

**ANALYSIS OF LANGUAGE ATTITUDES OF MADRASAH
TSANAWIYAH (MTs) STUDENTS**

THESIS

**This Thesis is Submitted To “Sarjana” Program of Institute College for
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By :

ARINA MANASIKANA

NIM. 16552004

**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBIYAH
STATE OF ISLAMIC INSTITUTE OF CURUP
(IAIN) CURUP**

2023

SUPERVISORS' APPROVAL

Hal : Pengajuan Skripsi

Kepada Yth. Rektor IAIN Curup

Di-

Curup

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Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

Curup, Juli 2023

Pembimbing I



Jumatul Hidayah, M.Pd
NIP. 197802242002122002

Pembimbing II

An. Ex. prodi TBI



Hadi Suhermanto, M.Pd
NIP. 197411131999031003

STATE OF OWNERSHIP

The writer who signs below :

Name : Arina Manasikana
NIM : 16552004
Department : Tarbiyah
Study Program : English Tadris Study Program

State that the thesis is entitled “**Anlaysia of Language Attitudes Madrasah Tsanawiyah (MTs) Students**” is pure and never proposed in IAIN Curup and other university.

This statement was made by truly. If in the next day there are a lot of mistakes, the writer ready for responsibility with regulation.

Curup, July 2023



Arina Manasikana
NIM. 16552004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBİYAH

Jln. Dr. AK Gani No. 01 Kotak Pos 108 Telp.(0732) 21010-21759 Fax

Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

APPROVAL

No : 2033/In.34/1/FT/PP.00.9/03/2023

Name : Arina Manasikana
 NIM : 16552004
 Department : English Tadris Study Program
 Title : Analysis Of Language Attitudes Of Madrasah Tsanawiyah (MTs) Student

Has been examined by examining board of the English Tadris Study Program of Institut Agama Islam Negeri (IAIN) Curup, on :

Day/Date : Thursday, August 4 2023

Time : 09.30 AM - 11.00 AM

At : Munaqasah Room 2 IAIN Curup

Has been received to fulfill a partial requirement for the degree of strata I in English Tadris Study Program of Tarbiyah Faculty of IAIN Curup.

Curup, th August 2023

Examiners,

Head

Jumatul Hidayah, M. Pd
 NIP. 19780224 200212 2 022

Secretary

Hadi Suhermanto, M. Pd
 NIP. 197411131999031003

Examiner I

Dr. Paidi Gusmuliana, M. Pd
 NIP. 19840817 201503 1 004

Examiner II

Meli Fauziah, M. Pd
 NIP. 19940523 202012 2 003

Dekan

Prof. Dr. H. Hamengkubuwono, M. Pd
 NIP. 19650826 199903 1 001

PREFACE

All praise to Allah SWT that the writer had finally finished writing her thesis entitled "Analysis of Language Attitudes of Madrasah Tsanawiyah MTs Students".

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect in the future.

Finally yet importantly, the writer hopes that this thesis will be useful to those who are interested in this field of study.

Curup, July 2023

Writer



Arina Manasikana
NIM. 16552004

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The researcher finish this thesis entitled “*Analysis of Language Attitudes of Madrasah Tsanawiyah (MTs) students*” this thesis is presented in partial fulfillment of the requirement for the degree of 1 in English Tadris Study Program of IAIN Curup. In the process of conducting this thesis, the researcher received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like o express the deepest appreciation to :

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MOTTO

**“God’s plan is always more beautiful than our
desire”**

-Memora-

**“Where there is a faith, there is miracle of
Allah”**

**“Selalu ada harapan bagi mereka yang
berdoa**

**Selalu ada harapan bagi mereka yang selalu
berusaha”**

DEDICATION

Praise the presence of Allah for all His gifts, this thesis is dedicated for :

1. A lot of thanks to Allah SWT.
2. My Greatest Parents. My wonderful mother Ibu Nihaya who always provides support in my education with prayer. Thank you for your patient and encouragement. Thanks for everything that you have given to me that I couldn't say by words. and my late beloved father, Bapak M.Zahir. I will always praying for you until my last breath, rest in peace in hereafter. thank you for your warm upbringing so that your daughter becomes someone who never gives up. Both of you are among Allah's greatest blessing for me.
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5. My kindly advisor and co-advisor Jumatul Hidayah, M.Pd and Hadi Suhermanto, M.Pd. Thank you for always give me motivation, support and guidance in finishing thesis and also finishing my study at IAIN Curup.
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Curup,
July 2023

Writer



Arina Manasikana
NIM. 16552004

ABSTRACT

Arina Manasikana, 2023 : “**Analysis of Language Attitudes of Madrasah Tsanawiyah (MTs) Students**”
Advisor : **Jumatul Hidayah, M.Pd**
Co-Advisor : **Hadi Suhermanto, M.Pd**

The purpose of this research is to examine students' attitudes toward the English language. This study determined how students' attitudes influenced their preference for using the local language in English classes. This research used descriptive quantitative approach with the population consisted of students in the first, second, and third grades enrolled at MTsN 1 Rejang Lebong, a school in Belumai Village, Padang Ulak Tanding Subdistrict. The total number of students in this population was 116. In the current study, the researchers utilized random sampling, with the total 40 students as the sample. The results of this study are the majority of students expressed a preference for using English in the classroom and felt comfortable expressing themselves in English. They also took pride in their ability to speak English and often chose to use it during classroom interactions. Then, mixed attitudes among the students when it came to language prestige, social status, and the perception. Some students perceived English as prestigious and associated it with better opportunities in education and employment, while others disagreed. The students also displayed varying levels of awareness of language norms, grammar rules, and appropriate language registers in English. Additionally, their confidence and ease in understanding and using English varied, particularly in sentence structure, grammar rules, and syntax.

Keywords: *Language, Attitudes, Language Attitudes, English*

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CHAPTER I

INTRODUCTION

This chapter aims to provide the necessary background for the study, along with the research question, objective, delimitations, definition of key terms, and the significance of the research.

A. Background of the Study

English is considered a foreign language in Indonesia. In order to effectively learn English in this context, individuals require high motivation and an environment conducive to language learning. It is essential to recognize that Indonesia falls within the expanding circle of English language usage, as categorized by Kachru. Kachru's model divides English into three circles: the inner circle, the outer circle, and the expanding circle.¹ The inner circle comprises countries where English is spoken as a native language, such as Australia and America. The outer circle consists of countries where English is used as a second language and holds official status, such as Malaysia and Singapore. Finally, the expanding circle includes countries like Indonesia and Thailand, where English is considered a foreign language.

Given that Indonesia falls within the expanding circle, English must be frequently heard and practiced to achieve proficiency. Recognizing the

¹ Braj B Kachru, R. Quirk, & H. G. Widdowson, 1985, *Standards, Codification, and Sociolinguistic Realism*, World Englishes. Critical Concepts in Linguistics, pp. 241-270.

significance of language development, the government has implemented English as a subject in schools. The aim is to equip students with the necessary skills to achieve fluency and proficiency in the language.

Highly motivated students with access to an English-speaking environment, such as language courses and English clubs, will find it easier to achieve proficiency and develop their English skills. On the other hand, students with negative attitudes, such as a lack of self-confidence in speaking, fear of making mistakes, and apprehension about being teased by their peers, will face difficulties in improving their English because they are unwilling to practice. Even if these students have acquired a substantial vocabulary, it will fade away if they do not actively use it daily. As a teacher, your role extends beyond simply teaching the language; teachers also need to motivate and encourage students to practice English to foster their progress. The attitudes students hold towards a language have a close relationship with their ability to learn it effectively.² Furthermore, Karahan suggests that a positive language attitude enables learners to develop a positive orientation towards learning English.³ Therefore, attitudes play a critical role in language acquisition as they influence students' success or failure in their language learning journey. Lifrieri argues that attitudes are necessary but insufficient conditions for achieving linguistic proficiency. Only when combined with proper motivation, do attitudinal

² Donna Starks & Brian Paltridge, 1994, *Varieties of English and the EFL Classroom: A New Zealand Study*, The TESOLANZ Journal, 2(1), pp. 69-77.

³ Firdevs Karahan, 2007, *Language Attitudes of Turkish Students towards the English Language and Its Use in Turkish Context*, Çankaya University Journal of arts and sciences, 1(7), pp. 73-87.

tendencies translate into higher student engagement and proficiency levels.⁴ Overall, gaining a better understanding of students' motivation and attitudes can assist curriculum and instruction designers in designing language teaching programs that foster attitudes and motivation conducive to the success of ESL/EFL learners.

Various factors, including individual abilities, academic achievements, and the English-speaking environment, are closely linked to students' success in learning English. It indicates that the learning atmosphere should go beyond the traditional elements and incorporate other crucial aspects to facilitate English language acquisition. Enhancing students' abilities can be achieved through motivation, effective teaching methods employed by teachers, and appropriate materials such as textbooks and teaching aids. People hold attitudes, feelings, and beliefs about language in general, their language, and the languages spoken by others. Some individuals may perceive unwritten languages as less legitimate, while others may feel embarrassed when others hear their native language. Certain beliefs include that one can only be fluent in one language at a time.

Additionally, some people may view the national language as the best means of expressing patriotism, securing employment, or ensuring a prosperous future for their children. Attitudes are not directly observable but can be demonstrated through behavior. For instance, how individuals interact with

⁴ Verónica Lifrieri, 2005, *A Sociological Perspective on Motivation to Learn EFL: The Case of Escuelas Plurilingües in Argentina*, Doctoral dissertation, University of Pittsburgh.

speakers of different languages (whether they avoid or engage with them) or their willingness (or lack thereof) to learn another language. Modifying their speech patterns to align with another person's speech signifies a positive attitude towards that particular language. Conversely, divergence in speech suggests a deliberate intention to distance oneself from another person's language or culture.

