

**STUDENTS' ATTITUDE IN JOINING ENGLISH COURSE**

**AT SMAN 2 PAINAN**

**THESIS**

*Submitted as Partial Fulfillment of the Requirements to Obtain  
Bachelor of Education (B.Ed) Degree in English Language Education*



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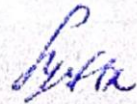
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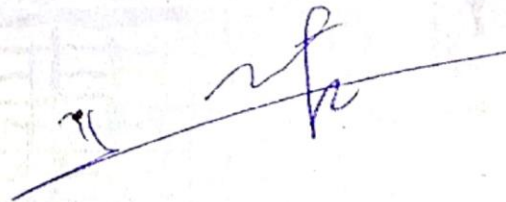
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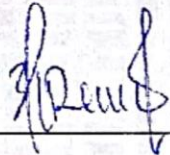
**Students' Attitude in Joining English Course at SMAN 2 Painan**

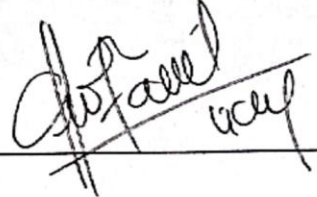
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## **ABSTRACT**

**Indah, Sri Mayang. (2024). Students' Attitude in Joining English Course at SMAN 2 Painan. Faculty of Language and Arts, Universitas Negeri Padang.**

This research was conducted to determine students' attitude in joining English course. The researcher used descriptive quantitative methods with questionnaire to get answers about students' attitude. The purpose of this study is to find out what students' attitudes towards joining English courses are. The sample of this research was 30 students at SMAN 2 Painan. There were 30 statements that students had to fill in by choosing answers between strongly agree, agree, disagree, and strongly disagree. The findings show that of the 30 students who were sampled for the English course, most students gave a positive attitude in attending the English course. In particular, the positivity of the cognitive component with ten statements with an average of 3.30 (82.50%), the positivity of the affective component with eight statements with an average of 3.15 (78.85%), and the positivity of statements regarding conative component with twelve statements with an average of 3.18 (79.51%). From the results of this research, it can be concluded that students' attitude in joining English course based on the three components which are cognitive, affective, and conative reveal a positive attitude. Through this research, the findings also concluded that English courses have many benefits, especially for students who have joined English course in improving their English.

**Keywords: Students' attitude, positive attitude, negative attitude, english course**

## ABSTRAK

**Indah, Sri Mayang. (2024). Students' Attitude in Joining English Course at SMAN 2 Painan. Faculty of Language and Arts, Universitas Negeri Padang.**

Penelitian ini dilakukan untuk mengetahui sikap siswa dalam mengikuti kursus bahasa Inggris. Peneliti menggunakan metode kuantitatif deskriptif dengan kuesioner untuk mendapatkan jawaban tentang sikap siswa. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana sikap siswa dalam mengikuti kursus bahasa Inggris. Sampel dari penelitian ini adalah 30 siswa di SMAN 2 Painan. Terdapat 30 pernyataan yang harus diisi oleh siswa dengan memilih jawaban antara sangat setuju, setuju, tidak setuju, dan sangat tidak setuju. Hasil penelitian menunjukkan bahwa dari 30 siswa yang menjadi sampel penelitian, sebagian besar siswa memberikan sikap positif dalam mengikuti kursus bahasa Inggris. Khususnya, kepositifan komponen kognitif dengan sepuluh pernyataan dengan rata-rata 3,30 (82,50%), kepositifan komponen afektif dengan delapan pernyataan dengan rata-rata 3,15 (78,85%), dan kepositifan pernyataan mengenai komponen konatif dengan dua belas pernyataan dengan rata-rata 3,18 (79,51%). Dari hasil penelitian ini, dapat disimpulkan bahwa sikap siswa dalam mengikuti kursus bahasa Inggris berdasarkan tiga komponen yaitu kognitif, afektif, dan konatif menunjukkan sikap yang positif. Melalui penelitian ini juga dapat disimpulkan bahwa kursus bahasa Inggris memiliki banyak manfaat, terutama bagi mahasiswa yang telah mengikuti kursus bahasa Inggris dalam meningkatkan kemampuan bahasa Inggris mereka.

