya dapat berbicara Bahasa Inggris dengan fasih (DK)*

*Ya, saya suka, karena sekarang semua orang harus bisa berbahasa Inggris, karena Bahasa Inggris adalah Bahasa global dimana saya bisa berteman dengan semua orang dari belahan dunia yang berbeda jika saya bisa berbicara dalam Bahasa Inggris. (FT)*

*Suka dan tidak suka sebenarnya itu dari diri kita sendiri. Saya suka dengan Bahasa Inggris, dan butuh untuk memotivasi diri saya sendiri supaya bisa menguasai bahasa Inggris dengan baik. (AD)*

*Ya, suka, namun perlu belajar lebih giat lagi supaya hasil belajar Bahasa Inggrisnya lebih baik, disini lain jika saya bisa menguasai Bahasa Inggris dengan lancar pasti saya akan memiliki teman yang banyak dari berbagai negara. (AP)*

In answering the question about the challenges they have in learning English, the participants still almost the similar opinions as follows:

*Kendalanya banyak, tergantung dari sikap kita meresponnya. Kalau kita tetap berpikir yang baik pasti kita akan berusaha lebih baik. Saya sendiri merasa kendala terbesar adalah terkadang tidak ada teman yang bisa diajak berbicara Bahasa Inggris dengan saya, jadi bagaimana saya bisa berbicara Bahasa Inggris dengan lancar. (AD)*

*Kendala terbesar kosakata yang terbatas, kadang malu berbicara di depan umum, dan tidak ada lingkungan yang mendukung untuk bisa berbicara dalam Bahasa Inggris (KP)*

*Kadang suka malas untuk menghafal kosakata, tidak termotivasi untuk belajar lebih giat dan jarang untuk mau berbicara dalam bahasa Inggris (FT)*

*Susah untuk menghafal kosakata, malu berbicara di depan umum, tidak terbiasa berbicara Bahasa Inggris di luar kelas (AP)*

*Kurang berusaha saja dan terkadang tidak berani untuk menggunakan Bahasa Inggris di depan umum. Kosakata yang terbatas juga merupakan kendala yang banyak dialami oleh kami. (DL)*

Question number 3 about the ways that they can do to learn English with Fun, all the respondents have different comments as it is shown below;

*Melalui lagu, rasanya sangat menyenangkan kalau diajarkan dengan menggunakan lagu.*

*Dengan lagu pasti kita akan mudah mengingat kosakata yang diajarkan karena kita akan sering menyanyikan lagu tersebut (KP)*

*Saya suka lewat game, banyak game yang dibuat dalam bahasa Inggris, jadi sebaiknya guru Ketika mengajar menggunakan game juga ( DL)*

*Saya rasa jika aktivitasnya disusun dengan tantangan yang menarik pasti belajarnya juga menyenangkan, dan mungkin lebih banyak Latihan menggunakan Bahasa Inggris. (AD)*

*Saya senang belajar Bahasa Inggris kalau disuruh buat video dengan game tiktok, pasti akan lebih menyenangkan. Lagian sekarang kita suka buat tiktok kadang dengan mix bahasanya (FT)*  
*Lewat lagu apalagi kalau dibuat dalam bentuk Tiktok, tapi juga senang kalau aktivitas kelasnya dibuat menyenangkan dengan tantangan yang besar (DK)*  
*Nonton video atau film yang sesuai dengan level dan minat kita, pasti kita akan termotivasi untuk belajar bahasa Inggris (DL)*

In answering question number 4 related to our attitude that should be developed to master English well, all the participants have the similar comments as follows.

*Saya rasa motivasi yang tinggi dan usaha keras akan membuat saya tetap bersikap positif dalam belajar Bahasa Inggris (FT)*  
*Belajar keras, jangan mudah menyerah dan tetap optimis bahwa saya pasti bisa menguasai Bahasa Inggris dengan baik (DK)*  
*Selalu berlatih, tidak perlu malu kalau buat kesalahan, dan nikmati proses belajarnya saja (AD)*  
*Motivasi belajarnya harus besar, tetap semangat dalam mengerjakan tugas-tugas dan tidak mudah menyerah (DL)*  
*Tidak malu Ketika belajar Bahasa Inggris, selalu berlatih dan tentunya motivasi belajarnya harus terjaga terus (KP)*  
*Belajar setiap saat, kalau tidak mengerti harus bertanya dan berlatih terus sampai bisa menguasai Bahasa Inggris (AP)*

When the students are asked about any suggestion for their English teacher for improving teaching and learning English, all participants have the similar ideas below.