As aforementioned above, the researcher came up with the phenomena that happened at MTsN 1 Rejang Lebong, Belumai Village, Padang Ulak Tanding Subdistrict. Based on the pre-observation, the researcher found that the students likely use the local language instead of English during English class. It is also supported by the teacher, she said that the students are preferred to speak in local language instead of English language during the class. The background of the community environment, which consisted of several ethnic groups such as Javanese and Lembaknese made them accustomed to using the local language at school even in English classes. Therefore, the researcher wanted to examine students' attitudes toward the English language. The researcher could gain deeper insights into the factors that shaped these attitudes. This study determined how students' attitudes influenced their preference for using the local language in English classes. It also identified various factors, including self-confidence, prior experience, perception of English's value and relevance, and the influence of the social environment. It is in line with Starks and Paltridge, the attitudes students hold towards a language have a close

relationship with their ability to learn it effectively.⁵ Uncovering this information could provide a foundation for developing effective strategies and interventions to foster a more positive attitude toward the English language among students.

Furthermore, this research was expected to contribute to evaluating the effectiveness of current teaching approaches and methods employed in the school. By examining students' attitudes, the researcher could assess whether the existing teaching methods successfully motivated students to utilize English actively or if there was a need to broaden the range of approaches utilized. The study on students' attitudes could also offer valuable insights for teachers and school personnel, enabling them to develop programs and activities to enhance students' interest and engagement in learning English. In summary, exploring students' attitudes towards the English language is crucial for comprehending the phenomenon at MTsN 1 Rejang Lebong and finding suitable solutions. The research findings would provide valuable insights and recommendations for education decision-makers to address the challenges encountered in English language learning and foster a positive attitude towards its use.

Based on the explanation above, the researcher was interested in conducting research entitled "**Analysis of Language Attitudes of MTs (Madrasah Tsanawiyah) Students.**" In its implementation, the researcher involved

⁵ Donna Starks & Brian Paltridge, 1994, *Varieties of English and the EFL Classroom: A New Zealand Study*, The TESOLANZ Journal, 2(1), pp. 69-77.

students within the environment of MTsN 1 Rejang Lebong, located in Belumai Village, Padang Ulak Tanding Subdistrict.

B. Research Question

The research question incorporated in investigating the research topic was as follows:

1. How is the attitude of students at MTsN 1 Rejang Lebong towards the English language?

C. Research Objective

Based on the research question above, the objective of this research was as follows:

1. To investigate the attitude of students at MTsN 1 Rejang Lebong towards the English language.

D. Delimitation of the Research

Several contextual factors delimited this study. *Firstly*, it solely focused on students of Madrasah Tsanawiyah (MTs) at MTsN 1 Rejang Lebong, excluding students from other MTs in different locations or regions. This geographical limitation ensured the study remained tightly focused on a specific educational institution. *Secondly*, the research was restricted to students in the first, second, and third grades of MTsN 1 Rejang Lebong. By narrowing the scope to these grade levels, the study concentrated on a particular group of students regarding

age and educational progression. *Thirdly*, the research addressed the language attitudes of the selected MTs students at MTsN 1 Rejang Lebong. Hence, this study did not consider other aspects, such as language proficiency, language use, or linguistic variation. The research aimed to comprehensively understand the students' attitudes toward language by limiting the focus to language attitudes.

E. Definition of Key Terms

1. Language Attitudes

Language attitudes in the context of the present study focused on the subjective evaluations, preferences, and perceptions of MTs students regarding the English language. It encompassed their emotional responses, beliefs, and opinions concerning various aspects of English, including its importance, usefulness, difficulty, appropriateness in different contexts, and impact on identity and culture.

2. MTs Students

MTs students refer to individuals currently enrolled in Madrasah Tsanawiyah, an Islamic secondary educational institution. These students typically undertake a curriculum prioritizing Islamic studies and general education subjects. They are predominantly from particular regions or countries, and cultural, religious, and educational factors may shape their perspectives on the English language.

F. Significance of the Research

The researcher expects that the study's results can provide the following significance:

1. For students

The current quantitative research carries substantial significance for students as it supports the development of self-awareness by enabling them to identify their language preferences and biases. By understanding their language attitudes, students can engage in more successful intercultural communication and cultivate an appreciation for linguistic diversity.

2. For teachers

This quantitative research also benefits teachers as it informs curriculum development by identifying language-related challenges and enabling the customization of instructional methods based on students' preferences. By gaining insight into students' language attitudes, teachers can create dynamic and motivating learning environments that cater to their unique needs. Furthermore, this research promotes inclusive education by addressing any biases or discrimination among students, thus ensuring a supportive and respectful atmosphere for all learners.

3. For researchers

This quantitative research fulfills a crucial gap in the current literature by examining language attitudes among MTs students. It contributes to the progress of knowledge by offering distinctive insights and methodologies

for researchers investigating language attitudes. Moreover, this research can guide future comparative studies and theoretical advancements in the field.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher explores pertinent theories and previous studies relevant to this research's main issues.

A. Review of Related Theories

1. Attitude

Attitude comes from the Latin word "*aptus*," which means being healthy and ready to take action. G.W. Allport, as cited by Istiqomah, states that attitude is the mental and neural readiness, employing directive or dynamic influence on an individual's response to all related objects and situations.⁶ On the other hand, Chaplin, as cited by Luthfi et al., defines attitude as a relatively stable and enduring predisposition or tendency to behave or react in a particular way towards other individuals, objects, institutions, or specific issues.⁷

Walgito states that attitude is the organization of opinions and beliefs about an attitude object or a relatively enduring situation, accompanied by certain feelings, and provides a basis for making selected responses or behaving in a certain way.⁸ Relatively enduring means that it does not

⁶ Sarlito W. Sarwono (eds), 2009, *Psikologi Sosial*, Salemba Humanika, p. 81.

⁷ Ikhwan Luthfi, 2009, *Psikologi Sosial*, Lembaga Penelitian UIN Syarif Hidayatullah, p. 58.

⁸ Bimo Walgito, 2003, *Psikologi Sosial*, ANDI, p. 127.

change over a long period. The relatively enduring belief will generate a response, which is then referred to as an attitude.

Maio and Haddock, as cited in Mercer and Clayton, define attitude as a comprehensive evaluation of an object based on cognitive, affective, and behavioral information.⁹ This definition explains that attitudes are formed through cognitive information, which includes knowledge, affective information, which includes emotions, and behavioral information, which involves behavior. These three components are interrelated and significantly influence an individual's attitude.

Lange, as cited by Azwar, reveals that the term "attitude" encompasses not only mental aspects but also physical response aspects.¹⁰ Furthermore, in line with the aforementioned opinion, Siregar et al. explain that an individual's attitude towards an object or an action can be assessed based on a set of evaluative beliefs that can be observed regarding the object or action.¹¹ This viewpoint reinforces the previous definition of attitude, indicating the presence of a physical response aspect in the form of actions or behaviors within an individual. According to this perspective, attitude is not solely confined to mental aspects but encompasses two aspects that complement each other. The presence of the behavioral aspect represents the manifestation of the previously existing mental aspect within an individual.

⁹ Jenny Mercer & Debbie Clayton, 2012, *Psikologi Sosial*, Erlangga, p. 3.

¹⁰ Saifuddin Azwar, 2015, *Sikap Manusia*, Pustaka Pelajar, p. 4.

¹¹ Bahren Umar Siregar, et al., 1998, *Pemertahanan Bahasa dan Sikap Bahasa*, Departemen Pendidikan dan Kebudayaan, p. 87.

Attitude is necessary to acquire knowledge about what exists around us, to use it as a tool that benefits us, and simultaneously to protect ourselves from unwanted things.¹² Someone with an attitude tends to know an object. This knowledge becomes a tool that brings benefits, meaning they know how to act to avoid negative occurrences that may occur. From the various definitions mentioned above regarding attitude, it can be concluded that attitude is a mental state accompanied by beliefs and feelings about a specific object that persistently lead to behaviors or actions towards that object.

Regarding the aspect of action or behavior, Azwar explains that there are three postulates concerning the consistency between attitude and behavior. The first postulate assumes a direct relationship between attitude and behavior. It can be observed in the behavioral patterns of individuals who hold extreme attitudes. The second postulate assumes that attitude and behavior do not have consistent relationships. Meanwhile, the third postulate assumes that certain situational factors influence the relationship between attitude and behavior. Among these situational factors are norms, roles, groups, and culture.¹³

¹² Basuki Suhardi, 1996, *Sikap Bahasa*, Fakultas Sastra Universitas Indonesia, p. 33.

¹³ *Ibid.*, pp. 16-17.

2. Language

Harimurti, as mentioned by Hidayat, explains that language is an arbitrary system of symbols a society uses to collaborate, interact, and identify itself. "Arbitrary" means that there is no inherent connection between the linguistic symbols and the meanings they represent.¹⁴ Language has an arbitrary nature, which implies that its meanings are agreed upon by convention rather than being universally fixed.