**Keywords: Sikap siswa, sikap positive, sikap negative, kursus bahasa inggris**

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## TABLE OF CONTENTS

<b>HALAMAN PERSETUJUAN SKRIPSI</b> .....	<b>i</b>
<b>HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI</b> .....	<b>ii</b>
<b>SURAT PERNYATAAN TIDAK PLAGIAT</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>iv</b>
<b>ABSTRAK</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vi</b>
<b>TABLE OF CONTENTS</b> .....	<b>ix</b>
<b>LIST OF TABLES</b> .....	<b>xi</b>
<b>LIST OF FIGURE</b> .....	<b>xii</b>
<b>LIST OF APPENDICES</b> .....	<b>xiii</b>
<b>CHAPTER I</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
A. Background of the Problem.....	1
B. Identification of the Problem.....	5
C. Limitation of the Problem .....	6
D. Formulation of the Problem .....	6
E. Research Question.....	6
F. Purpose of the Research .....	7
G. Significance of the Research .....	7
H. Definition of the Key Terms .....	7
1. Students' Attitude.....	8
2. Positive Attitude.....	8
3. Negative Attitude.....	8
4. English Course.....	8
<b>CHAPTER II</b> .....	<b>9</b>
<b>REVIEW OF LITERATURE</b> .....	<b>9</b>
A. Review of Related Theories .....	9
1. Attitude.....	9
2. English Course.....	13
B. Relevant Research .....	17
C. Conceptual Framework .....	19
<b>CHAPTER III</b> .....	<b>21</b>
<b>RESEARCH METHOD</b> .....	<b>21</b>
A. Research Design .....	21
B. Population and Sample.....	21

C. Instrumentation.....	23
D. Validity and Reliability .....	23
E. Techniques of Data Collection.....	24
F. Techniques of Data Analysis.....	25
<b>CHAPTER IV.....</b>	<b>27</b>
<b>FINDINGS AND DISCUSSION.....</b>	<b>27</b>
A. Data Description.....	27
B. Data Analysis and Findings.....	27
C. Discussion .....	39
<b>CHAPTER V.....</b>	<b>45</b>
<b>CONCLUSION AND SUGGESTION.....</b>	<b>45</b>
A. Conclusion.....	45
B. Suggestion.....	45
<b>REFERENCES.....</b>	<b>47</b>

## LIST OF TABLES

Table 1. Population and Sample.....	22
Table 2. 4-Point Likert Scale.....	25
Table 3. Mean Value of Attitude.....	26
Table 4. Students' Attitude in Joining English Course.....	27
Table 5. Students' Attitude of the Cognitive Component of English Course.....	28
Table 6. Students' Attitude of the Affective Component of English Course .....	32
Table 7. Students' Attitude of the Conative Component of English Course .....	35

## **LIST OF FIGURE**

Figure 1. Conceptual Framework.....	20
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## LIST OF APPENDICES

Appendix 1. Instrument of Questionnaire .....	52
Appendix 2. Tabulation of the Research Questionnaire Result .....	56
Appendix 3. Data Tabulation of the Cognitive Component.....	57
Appendix 4. Data Tabulation of the Affective Component .....	57
Appendix 5. Data Tabulation of the Conative Component.....	58
Appendix 6. Percentage of Questionnaire Answers for Each Item.....	59
Appendix 7. Surat Tugas Pembimbing Skripsi .....	67
Appendix 8. Surat Tugas Validator.....	68
Appendix 9. Lembar Validasi Kuesioner .....	69
Appendix 10. Surat Izin Penelitian dari Departemen .....	71
Appendix 11. Surat Izin Penelitian dari Fakultas.....	72
Appendix 12. Surat Izin Penelitian dari DPMPTSP .....	73
Appendix 13. Surat Keterangan dari Sekolah .....	74

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

English is an international language used to communicate between countries around the world. In this age of globalization, where cultures and information from other countries can quickly enter through social media. Thus, English is a very vital language to be learned. However, most of students' capability in English can be categorized in bad criteria. Many students still lack of confidence and bravery to communicate in English. Some of them are shy to speak English. The phenomena indicate that the teaching and learning English in Indonesia has not succeeded yet.