*Saya rasa aktivitas di kelas harus lebih bervariasi dan lebih banyak berikan kesempatan bagi siswa untuk berlatih Bahasa Inggris (DL)*  
*Berikan banyak kesempatan bagi siswa untuk berlatih, dan materinya mungkin bisa disesuaikan dengan minat kita (KP)*  
*Kasih tugas yang lebih menantang seperti buat video, tiktok sesuai dengan materi yang diajarkan (AD)*  
*Selalu memberikan motivasi, dan berikan kesempatan bagi siswa untuk mengembangkannya kemampuan Bahasa Inggris dengan cara mereka sendiri (AP)*  
*Guru perlu mengajar dengan cara yang menarik supaya kami bisa lebih termotivasi dan menggunakan multimedia yang menarik (FT)*  
*Tugasnya harus lebih menantang seperti buat video/tiktok atau lagu yang bisa menggunakan Bahasa Inggris (DK)*

## **DISCUSSION**

### **Junior High School Students' Attitude on Learning English**

Attitude is considered as the people's tendency to act positively or negatively of learning something because of that the writer concluded there are people who have a positive or negative attitude toward something. The result of the questionnaire indicated that students show a positive attitude on learning English. Most of the students prepared themselves before they learned English and this can be seen from their response to the questionnaire. They also had regular time to learn English at school. During the learning process positive attitudes were also shown by the students through taking notes during the learning, asking for clarification or explanation from teachers. Interaction between students was also positive and this is reflected in their effort to borrow notes from their peers if they did not attend a previous meeting.

Moreover, positive attitudes were also shown by the students through how they responded to the assignment given by the teacher. Most of the students tried to complete their assignment given by the teacher on time. In doing the assignment they also work with their friends and this also happened when they prepared themselves for the examination. The positive attitude toward English language learning is created as the impact of that motive because learning a language is closely related to the attitudes towards the languages according to Choy and Troudi (2006). Karahan (2007, p.84) addresses that “positive language attitudes let learners have a positive orientation towards learning English”. As such, attitudes may play a very crucial role in language learning as they would appear to influence students’ success or failure in their learning.

### **Factors Affecting Junior High School Students’ Attitude on Learning English**

Regarding factors affecting students' attitude it can be divided into 2 which are internal and external factors. The internal factors that affect students’ attitude on learning are such that they want to be able to speak English and to communicate with other people from English speaking countries. Being able to go to foreign countries are also internal factors that shaped students’ attitude on learning English. Setiyadi (2008) refers to the willingness of the language learner to integrate to target language culture. Meanwhile, Tang (1999) states culture is a part of language. All in all, most students get inspired to master English well because they want to be able to speak English.

Beside internal factors, external factors also affect students’ attitudes. Teachers’ performance during the learning process and the activities given are main external factors that affect the participants of the research. Teachers should acknowledge that high motivation and positive attitude of students facilitate language learning. Thus, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner will possess a negative attitude and will not be motivated and enthusiastic in language learning. Another contributing external factor that affects students’ attitude of learning English are music and videos.

### **CONCLUSION AND SUGGESTION**

Attitude is a product of an interaction process which somebody responds to from the accepted stimulus. In other words, the attitude is closely related to the object upon the receptor. Attitude is considered as the people’s tendency to act positively or negatively when learning something because of that the writer concluded there are people who have positive or negative attitude toward something. The result of the research indicated that students’ attitudes on English language learning are positive. These positive attitudes are seen through how students prepare themselves before class, during the classroom interaction and activities, how they respond to the task given and how they prepare for the examination. Moreover, motivation both internal and external motivation also affect students’ learning attitude. Internal motivation such as being able to speak English, communicate with native speakers and being able to visit English foreign countries. As for external motivation, the teacher's role is important in shaping students' attitude.

Based on the conclusion above there are suggestions to be considered:

a. Teacher

It is important for teachers to know that their role in the classroom is important for students’ attitude in learning.

b. Students

It is important for students to have a positive attitude in learning language since by having a positive attitude they will be able to achieve what they expect in learning language.

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