The Great Dictionary of the Indonesian Language provides three definitions of language. First, it is a system of articulatory symbolic sounds that are arbitrary and conventional, used to communicate feelings and thoughts. Second, language refers to the words used by a nation or community. Third, language is considered good conversation: politeness and proper behavior.¹⁵ Language is understood as a tool for communication among social beings. The system of symbolic sounds in language encompasses both speech and writing. Therefore, language is limited to not only spoken language but also written language. The repetition of similar events influences the linguistic system.

The arbitrary nature of language makes one nation's language different from another's. Language also exists within an agreement among its users. The existence of agreements within language implies that each language has

¹⁴ Asep Ahmad Hidayat, 2006, *Filsafat Bahasa*, PT Remaja Rosdakarya, p. 22.

¹⁵ *Ibid.*

its own rules. It means language has no cause-and-effect relationship and is determined based on user agreements.

Generally, language in society is often understood as a system of symbols. As a system of symbols, language entities possess the characteristic of meaningfulness or significance. Brown, as cited by Rahardi, mentions eight basic principles of language. These principles are as follows: (1) it is habitual, (2) it is variable, (3) it is related to culture, (4) it is a means of communication, (5) it is unique and distinctive, (6) it is arbitrary symbols, (7) it is vocal, and (8) it is a system.¹⁶ A language must possess these eight principles as a system of symbolic sounds.

The language is often referred to as a marker of cultural existence for the respective community. A society that has advanced its culture will undoubtedly develop a well-established language entity. A good language can also indicate the presence of its community. Therefore, language is often called a reflection of society.¹⁷ Culture, as one of the outcomes of communal living, cannot be easily separated from language. Language becomes a reflection of a particular culture.

In line with the explanation above, the Indonesian language represents the Indonesian nation as a symbol of national identity. It means that through the Indonesian language, we can discern who we are, our characteristics, behavior, and national traits as Indonesians.¹⁸ As members of the Indonesian

¹⁶ Kunjana Rahardi, 2009, *Bahasa Indonesia untuk Perguruan Tinggi*, Erlangga, p. 4.

¹⁷ *Ibid.*, p. 1.

¹⁸ Masnur Muslich, 2010, *Bahasa pada Era Globalisasi: Kedudukan, Fungsi, Pembinaan, dan Pengembangan*, Bumi Aksara, p. 7.

nation, the community must be careful in using the Indonesian language. The Indonesian language used by the community must reflect the good qualities of the Indonesian nation. As one of the characteristics of the national identity, the Indonesian language must be preserved and continuously nurtured by its speakers.

3. Language Attitude

Language attitude refers to one's mental position or feelings towards their language or the language of others.¹⁹ According to Anderson, as cited by Chaer and Agustina, language attitude is a relatively long-term belief or cognition, partly related to language and its objects, which predisposes someone to react in a certain way that they find pleasing. However, it is essential to note that attitudes can be positive (when considered good or liked) or negative (when considered unfavorable or disliked), and the same applies to attitudes toward language.²⁰

Indeed, individuals' beliefs about a language will result in reactions that can ultimately lead to positive or negative attitudes. It depends on whether the beliefs are positive or negative towards a particular language. As mentioned above, if a language is liked, it will generate a positive attitude; if it is not, it will generate a negative attitude.

¹⁹ Harimurti Kridalaksana, 2008, *Kamus Linguistik*, PT. Gramedia Pustaka Utama, p. 221.

²⁰ Abdul Chaer & Leonie Agustina, 2010, *Sosiolinguistik Perkenalan Awal*, PT. Rineka Cipta, p. 151.

In his other writings, Anderson in Suhardi distinguishes between the narrow and broad understanding of language attitude. The narrow understanding of language attitude is seen as a one-dimensional concept, namely the feeling within an individual towards a language.²¹ Language attitude only concerns the affective aspect. Meanwhile, knowledge and behavior aspects are considered separate. Thus, the focus of language attitude in the narrow sense is the feeling towards a language. Meanwhile, in the broad sense, language attitude is related to the content of attitude meanings and the range of possible responses, in addition to the evaluative aspect of attitude.²²

Mutidah in Aritonang defines language attitude as a belief system associated with a language and tends to last for a relatively long time.²³ Due to its long-lasting nature, beliefs about a language cannot easily be changed. Whether bilingual or multilingual, language users have strong convictions regarding one of the languages they command. Essentially, language attitude is the politeness of action towards a particular situation. Therefore, language attitude reflects both mental and behavioral dispositions in language use. Language attitude can be observed through language or speech behavior.²⁴ Consistent with Anderson's viewpoint, the aforementioned understanding also states that language attitude

²¹ Suhardi, *op. cit.*, p. 35.

²² *Ibid.*

²³ Dendy Sugono, et al., 2003, *Sikap Bahasa Etnik Minoritas: Penutur Bahasa Kombai dan Walsa*, *Metalingua*, 9, p. 131.

²⁴ Aslinda & Leni Syafyahya, 2007, *Pengantar Sociolinguistik*, Refika Aditama, p. 10.

encompasses mental and behavioral dispositions. Language attitude is also linked to motivation for learning a language.

The definition of language attitude is characterized by several features, including the following: language selection in multilingual societies, distribution of language repertoire, dialectal differences, and problems that arise as a result of interaction between individuals.²⁵ This explanation provides an understanding that language attitude can be observed in communities that use more than one language in their interactions.

As a society that uses more than one language, there will be a tendency to react to specific languages. From these tendencies, one can determine someone's attitude towards a language, whether positive or negative. For example, in specific communities, more than two languages are used in their interactions. We can understand someone's language attitude based on their tendency to choose which language they use in communication. It will impact someone's positive attitude towards a language because of their tendency amid a multilingual society. In further explanation, Fasold also states that language attitude is an attitude towards a particular language. Language attitudes are distinguished from other attitudes based on the fact that they are specifically about language. Some studies on language attitudes are directly linked to attitudes toward the language itself. The subjects in these studies are asked to express whether they consider the particular

²⁵ Suwito, 1985, *Sosiolingusitik Pengantar Awal*, Henari Offset, p. 90.

language variety being questioned as rich, poor, beautiful, ugly, melodic, harsh, and so on.²⁶

Cooper and Fishman, as interpreted by Suhardi, define the concept of language attitude based on its referents. The referents include language itself, language behavior, and things related to language or language behavior that serve as markers or symbols.²⁷ In this definition, an attitude refers to aspects related to language and language behavior that subsequently become markers of that attitude, whether positive or negative. Therefore, language attitude is not about one's attitude towards Indonesians but instead toward their language. There are two possible orientations toward language attitude within an individual. If someone evaluates a language positively, their language attitude is considered positive. On the other hand, if someone evaluates a language negatively, their language attitude is considered negative. Language attitude in an individual can be observed through their behavior and how they express themselves using language.

Holmes also provides her perspective on language attitudes, arguing that people generally disagree about languages in a vacuum. They develop attitudes toward languages that reflect their views about those who speak the languages and the context and functions with which they are associated. When people listen to accents or languages they have never heard, their

²⁶ Siregar, *op. cit.*, p. 87.

²⁷ Suhardi, *op. cit.*, p. 34.

assessments are random. There is no pattern to them. In other words, there is no universal consensus about which languages sound most beautiful and which sound most ugly, despite people's beliefs that some languages are inherently more beautiful than others.²⁸

Concerning language policy, language attitudes play a more determining and influential role in the effectiveness of the policies implemented, particularly in the context of education, compared to the facts of language use and demographic distribution. Language attitudes determine whether a language is suitable for literary purposes, education, and other national interests.²⁹ Measuring language attitudes is fundamental in determining language policies. Assessing the language attitudes of a particular community can help make decisions regarding policies that promote the progress of a language.

a. Characteristics of Language Attitude

The attitudes toward different objects could influence each other. For instance, attitude towards a language might arise from, or be influenced by, attitude towards the people who spoke that language. The characteristics of language attitude can be seen when someone is loyal to the language, s/he usually uses the language and maintains the language; when someone feels proud to the language, s/he is usually

²⁸ Janet Holmes, 2001, *An Introduction to Sociolinguistics*, Longman, p. 343.

²⁹ Sugiyono, 2010, *Sikap Bahasa Masyarakat Kota Besar Indonesia terhadap Bahasa Indonesia, Bahasa Daerah, dan Bahasa Asing*, *Metalingua*, Vol: 8, p. 183.

proud to use the language and makes the language as the symbols or as the identity, and when someone has awareness of language norm. Besides, Garvin & Mathiot as cited in Nasution classified the characteristic language attitude into three types, namely: (1) language loyalty, Language loyalty is an attitude that encourages the speakers of language to maintain their language viability from the adverse impact of foreign language. In other words, it desires of the speakers to maintain and sustain a language, even if it necessary to prevent the interference from foreign language. The loyalty of speakers to use and maintain the language indicates the positive attitude of the speaker; (2) Language pride is an attitude that encourage a person or group of people to make the language as a symbol of personal identity or as their group identity, and it can also distinguish them from the others groups. The pride of the speakers to use their language indicates the positive attitude of speaker, but if the speakers are no longer proud or shy to use their language, they are already included as people who gave negative attitude toward the language³⁰; (3) Awareness of the language norms is an attitude that encourages the use of language carefully, corrective, polite, a descent by the speakers. It encourages the speakers of language to use the language in accordance with applicable norms. The language awareness was reflected in the responsibility, attitude, and feeling of having a language

³⁰ Ginting, S. A. (2018). Language Attitude of Sellers in Traditional Market Toward Karonese Language. *English Language Teaching*, 11(7), 125. <https://doi.org/10.5539/elt.v11n7p125>

that raises the willingness to foster and develop the language. Awareness of language is an important factor in determining the use of language.³¹

If an individual, whether bilingual or multilingual, does not possess these three characteristics, it can be stated that the language attitude within them is negative. Conversely, if someone does not exhibit the aforementioned characteristics, their language attitude is considered positive. Pateda explains language attitude as follows: Every individual has their perspective on their language. They are aware that language is a necessity for them. This awareness gives rise to an attitude, determining how they behave in using their language. This attitude is also colored by respect, responsibility, and a sense of ownership toward that language. A responsible attitude will generate a personal and collective willingness to nurture and develop the language. The individual feels that responsibility is not solely entrusted to authorities or organizations. However, instead, individuals with language awareness understand that they are responsible for developing and nurturing their language, especially their national language.³²

The awareness of responsibility towards language is a positive attitude that can be demonstrated by an individual or a group of people towards their language. This responsible attitude will lead to concern when observing others lacking loyalty and pride in their language. It can

³¹ Lonni Nur Iffah Nasution. (2020). the Attitude of Rohingya Teenagers Towards Their Language. *Journal of English Education and Linguistics*, 1(2), 33–41. <https://doi.org/10.56874/jeel.v1i2.243>

³² Mansoer Pateda, 1994, *Sosiolinguistik*, Angkasa, p. 25.

involve language cultivation and development activities as a manifestation of being responsible for one's language. These activities also aim to increase awareness among more people about the importance of a positive attitude towards their language.