For senior high school students, English is a compulsory subject taught in developing knowledge and language skills (Prastiwi & Suharso, 2018). In addition, English language needs to be provided in an interesting, quality, and accordance with existing developments. Along with the current development of education, English is highly prioritized for high school students to be able to communicate in spoken or written form. English subject has to be studied by students at school based on the existing curriculum at the school. One of the curricula used by the school is the Merdeka curriculum which emphasizes students' skills in English. The Merdeka curriculum must have effective objectives in accordance with the needs of students. On the one hand, the design and content of the English curriculum do not meet the students' interests and needs. As said by Larasati & Simatupang (2020), the Indonesian curriculum still does not meet the requirements to make the students

understand English at an advanced level. It shows students do not show a positive reaction to English learning.

Behind all these demands, there are still many shortcomings in the English language learning process at school. According to Musnandar (2014), English language teaching in schools may have limited time for practice, which can be a significant challenge for learners. Setyowati et al., (2017) also add that some English language teaching methods in schools may not provide sufficient attention to pronunciation, which can be a significant challenge for learners. Another shortcoming is also explained by Anggiarini (2016) that there is a large number of students in formal schools, around 30 to 40 students in each class. It was also found at this school, so the teachers did not know each student's level of understanding. From these existing problems, it can be concluded that students still have problems in improving their English skills.

English skills can be improved not only through formal schools but also through informal classes. Nowadays there are many additional classes that can improve students' English skills such as private class, English community, or online and offline learning so that students have many chances to improve their English skills.

English course outside school can help and give students more time to learn English. Unlike the number of students in schools, the number of students in the English course has around 10 students in each class. It makes the teachers can give more attention and communicate with each student. The learning method in the English course is also different and more interesting because most students are given



learning tricks and ways to answer questions quickly. Then, there are also English course that employ native speakers as a means for students to practice their English-speaking skills.

Based on the advantages of the English course above, many students now seem to be interested in joining the English course. This is also stated by Rina Dyah Murtiningsih (2010) as the Marketing Manager of ELTI Yogyakarta that the percentage of students who joined the English course reached 65 percent. They felt they needed more English skills to face the national exam. Besides, a study conducted by Ferdiansyah (2014) regarding students' interest in English educational institutions found that students' interest in English course was quite high. Setyowati et al., (2017) also say that English courses can help individuals develop effective communication skills in English, which can be beneficial for academic success, professional development, and global communication. It implies that many students are interested in the English course so it can be a reason for students to join the English course.

In addition, many researches about teaching and learning in Indonesia have been held. Some factors have been considered significant factors in successful English. The factors are teachers, students, curriculum, materials, and learning facilities (Yusuf, 2010). Talking about students, one part that can indicate the successful or unsuccessful learning of English language is students' attitude. Some researchers found that the attitude towards language which is being learnt by students is in line with the success in learning the language.

Nevertheless, there is a problem appearing about this phenomenon, that is about how the attitude of the English learners toward English itself. The attitude of people can be different. This is important to know the attitude of the language users or language learners toward the target language. It also can influence the achievement of the users in target language (Nababan, 1993). In addition, attitude is simple thing but can influence someone in acquiring English language.

According to Soetarno (2004), attitude is a view or feeling that is accompanied by a tendency to act towards certain objects. In accordance with Oxford Dictionary, attitude is the way someone behave towards someone or something that shows how someone think and feel. Attitude is divided into two, positive and negative attitude. Both can have an impact on students' learning English. Having a positive attitude may result in a better student's performance (Genc & Aydin, 2017). On the other hand, having a negative attitude may hinder the learning process and degrade the student's performance (Larasati & Simatupang, 2020).