Chaer and Agustina explain that concerning language loyalty, the absence of passion or motivation to maintain the independence of one's language is one of the indicators that language loyalty is starting to weaken, which can eventually lead to its complete loss. Negative attitudes towards language can also occur when an individual or a group of people no longer feel pride in their language and redirect that pride towards another language that is not theirs. Indeed, many factors can cause the loss of pride in one's language and the cultivation of pride in another language, including political factors, race, ethnicity, social status, etc.³³

As an example, social status can be a factor. An individual or a group of people may feel a sense of social prestige associated with using a language that appears formal and rigid. Loyalty and pride in one's language are crucial to instill within oneself. Although many factors can contribute to the fading of language loyalty and pride, it should not be an excuse when there is an attitude to preserve, uphold, and use one's language. Negative attitudes towards language become more pronounced when individuals or groups lack awareness of language

³³ Chaer & Agustina, *op. cit.*, p. 152.

norms. This attitude reflects in their overall speech behavior. They do not feel the need to use language carefully and orderly, following the applicable rules. They are satisfied as long as their interlocutors understand their language.³⁴

Norms are rules that must be followed. When someone does not adhere to norms, they have deviated from the existing rules. Every language has its norms. Therefore, language users should be aware of the applicable norms in their language. However, mere knowledge is not enough; they must also be aware to use the language according to the prevailing norms. This awareness cannot be separated from loyalty and pride in the language. The result of this awareness can be reflected in their behavior when using the language. If an individual or a group of people have a positive attitude towards their language, they will have a strong sense of ownership. From this sense of ownership, they will always strive to preserve and use the language carefully. As stated by Pateda, a positive attitude towards language and using language generates a sense of ownership. It suggests that language is considered an essential personal need, owned, protected, and nurtured.³⁵

Regarding awareness of language norms, a positive attitude towards the distribution of linguistic resources is evident, among other things, in the careful use of language, linguistic forms, and structures, as well as

³⁴ *Ibid.*

³⁵ Pateda, *op. cit.*, p. 30.

the skillful selection of words used by speakers of the language.³⁶ Someone who has a positive attitude towards a language will be able to position themselves in how they should use the appropriate structure and word choice. For example, when an educated person interacts with a young child in elementary school, the educated person will choose structures and words that the child easily understands.

b. Factors Affecting Language Attitude

1) The prestige and power of the language

In shaping views toward a language, prestige and power are significant factors since, when you think of a language, its reputation immediately comes to mind. Observing who speaks it, what it means, and what results from speaking it helps define its status. Every language has a time when it is most influential, and that is when that language's significance is at its highest. If we look at the present, English is now the most prestigious language, which is why it is regarded as the worldwide language.

In sociolinguistics, prestige is the level of regard normally accorded a specific language or dialect within a speech community, relative to other languages or dialects. Prestige varieties are language or dialect families which are generally considered by a society to be the most "correct" or otherwise superior. In many cases,

³⁶ Suwito, *op. cit.*, p. 90.

they are the standard form of the language, though there are exceptions, particularly in situations of covert prestige (where a non-standard dialect is highly valued). In addition to dialects and languages, prestige is also applied to smaller linguistic features, such as the pronunciation or usage of words or grammatical constructs, which may not be distinctive enough to constitute a separate dialect.³⁷ The concept of prestige provides one explanation for the phenomenon of variation in form among speakers of a language or languages.³⁸

The presence of prestige dialects is a result of the relationship between the prestige of a group of people and the language that they use. Generally, the language or variety that is regarded as more prestigious in that community is the one used by the more prestigious group. The level of prestige a group has can also influence whether the language that they speak is considered its own language or a dialect (implying that it does not have enough prestige to be considered its own language).

Social class has a correlation with the language that is considered more prestigious, and studies in different communities have shown that sometimes members of a lower social class attempt to emulate the language of individuals in higher social classes to

³⁷ Kroch, Anthony (April 1978). "Toward a Theory of Social Dialect Variation". *Language in Society*. 7 (1): 17–36. doi:10.1017/S0047404500005315

³⁸ Eckert, Penelope; Rickford, John R., eds. (2002). *Style and Sociolinguistic Variation*. Cambridge: Cambridge University Press

avoid how their distinct language would otherwise construct their identity. The relationship between language and identity construction as a result of prestige influences the language used by different individuals, depending on which groups they do belong or want to belong.

Sociolinguistic prestige is especially visible in situations where two or more distinct languages are used, and in diverse, socially stratified urban areas, in which there are likely to be speakers of different languages and/or dialects interacting often. The result of language contact depends on the power relationship between the languages of the groups that are in contact.

In many countries, it is not uncommon to find enthusiasm for learning English. However, some believe that acquiring a foreign language, such as English, might diminish the learners' loyalty to their nation. Nevertheless, scholars have discovered that the desire to learn a foreign language does not necessarily lead to a negative attitude toward one's national and cultural identity.³⁹ Therefore, Jendra reveals that it is typical for many countries worldwide to be enthusiastic about learning the English language. Some societies believe that learning a foreign language can be associated with a decline in the student's loyalty to their language. However, academic individuals who have studied a foreign language do not always have

³⁹ Made Iwan Indrawan Jendra, 2010, *Sociolinguistics*, Graha Ilmu, p. 109.

a negative attitude toward the sense of nationalism and culture among language learners.

Language prestige is a crucial factor in the successful preservation of a language in the face of external pressures from more dominant language communities that hold more significant economic and political influence.⁴⁰ Even if a society is confronted with a language that has a more substantial influence, it will not hinder that society from having a positive attitude towards their language. It is due to the presence of pride in their language.

2) Historical background of the nation

Some individuals from the Middle East may be hesitant to study English due to their historical knowledge of Western colonialism. This perspective may be further reinforced by the complex contemporary disputes between Western and Arabic (Muslim) cultures.⁴¹

From the explanation above, it can be explained that some people in the Middle East are unwilling to learn English because they learned from history that the Westerners were colonizers. Several complex contemporary disputes between Western and Arab cultures reinforce this view. The experience of being colonized by

⁴⁰ I Dewa Putu Wijana & Muhammad Rohmadi, 2006, *Sociolinguistics*, Pustaka Pelajar, p. 90.

⁴¹ Jendra, *op. cit.*, p. 110.

other nations has led some Middle Eastern societies to refuse to learn the language of their colonizers. It demonstrates a negative attitude of Middle Eastern nations towards the West, including its language.

3) Social and traditional factors

In societies where a diglossic situation exists, the higher variety of the language is generally regarded as superior to the lower variety. The following citation encapsulates this idea: In a society with diglossic linguistic varieties, the prevailing perception is that the higher language is purer and of higher quality than the lower language. Naturally, the lower language tends to serve the functions of informal communication and expression of separatist identities.⁴²

Jendra explains that diglossia, in society, refers to a situation with a higher level of language variation, which is usually considered a superior form compared to the lower variety. In a society with various language variations in a diglossic relationship, the attitude is typically towards the higher language as being purer and superior to the lower language. Naturally, the functions of unification and separation are most likely fulfilled by the lower variety of languages.⁴³

⁴² *Ibid.*

⁴³ *Ibid.*

4) Language internal system

In conducting the communication, every time the language users use or speak up a certain language, they are not only exchanging information with their interlocutors, but they are also constantly organizing and reorganizing a sense of who they are and how they related to the social world because language also contains the speaker's culture including moral and ethical values.⁴⁴ According to Crystal different communities have different kinds of attitudes and aspirations in relation to their language.⁴⁵ Those different attitudes performed by people towards their own language or with the other language are called as positive and negative attitude towards the language.

A survey of attitudes toward language can shed light on community beliefs, preferences and desires. The people's attitudes toward the language while interacting with language changes can be seen in form of restoration, preservation, decay or death. The status, value and importance of language can be measured by looking at attitude toward the language. As stated by Baker in Ginting, Attitude can be used to explain the direction and persistence of human behavior.⁴⁶

⁴⁴ Norton, B. (2000). *Identity and Language Learning: Gender, Ethnicity and Educational Change*. Harlow, UK: Pearson Education/Longman.

⁴⁵ Crystal, D. (2000). *Language Death*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9781139106856>

⁴⁶ Ginting, S. A. (2018). Language Attitude of Sellers in Traditional Market Toward Karonese Language. *English Language Teaching*, 11(7), 125. <https://doi.org/10.5539/elt.v11n7p125>

People often exhibit a positive attitude towards learning a language due to its relatively easy grammar, pronunciation, and vocabulary. However, when faced with the challenge of learning languages like French and German, which have a gender-based nominal system, some students may opt for English instead. Similarly, there may be a negative attitude toward learning Chinese due to its complex tonal pronunciation and orthographic system.⁴⁷

Thus, people often show a positive attitude towards language learning because grammar, pronunciation, and vocabulary are relatively easy. As a gender-based nominal system, learning English is more complex than learning French and German. Negative attitudes may also be found in learning Chinese due to its complex pronunciation and spelling system. It means that people who study a language and find its grammar and vocabulary easy to understand generally have a positive attitude. Conversely, negative attitudes towards a language can be found in individuals who feel that other languages have complex grammar and vocabulary, such as Chinese and Mandarin.

c. Components of Language Attitude

Language attitude has three components: The cognitive component relates to a person's perception of an object, leading to a belief or

⁴⁷ *Ibid.*, p. 111.

conviction. The affective component relates to a person's emotional state, and the conative component relates to the tendency to act. The cognitive component relates to knowledge about the environment and ideas usually used as categories in the thinking process. The affective component concerns the issue of evaluating something as good, liking or disliking it, or evaluating a situation. People with a favorable opinion or liking towards a situation are said to have a positive attitude.

Conversely, if the opinion or liking is unfavorable, it is referred to as a negative attitude. Chaer and Agustina explain that the conative component relates to behavior or actions as the "final decision" of reactive readiness towards a situation. Through this third component, people usually try to infer someone's attitude towards a situation they are facing. These three components of attitude (cognitive, affective, and conative) are generally closely related.⁴⁸

When someone encounters an object, their cognition triggers an observation process. The results of this observation give rise to beliefs about the object (whether it is meaningful or meaningless). Subsequently, an affective response develops, expressing positive judgments (feeling happy or accepting) or negative judgments (feeling displeased or rejecting) towards the object or attitude. Finally, these

⁴⁸ Chaer & Agustina, *op. cit.*, p. 150.

beliefs and feelings are followed by the will to act, which is the conative component.⁴⁹

Concerning language attitudes, the cognitive component generates an individual's beliefs about a language, whether positive or negative. The affective component emerges as a response to the cognitive component, resulting in feelings of pleasure or displeasure towards a language. Then, in the conative component, if someone has a positive attitude towards a language, they are likely to demonstrate their ability to use it effectively. Not significantly different from the three aforementioned components, Sugiyono expands these components into four: 1) language proficiency, which relates to the language skills possessed or acknowledged by the respondents; 2) impressions or perceptions, which pertain to evaluations of the language and linguistic facts; 3) language use, which involves the use of language in specific domains with specific purposes and frequencies; and 4) language transmission, which relates to the respondents' desires and actions to disseminate and teach the language to others for various motives and purposes.⁵⁰

⁴⁹ Fathur Rokhman, 2013, *Sosiolinguistik: Suatu Pendekatan Pembelajaran Bahasa dalam Masyarakat Multikultural*, Graha Ilmu, pp. 44-45.

⁵⁰ Sugiyono, *loc. cit.*

B. Review of Related Studies

In 2013, Sidabariba conducted a study titled "*Sikap Bahasa Siswa SMPN 2 Simanindo di Simarmata Kecamatan Simanindo Kabupaten Samosir Terhadap Bahasa Indonesia*" ("Attitudes of Students at SMPN 2 Simanindo in Simarmata, Simanindo District, Samosir Regency, toward the Indonesian Language"). The research aimed to determine the language attitudes of students at SMP 2 Simanindo Simarmata in Simanindo District, Samosir Regency, towards the Indonesian language. The qualitative research method was employed for this study. The data source comprised 60 students from SMP 2 Simanindo in Simarmata, Simanindo District, Samosir Regency. The study results indicated that the students' language attitudes at SMP 2 Simanindo were positive. These findings were based on students' responses to a questionnaire as a data collection technique. The questionnaire was created based on factors influencing language attitudes, namely: (1) socio-economic background, education, and occupation, (2) migration, and (3) ethnic identity. The results showed that 92.5% of the responses demonstrated a positive attitude, while only 7.5% indicated a negative attitude in response to three questions/statements.⁵¹

In 2013, Martinez conducted a study focusing on the attitude of Mexican American students toward English in a structured immersion program. The study utilized questionnaires consisting of four elements: attitude towards the English Language Development (ELD) teacher, attitude towards ELD books,

⁵¹ Afrita Sidabariba, 2013, *Sikap Bahasa Siswa SMPN 2 Simanindo di Simarmata Kecamatan Simanindo Kabupaten Samosir terhadap Bahasa Indonesia*, Portal Garuda, Vol: 3.

attitude towards ELD tasks, and attitude towards the ELD class. This research revealed that the students generally held positive attitudes towards learning English as a second language (L2) within the structured immersion program. The students displayed a favorable disposition towards various aspects of L2 learning. Their perceptions were remarkably similar across all four subscales, indicating a high level of homogeneity within the group and a shared perspective on the attitudinal construct being studied. Although these students recognized the importance of studying English in their lives, their attitudes were anticipated to be even more positive. Their personal motivations and external environment may contribute to English being a significant element in their lives and, thus, a priority. The attitudes of this particular group of Mexican American students towards the classroom, the teacher, the textbook, and class assignments were generally comparable. However, it is worth noting that attitudes towards the teacher were slightly more favorable than other components.⁵²

In 2016, Kusuma and Adnyani conducted a study to examine attitudes toward the English language among students majoring in English Education at Singaraja University of Education, as well as the attitudes of their parents. This research was carried out using a questionnaire developed by Gardner, a renowned psychologist known for his theory of multiple intelligences. The study aimed to explore the extent to which students and their parents were interested in the English language. In this context, interest was defined as the

⁵² Diego Uribe Martínez, José Gutiérrez Pérez, & Daniel Madrid Fernández, 2013, *Attitudes of Mexican American Students towards Learning English as a Second Language in a Structured Immersion Program*, *Porta Linguarum*, 20, pp. 205-221.

desire, motivation, and inclination to learn and use English daily. The researchers analyzed and interpreted the results after collecting data through questionnaires given to participants. The findings indicated that the students and their parents demonstrated a high interest in the English language. It implied that students majoring in English Education at Universitas Pendidikan Singaraja and their parents had a strong interest in learning and using English. It shows that English holds significant value for them, both in the context of education and in daily life.⁵³

In conclusion, the mentioned studies shared a common focus on language attitudes but differed in their participants, grade levels, language focus, and aspects considered within the research. The present research specifically investigated the language attitudes of MTs students at MTsN 1 Rejang Lebong towards the English language. At the same time, Sidabariba's study focused on attitudes toward the Indonesian language among students at SMPN 2 Simanindo. Martinez's study examined attitudes toward English in a structured immersion program among Mexican American students. Kusuma and Adnyani's study explored attitudes toward the English language among English Education majors and their parents at Universitas Pendidikan Singaraja. These studies employed qualitative research methods and used questionnaires to collect data. Meanwhile, the present research employed a descriptive quantitative research design. It is important to note that the present research was

⁵³ I. P. I. Kusuma & L. D. S. Adnyani, 2016, *Motivasi dan Sikap Bahasa Mahasiswa Jurusan Pendidikan Bahasa Inggris Undiksha*. JPI (Jurnal Pendidikan Indonesia), 5(1), pp. 12-26.

limited to a specific group of students at a particular institution, while the other studies involved students from various schools or universities. Moreover, the present research focused on language attitudes exclusively, while other studies considered additional aspects such as language proficiency, linguistic variation, or interest in the English language.

CHAPTER III

RESEARCH METHODOLOGY

This chapter highlights the research methodology employed in this study. It includes kind of the research, population and sample, technique of data collection, research instruments, and technique of data analysis.

A. Kind of the Research

This research used descriptive quantitative approach. As explained by Creswell, quantitative research is research that investigates problems using trends in the field to explain why something happens so researchers can describe the attitudes, opinions, behavior, or characteristics of the population under study.⁵⁴ Besides, descriptive research aims to provide insights into the current state of phenomena, including their relationship with actual circumstances, variables, and observed phenomena throughout the research process. According to Arikunto, descriptive research focuses on systematically, objectively, and accurately portraying situations or conditions within a population.⁵⁵ The descriptive method refers to research that describes various situations or conditions in a population in a systematic, factual, and precise manner.⁵⁶ It encompasses studies involving diverse populations, surveys of societal

⁵⁴ Creswell, W. J. (2012). *Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Fourth Edition. Boston: Pearson Education Inc.

⁵⁵ Suharsimi Arikunto, 2009, *Prosedur Penelitian: Suatu Pendekatan Praktik*, PT Rineka Cipta, p. 128.

⁵⁶ Nurul Zuriyah, 2006, *Metodologi Penelitian Sosial dan Pendidikan: Teori Aplikasi*, Bumi Aksara, p. 37.

opinions, and other related investigations. In this regard, the researcher aimed to depict students' attitudes toward English in this study.