Furthermore, there are some related studies that have been conducted. First, a study was conducted by Yunita (2020) entitled *The Students Attitudes on English Speaking Club in Ma'had Al Jami'ah Iain Palangka Raya*. The objectives of this study were to find out the student's attitudes on English speaking club. The result shows that students' attitudes on English speaking club in Ma'had Al Jami'ah IAIN Palangka Raya was 80.84%. In line with that, Herwiana & Laili (2019) did a study entitled *Students' Attitude Towards English Language Learning*. The result indicates that although most of the students had positive attitude towards English, the students'

competence in learning English was still poor. Moreover, Arega (2017) did research entitled *Students' Attitude towards English Language Common Courses*. Results showed that students believe their major courses are more important than English common courses. Consequently, they give much time to study their major courses. Most students also think that English common courses are not essential, but they think as additional courses.

Based on previous research, students give different attitude. Some students give positive attitude and some students give negative attitude toward English club, English camp, or English language learning at school. Because of these differences, it is important to examine students' attitudes toward the English course. Therefore, it is important for researcher to know the students' attitude of SMAN 2 Painan in joining English course. Besides, there are no researchers who examine students' attitude towards English course. Therefore, the researcher has conducted a study to analyze students' attitude in joining English course at SMAN 2 Painan

## **B. Identification of the Problem**

Based on the background of the problem there are issues that can be studied. Many students decide to take part in learning outside of school with various goals. Apart from the goals, the resulting attitudes are also diverse. Such as students' attitude towards English speaking club, Students' attitude in joining English camp, and students' attitude towards English common course. Considering the diverse attitudes

of each student, the main focus of the researcher is to investigate students' attitudes in joining the English course at SMAN 2 Painan.

### **C. Limitation of the Problem**

Researcher needs to limit this study to avoid misinterpretation of the problem. The limitation of this study focuses on investigating the student's attitude in joining English course at SMAN 2 Painan. The participants were the students from SMAN 2 Painan who are taking or have taken an English course.

### **D. Formulation of the Problem**

Based on the background and focus of the research above, the researcher formulated the question: What are students' attitudes in joining English course at SMAN 2 Painan?

### **E. Research Question**

1. What are the students' attitudes in joining English course based on cognitive components?
2. What are the students' attitudes in joining English course based on affective components?
3. What are the students' attitudes in joining English course based on conative components?

## **F. Purpose of the Research**

Based on the research question above, the objective of the study is to investigate how the students' attitude of joining English course at SMAN 2 Painan are.

## **G. Significance of the Research**

The study is expected to give both positive theoretical and practical significance as follows: Theoretically, the researcher extremely hopes that this research can be the source of information so readers will receive a lot of knowledge related to this research, also the result of this study may become a reference and contribute informative input to a similar topic. In addition, the findings of this research will enrich the theory of students' attitude in joining English course.

Practically, the results of the research will add insight to teachers in developing teaching materials used in the classroom. It is expected to increase the practical ability in the learning process for students as well as the teacher's ability to develop teaching materials. The result of this research will give a significant contribution to students in learning and practicing their English.

## **H. Definition of the Key Terms**

Researcher want to expand the meaning of the title at a glance in order to make further discussion of the title easier and more accessible. It is made up of three basic terms that must be explained. The key terms are arranged as follows:

### **1. Students' Attitude**

Attitude refers to the way students react or believes in joining English course.

### **2. Positive Attitude**

Positive attitude refers to an attitude that is optimistic, hopeful, and focused on the positive aspects of students joining the English course.

### **3. Negative Attitude**

A Negative attitude refers to an attitude that tends to be pessimistic, doubtful, and focused on the negative aspects of students joining the English course.

### **4. English Course**

English course refers to a series of classes or study plans on English subjects located in Painan to assist SMAN 2 Painan students in increasing their interest in learning English with flexible time.