B. Population and Sample

1. Population

A population is a specific group or set of elements that share certain characteristics significant to the research.⁵⁷ According to Donal Ary, a population includes all individuals, events, or objects that belong to a clearly defined class.⁵⁸ In the present study, the population consisted of students in the first, second, and third grades enrolled at MTsN 1 Rejang Lebong, a school in Belumai Village, Padang Ulak Tanding Subdistrict. The total number of students in this population was 116.

2. Sample

A sample refers to a population subset representing a portion of its quantity and characteristics. In cases where the population is extensive and studying every element within it is impractical due to constraints such as limited funding, personnel, and time, researchers utilize a sample extracted from that population.⁵⁹ A large sample in language research is not typically

⁵⁷ Sorimuda Nasution, 1998, *Metode Research*, Bumi Aksara, p. 101.

⁵⁸ Donal Ary et al., 2010, *Introduction to Research in Education (8th ed.)*, Nelson Education Ltd., p. 148.

⁵⁹ Sugiyono, 2013, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, Alfabeta, p. 117.

required since linguistic behavior tends to exhibit greater uniformity than other types of behavior.⁶⁰

Various sampling methods are employed in research. In the current study, the researchers utilized random sampling, randomly selecting sample members. Specifically, the sample for this research consisted of students in the 7th, 8th, and 9th grades at MTsN 1 Rejang Lebong. According to Arikunto, when the number of subjects surpasses 100, a sample size ranging from 10% to 15% is typically appropriate.⁶¹ However, in this case, the researcher collected questionnaire responses from 40 students during the data collection process, which subsequently served as the sample for the study.

C. Technique of Data Collection

The researcher collected the necessary data using a questionnaire to address the research question. A questionnaire is a compilation of statements or questions distributed to participants, either directly or indirectly.⁶² In this study, data was collected by presenting a set of statements and requesting respondents to provide their corresponding answers. Each statement offered five possible options: strongly agree, agree, neutral, disagree, or strongly disagree. The participants in this study consisted of students from MTsN 1 Rejang Lebong,

⁶⁰ Mahsun, 2005, *Metode Penelitian Bahasa*, PT Raja Grafindo Persada, p. 234.

⁶¹ Arikunto, *op. cit.*, p. 134.

⁶² Husaini Usman & Purnomo Setiadi Akbar, 2011, *Metodologi Penelitian Sosial*, PT Bumi Aksara, p. 57.

specifically in grades 7, 8, and 9 during the even semester of the academic year 2022/2023.

D. Research Instruments

A research instrument refers to a tool or facility utilized to gather data.⁶³ In essence, these instruments assist researchers in obtaining relevant information for their studies. Researchers can effectively collect the necessary data for their research by employing research instruments. In this particular study, a questionnaire was used as a research instrument to facilitate data collection. The questionnaire was developed by formulating items based on language attitude theories, previously discussed in the review of related theories.

Additionally, prior to distributing the questionnaires to the participants, content validity was employed by the researcher to ensure the accuracy of each item. Content validity refers to the extent to which the instrument adequately and comprehensively covers the intended domain or items.⁶⁴ It involved consulting individuals with expertise to evaluate the questionnaire items for accuracy. The items involved in the questionnaire can be seen in the following table.

⁶³ Suharsimi Arikunto, 2002, *Prosedur Penelitian*, Rineka Cipta, p. 136.

⁶⁴ Louis Cohen, Lawrence Manion, & Keith Morrison, 2007, *Research Method in Education*, Routledge, p. 137.

Table 1
Blueprint of Questionnaire

No	Aspect	Indicators	Items	Responses				
				SA	A	N	D	SD
1	Language attitude	Language loyalty	1. I prefer using English in most situations in the classroom.					
			2. I am more comfortable expressing myself using English in the classroom.					
			3. I feel a sense of pride in my ability to speak English in the classroom.					
			4. I often choose to use English in the classroom.					
		Language prestige	5. I perceive English to be a prestigious language.					
			6. Speaking English is associated with higher social status.					
			7. I believe that English proficiency can lead to better opportunities in education and employment.					
			8. English is seen as a language of the elite in my community.					
			9. I value the social recognition that comes with speaking English.					
		Awareness of language norms	10. I am familiar with grammar rules and language norms in English.					
			11. I pay attention to using correct grammar and pronunciation in English.					
			12. I am aware of the appropriate language					

No	Aspect	Indicators	Items	Responses				
				SA	A	N	D	SD
			register and etiquette in English.					
			13. I am conscious of using formal or informal language in English.					
			14. I have a better understanding of idiomatic expressions and cultural nuances in English.					
		Language internal system	15. I find it easier to understand the structure and organization of sentences in English.					
			16. English grammar rules are consistent and logical to me.					
			17. I can express myself more precisely and accurately in English.					
			18. I am confident in my ability to use English syntax and word order correctly.					
			19. English vocabulary and pronunciation rules are straightforward for me to learn and remember.					

Notes:

SA = Strongly Agree

A = Agree

N = Neutral

D = Disagree

SD = Strongly Disagree

E. Technique of Data Analysis

The researcher used a questionnaire for data collection, and statistical calculations were performed in the form of percentages. Each data point was

recorded as frequencies and subsequently transformed into percentages. These percentages represented the distribution patterns of each response. Hence, the researcher analyzed the collected data employing the following formula:

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

Notes:

P = Percentage (%)

F = Frequency (respondents' answers to a specific response option)

N = Number of cases (Total number of respondents)

The data collected through the questionnaire was then processed by calculating the percentage for each statement. Subsequently, the researcher interpreted the data for each statement based on the known percentages.

CHAPTER IV

FINDINGS AND DISCUSSION

This section presents the results and analysis of the study, where the provided information is presented within the specific domains outlined in the research question.

A. Findings

The findings of this research were presented based on the research question formulated as the primary orientation of this research. As absorbed from the core of the research question, the data orientation comprises information regarding the attitude of students at MTsN 1 Rejang Lebong towards the English language. According to the data garnered from the questionnaire, there were varied points to be portrayed concerning students' language attitudes toward English. The following conceptual table was presented to display the overall condition of the data.

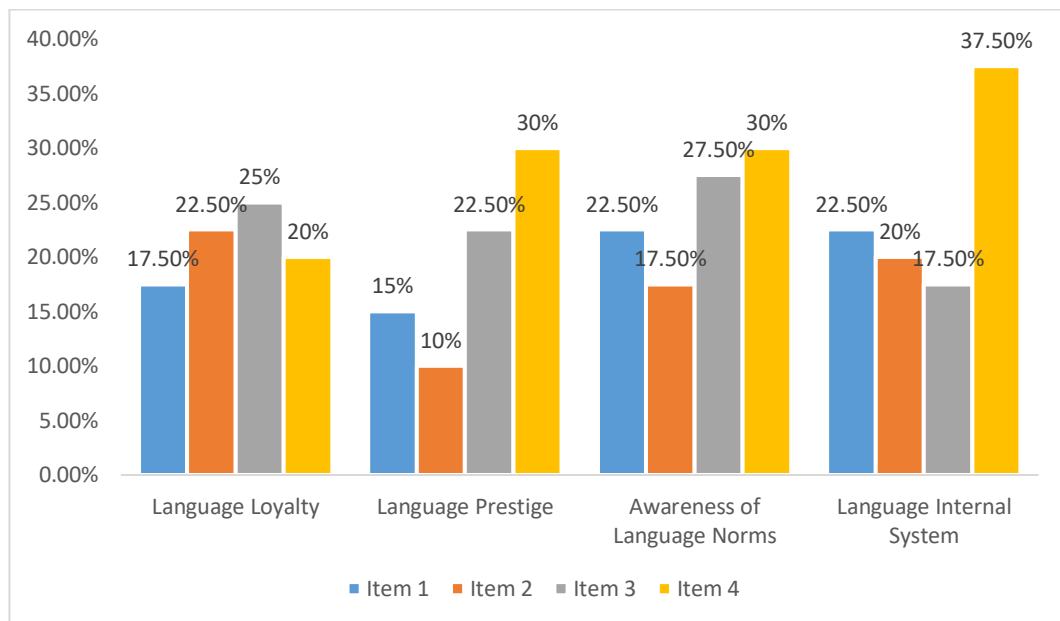


Chart 1. Students' Language Attitudes toward English

The data in the table above portrays students' language attitudes toward English, involving 40 students at MTsN 1 Rejang Lebong. The data were categorized into four indicators: language loyalty, language prestige, awareness of language norms, and language internal system.

Regarding language loyalty, the majority of students expressed a preference for using English in most situations in the classroom, with 17.5% strongly agreeing and 20% agreeing. Additionally, 22.5% strongly agreed they were more comfortable expressing themselves in the classroom using English. Regarding a sense of pride, 25% strongly agreed that they took pride in their ability to speak English in the classroom. Moreover, 20% strongly agreed that they often use English during classroom interactions.

Moving on to language prestige, the students had a mixed attitude. While 15% strongly agreed that they perceived English as a prestigious language, 30% were neutral. Regarding social status, only 10% strongly agreed that speaking English was associated with higher social status, while 30% disagreed. However, regarding the belief that English proficiency leads to better opportunities in education and employment, 22.5% strongly agreed, demonstrating a positive attitude. Furthermore, there was a divide regarding English being seen as a language of the elite, with 30% disagreeing and 25% strongly disagreeing.

The Awareness of Language Norms indicator revealed that the students had varying levels of familiarity with grammar rules and language norms in English. While 22.5% strongly agreed that they were familiar with such norms, 22.5% strongly disagreed. Similarly, their attention to correct grammar and pronunciation in English was also diverse, with 17.5% strongly agreeing and 17.5% disagreeing. Regarding appropriate language registers and etiquette, 20% agreed they were aware, but 27.5% strongly disagreed. Additionally, being conscious of using formal or informal language in English elicited mixed responses, with 30% neutral and 22.5% disagreeing.

Lastly, the Language Internal System indicator indicated that the students had varying levels of ease and confidence in understanding and using English. While 22.5% agreed that they found it easier to understand the structure and organization of sentences, 32.5% disagreed. Furthermore, 25% strongly disagreed that English grammar rules are consistent and logical, while 20%

strongly agreed. In terms of expressing themselves precisely and accurately in English, the responses were more balanced, with 17.5% agreeing and 20% disagreeing. However, when it came to confidence in using English syntax and word order correctly, the majority (37.5%) strongly disagreed. Lastly, the students had mixed views on the straightforwardness of learning and remembering English vocabulary and pronunciation rules.

In conclusion, the data collected from MTsN 1 Rejang Lebong students revealed diverse attitudes toward English. While some students demonstrated loyalty to the language and acknowledged its prestige and potential for better opportunities, others held neutral or negative views. Similarly, their awareness of language norms and confidence in using English varied.

B. Discussion

The research findings on students' language attitudes toward English at MTsN 1 Rejang Lebong revealed diverse attitudes. Some students demonstrated loyalty to the language, preferring to use English in the classroom and taking pride in their ability to speak it. They also recognized the potential for better opportunities in education and employment with English proficiency. On the other hand, some students held neutral or negative views, showing mixed attitudes toward English as a prestigious language and its association with higher social status. Additionally, their awareness of language norms and confidence in using English varied.

Language loyalty is one of the characteristics of language attitudes, which involves maintaining the independence of one's language and preventing the influence of other languages.⁶⁵ The majority of students at MTsN 1 Rejang Lebong expressed a preference for using English in the classroom, indicating their loyalty to the language. They demonstrated a sense of pride in their ability to speak English and often chose to use it during classroom interactions. It shows their motivation to develop and use English as a symbol of identity and unity within their community.

Language prestige is another characteristic of language attitudes, representing the perception of a language as prestigious and associated with social status.⁶⁶ The students at MTsN 1 Rejang Lebong had mixed attitudes toward English as a prestigious language. While some strongly agreed with this attitude, others were neutral or disagreed. There was also a divide in associating English with higher social status, with some strongly agreeing but others disagreeing. However, a positive attitude was observed regarding the belief that English proficiency leads to better opportunities in education and employment.

Awareness of language norms is the third characteristic of language attitudes, emphasizing the careful and respectful use of language.⁶⁷ The students at MTsN 1 Rejang Lebong exhibited varying familiarity with grammar rules and language norms in English. Some strongly agreed that they were familiar with such norms, while others strongly disagreed. Similarly, their attention to

⁶⁵ Chaer & Agustina, *op. cit.*, p. 152.

⁶⁶ *Ibid.*

⁶⁷ *Ibid.*

correct grammar, pronunciation, language register, and etiquette was diverse, with some agreeing and others strongly disagreeing. It indicated differences in their awareness and adherence to language norms.

The students also showed varying levels of ease and confidence in understanding and using English, as indicated by the Language Internal System indicator.⁶⁸ While some agreed that they found it easier to understand the structure and organization of sentences, others disagreed. Similarly, opinions were divided on the consistency and logic of English grammar rules. The responses were balanced when it came to expressing themselves precisely and accurately in English. However, there was a strong disagreement regarding confidence in correctly using English syntax and word order. The students also had mixed views on the straightforwardness of learning and remembering English vocabulary and pronunciation rules.

To sum up, the present research results highlighted the diverse attitudes of students toward English at MTsN 1 Rejang Lebong. Some students showed loyalty to the language, acknowledged its prestige and potential for better opportunities, and were aware of language norms. However, some held neutral or negative views, indicating variations in their language attitude. These findings aligned with the three characteristics of language attitudes: loyalty, pride, and awareness of language norms.⁶⁹

⁶⁸ Jendra, *op. cit.*, p. 111.

⁶⁹ Chaer & Agustina, *loc. cit.*

The present research results indicated some similarities with the study conducted by Sidabariba on students' language attitudes towards the Indonesian language.⁷⁰ There were mixed attitudes among the students regarding the prestige of the English language. Some students strongly agreed that English was a prestigious language, while others held a neutral or negative view. Similarly, in Sidabariba's study, factors such as socio-economic background and ethnic identity were considered in understanding the students' attitudes toward the Indonesian language, which implied that social and cultural factors could influence the attitude toward language prestige.⁷¹

The present research on English language attitudes revealed that students had varying levels of familiarity with grammar rules, correct language registers, and etiquette. Similarly, Sidabariba's study examined the influence of factors such as education and occupation on language attitudes, suggesting that social and educational experiences could shape awareness of language norms.⁷² Furthermore, the present study results revealed that students had diverse levels of ease and confidence in understanding and using English, particularly in areas such as grammar rules and word order. Similarly, in Sidabariba's study, factors such as migration and ethnic identity were considered in understanding the students' attitudes, implying that individual experiences and backgrounds can influence language proficiency and confidence.⁷³

⁷⁰ Sidabariba, *loc. cit.*

⁷¹ *Ibid.*

⁷² *Ibid.*

⁷³ *Ibid.*

In the study by Martinez⁷⁴ and the present research on students' language attitudes toward English at MTsN 1 Rejang Lebong, several similarities could be observed regarding the findings and themes explored. In both studies, the participants generally held positive attitudes toward English as a second language. The Mexican American students in Martinez's study displayed a favorable disposition toward various aspects of English language learning within a structured immersion program.⁷⁵ Similarly, at MTsN 1 Rejang Lebong, many students preferred using English in the classroom and took pride in their ability to speak English. Moreover, both studies revealed that some students recognized that English proficiency could lead to better opportunities in education and employment. At MTsN 1 Rejang Lebong, a significant percentage strongly agreed with this belief. Similarly, Martinez's study noted that the attitudes of the Mexican American students indicated a shared perspective on the importance of English in their lives and their recognition of its significance.⁷⁶

However, both studies found that students had varying awareness and confidence levels in using English. At MTsN 1 Rejang Lebong, the students demonstrated diverse familiarity with grammar rules, attention to correct grammar and pronunciation, and awareness of appropriate language registers and etiquette. Similarly, Martinez's study highlighted the students' attitudes

⁷⁴ Martínez, Pérez, & Fernández, *loc. cit.*

⁷⁵ *Ibid.*

⁷⁶ *Ibid.*

toward ELD books, tasks, and class assignments, indicating that their attitudes were comparable but varied.⁷⁷

The present study results could also be compared to the previous relevant study conducted by Kusuma and Adnyani, which examined attitudes toward the English language among students majoring in English Education at Universitas Pendidikan Singaraja, as well as the attitudes of their parents.⁷⁸ Similarities could be drawn between the two studies in terms of the positive attitudes and preferences expressed by students toward English. In the study by Kusuma and Adnyani, the researchers found that both the students and their parents demonstrated a high level of interest in the English language, indicating a strong desire and motivation to learn and use English in everyday life.⁷⁹ It was aligned with the findings from the students at MTsN 1 Rejang Lebong, in which a majority of students expressed a preference for using English in the classroom and took pride in their ability to speak English.

Furthermore, both studies revealed a mixed perception regarding certain aspects of English. In the study by Kusuma and Adnyani, some students and parents held neutral views on English, indicating a lack of strong positive or negative attitudes.⁸⁰ Similarly, in the findings from MTsN 1 Rejang Lebong, some students held neutral or negative views on aspects such as the association of English with higher social status and the consistency and logicity of English grammar rules. Additionally, both studies highlighted the variations in language

⁷⁷ *Ibid.*

⁷⁸ Kusuma & Adnyani, *loc. cit.*

⁷⁹ *Ibid.*

⁸⁰ *Ibid.*

awareness and confidence among the participants. In the study by Kusuma and Adnyani, the researchers examined the extent of interest in the English language, which implied varying levels of familiarity and competence.⁸¹ Similarly, the findings from MTsN 1 Rejang Lebong indicated diverse levels of awareness of language norms and confidence in using English.

These similarities between the two studies suggested that language attitudes and perceptions toward English might vary among different groups of students, influenced by factors such as educational background, cultural context, and personal experiences. While some individuals might demonstrate a strong interest and positive attitudes toward English, others might hold more neutral or negative views. These variations emphasized the complexity and diversity of language attitudes and highlighted the importance of understanding individual perspectives in language learning and teaching contexts.

⁸¹ *Ibid.*

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher concludes the research results by answering the research question and giving some points of suggestion for the parties involved.

A. Conclusion

Based on findings and discussion in the previous chapter, the researcher finally concluded that students at MTsN 1 Rejang Lebong exhibited diverse attitudes toward the English language. The majority of students expressed a preference for using English in the classroom and felt comfortable expressing themselves in English. They also took pride in their ability to speak English and often chose to use it during classroom interactions. However, there were mixed attitudes among the students when it came to language prestige, social status, and the perception of English as a language of the elite. Some students perceived English as prestigious and associated it with better opportunities in education and employment, while others disagreed. The students also displayed varying levels of awareness of language norms, grammar rules, and appropriate language registers in English. Additionally, their confidence and ease in understanding and using English varied, particularly in sentence structure, grammar rules, and syntax. Overall, the research findings highlighted the complex and diverse nature of students' attitudes toward English at MTsN 1

Rejang Lebong, indicating a need for further exploration and targeted language education strategies.

B. Suggestion

Based on the present study results and conclusion, several parties involved in the investigated issue were given some suggestions, namely students, teachers, and other researchers.

1. For students

The research offers several suggestions for students at MTsN 1 Rejang Lebong. Firstly, it is suggested that students utilize English during class as most preferred it and felt comfortable speaking it. Engaging in English activities and discussions can potentially enhance their language abilities. Secondly, students are advised to take pride in their English skills as this can enhance their educational and employment prospects. The research indicated varying levels of comprehension regarding language norms, grammar rules, and appropriate language usage, making it crucial to raise awareness in these areas. Engaging in grammar, sentence structure, and syntax activities can improve language proficiency. Given the complex and diverse attitudes towards English, it is recommended to employ targeted language education strategies. Customizing approaches with teachers and language instructors can address individual needs and challenges effectively. A positive attitude towards English is essential for personal and academic growth, irrespective of the language's prestige. Lastly, students

are encouraged to assess their English language skills and establish goals for improvement. By following these guidelines, students can effectively master English and navigate the diverse attitudes associated with it.

2. For teachers

Based on the research findings, teachers at MTsN 1 Rejang Lebong should consider the diverse attitudes of students towards the English language. While most students preferred using English in the classroom and felt comfortable expressing themselves in the language, there were mixed opinions regarding its prestige and association with social status. Additionally, students varied in their awareness of language norms, grammar rules, and language register in English and their confidence in using it correctly. To address these differences, teachers should provide opportunities for English language interactions, appreciate students' pride in their abilities, and avoid reinforcing negative perceptions. They should also offer targeted instruction, support comprehension, and language production, and create an inclusive learning environment that values linguistic diversity.

3. For other researchers

To guide future research, it is suggested to conduct a longitudinal study that tracks the development of students' attitudes over time and investigates the factors influencing these attitudes. It would also be valuable to explore the impact of language prestige on students' motivation to learn

English and their perceptions of self-confidence and future opportunities. Additionally, a deeper examination of students' awareness of language norms and appropriate registers would be beneficial, addressing any challenges they may encounter in these areas. To gain a broader perspective, comparing attitudes across different schools or regions is recommended. Furthermore, implementing and evaluating targeted language education strategies would help cater to students' diverse attitudes and proficiency levels. To provide a more comprehensive understanding, qualitative research methods such as interviews and observations can supplement the quantitative data, providing deeper insights into students' attitudes, motivations, and experiences with English. Collaboration with educators, policymakers, and stakeholders is essential to ensure the relevance and effective implementation of language education policies and practices while understanding the relevant contextual factors.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id.

Nomor : 415 Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor :B-102/FT.5 /PP.00.9/05/2023
2. Berita Acara Seminar Proposal Pada Hari Rabu, 21 Juni 2021

MEMUTUSKAN :

- Menetapkan**
Pertama : 1. **Jumatul Hidayah, M.Pd** **19780224 200212 2 002**
2. **Hadi Suhermanto M. Pd** **19741113 199903 1 003**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Arina Manasikana

N I M : 16552004

JUDUL SKRIPSI : Analysis of Language Attitudes and Communication Skills of Madrasah Tsanawiyah (MTs) Students (Study case at MTsN 1 Rejang Lebong

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 03 Juli 2023
Dekan,

Hamengkubuwono

Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Arina Manasikana
 NIM : 16552004
 FAKULTAS/ PRODI : Tarbiyah / Tadris Bahasa Inggris (TBI)
 PEMBIMBING I : Jumatul Hidayah, M.Pd
 PEMBIMBING II : Hadi Suhermanto, M.Pd
 JUDUL SKRIPSI : Analysis of Language Attitudes of MTs (Madrasah Tsanawiyah) Students

- Kartu konsultasi ini harap diwawahi pada setiap konsultasi dengan pembimbing I atau pembimbing 2;
- Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
- Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Arina Manasikana
 NIM : 16552004
 FAKULTAS/ PRODI : Tarbiyah / Tadris Bahasa Inggris (TBI)
 PEMBIMBING I : Jumatul Hidayah, M.Pd
 PEMBIMBING II : Hadi Suhermanto, M.Pd
 JUDUL SKRIPSI : Analysis of Language Attitudes of MTs (Madrasah Tsanawiyah) Students

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,
 -
 Jumatul Hidayah, M.Pd
 NIP.

Pembimbing II,
 An. Hadi Suhermanto, M.Pd
 Hadi Suhermanto, M.Pd
 NIP.



NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	14/06/21	fix chapter 1	[Signature]	[Signature]
2	08/07/22	Revisi Chapter I - III	[Signature]	[Signature]
3	21/07/22	Revisi Chapter II	[Signature]	[Signature]
4	07/01/23	fix chapter I - III	[Signature]	[Signature]
5	17/03/23	Revisi Chapter IV	[Signature]	[Signature]
6	18/03/23	fix Chapter IV	[Signature]	[Signature]
7	05/06/23	fix chapter IV - V	[Signature]	[Signature]
8	05/07/23	ACC Munqasah	[Signature]	[Signature]



NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	15/06/21	Konsultasi Judul	[Signature]	[Signature]
2	14/06/21	konsultasi judul	[Signature]	[Signature]
3	15/07/22	Revisi Chapter I - III	[Signature]	[Signature]
4	06/01/23	fix Chapter I - III	[Signature]	[Signature]
5	15/03/23	Revisi Chapter IV - V	[Signature]	[Signature]
6	23/04/23	Revisi Chapter V	[Signature]	[Signature]
7	15/06/23	fix Chapter IV - V	[Signature]	[Signature]
8	05/07/23	ACC Munqasah	[Signature]	[Signature]

BLUEPRINT OF QUESTIONNAIRE

No	Aspect	Indicators	Items	Responses				
				SA	A	N	D	SD
1	Language attitude	Language loyalty	20. I prefer using English in most situations in the classroom.					
			21. I am more comfortable expressing myself using English in the classroom.					
			22. I feel a sense of pride in my ability to speak English in the classroom.					
			23. I often choose to use English in the classroom.					
		Language prestige	24. I perceive English to be a prestigious language.					
			25. Speaking English is associated with higher social status.					
			26. I believe that English proficiency can lead to better opportunities in education and employment.					
			27. English is seen as a language of the elite in my community.					
			28. I value the social recognition that comes with speaking English.					
		Awareness of language norms	29. I am familiar with grammar rules and language norms in English.					
			30. I pay attention to using correct grammar and pronunciation in English.					
			31. I am aware of the appropriate language					

No	Aspect	Indicators	Items	Responses				
				SA	A	N	D	SD
			register and etiquette in English.					
			32. I am conscious of using formal or informal language in English.					
			33. I have a better understanding of idiomatic expressions and cultural nuances in English.					
		Language internal system	34. I find it easier to understand the structure and organization of sentences in English.					
			35. English grammar rules are consistent and logical to me.					
			36. I can express myself more precisely and accurately in English.					
			37. I am confident in my ability to use English syntax and word order correctly.					
			38. English vocabulary and pronunciation rules are straightforward for me to learn and remember.					

Result of Answer of Questionnaire

No	Indicators	Items	Total Number of Students' Responses				
			SA	A	N	D	SD
1	Language loyalty	I prefer using English in most situations in the classroom.	7	8	10	11	4
		I am more comfortable expressing myself using English in the classroom.	6	9	10	11	4
		I feel a sense of pride in my ability to speak English in the classroom.	10	6	10	9	5
		I often choose to use English in the classroom.	8	7	10	10	5
2	Language prestige	I perceive English to be a prestigious language.	6	7	12	10	5
		Speaking English is associated with higher social status.	4	6	10	12	8
		I believe that English proficiency can lead to better opportunities in education and employment.	9	9	8	7	7
		English is seen as a language of the elite in my community.	4	6	8	12	10
		I value the social recognition that comes with speaking English.	5	7	10	7	11
3	Awareness of language norms	I am familiar with grammar rules and language norms in English.	9	7	10	5	9
		I pay attention to using correct grammar and pronunciation in English.	7	7	10	7	9
		I am aware of the appropriate language register and etiquette in English.	5	8	10	6	11
		I am conscious of using formal or informal language in English.	3	6	12	9	10

No	Indicators	Items	Total Number of Students' Responses				
			SA	A	N	D	SD
		I have a better understanding of idiomatic expressions and cultural nuances in English.	7	5	8	9	11
4	Language internal system	I find it easier to understand the structure and organization of sentences in English.	3	9	3	13	12
		English grammar rules are consistent and logical to me.	7	4	5	14	10
		I can express myself more precisely and accurately in English.	6	7	8	8	11
		I am confident in my ability to use English syntax and word order correctly.	3	3	8	11	15
		English vocabulary and pronunciation rules are straightforward for me to learn and remember.	5	5	9	9	12

DOCUMENTATIONS





BIOGRAPHY



Arina Manasikana was born in Derati on August 24th 1992. Her parent's name are M. Zahir (Almarhum) and Nihaya. She is the sixth of the seven sisters. She has six sisters, their names are Intan Sari, Nilam sari, Fitri Yanti, Romaita Heti, and Seven Putri. She finished her elementary school in 2004 from MIN 04 Derati. Hence, she continued to the junior high school at SMP N 1 Kota Padang in 2005 to 2007. Then she carried on to Senior High School SMA N 1 Kota Padang and graduated in 2010. And the last, she decided English Tadris Study Program as her faculty at IAIN Curup. She is the one who believes on Dua and effortness.