

**INDIGENOUS STUDENTS' ATTITUDE TOWARDS ENGLISH  
AS COMPULSORY SUBJECT AT SMA  
CITRA BANGSA KODINGARENG**

**(A Descriptive Study)**

SKRIPSI

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**BOSOWA**



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY "45" MAKASSAR  
2015**

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Submitted to the Faculty of teacher Training and Education in Partial-  
Fulfillment of the Requirements for the Sarjana Degree(S.Pd.)

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## PERNYATAAN

Dengan ini saya menyatakan skripsi dengan judul "*Indigenous Students' Attitude Towards English As Compulsory Subject At SMA Citra Bangsa Kodingareng*" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 25 Februari 2015

Yang membuat pernyataan



**SITI WARDHANI FAUZA**

SKRIPSI

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AS COMPULSORY SUBJECT AT SMA  
CITRA BANGSA KODINGARENG

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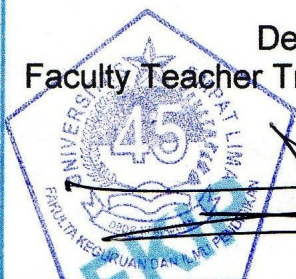


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## ABSTRAK

**Siti Wardhani Fauza, 2015.** *Indigenous Students' Attitude towards English as Compulsory Subject at SMA Citra Bangsa Kodingareng: A Descriptive Study (dibimbing oleh Hj. St. Haliah Batau, S.S., M.Hum. dan Rampeng, S.Pd., M.Pd.).*

Penelitian ini bertujuan untuk mendeskripsikan sikap siswa penduduk asli terhadap bahasa Inggris sebagai mata pelajaran wajib di SMA Citra Bangsa Kodingareng.

Penelitian ini menggunakan metode studi deskriptif dengan menganalisis data secara kuantitatif dan kualitatif. Populasi penelitian ini adalah siswa SMA Citra Bangsa Kodingareng pada tahun ajaran 2014/2015. Penelitian ini menggunakan *total sampling*. Sampel dalam penelitian terdiri dari 20 siswa; 10 siswa berasal dari kelas XI-IPS dan 10 siswa dari kelas XI-IPA. Data penelitian dikumpulkan melalui angket yang dianalisis dengan menggunakan statistik deskriptif melalui persentasi dari *mean scoring*.

Hasil dari analisis data menunjukkan bahwa sikap siswa penduduk asli terhadap bahasa Inggris sebagai mata pelajaran wajib di SMA Citra Bangsa Kodingareng menunjukkan sikap positif. Hal ini tampak pada nilai rata-rata yang diraih di atas poin 70, di mana 20% siswa mencapai klasifikasi *sangat baik* dengan nilai angket 85-100, 70% mencapai klasifikasi *baik* dengan nilai angket 69-84, dan hanya 10% yang mencapai klasifikasi *netral* dengan nilai angket 51-68. Para siswa menunjukkan sikap positif mereka terhadap bahasa Inggris karena kesadaran mereka akan pentingnya bahasa Inggris. Mereka juga mempunyai rasa tertarik yang besar terhadap pelajaran bahasa Inggris meskipun mereka membatasi penggunaan bahasa Inggris karena *bahasa daerah* mereka yang kebanyakan digunakan dalam kehidupan sehari-hari mereka.

**Kata kunci:** Penduduk asli, sikap, mata pelajaran wajib

## ABSTRACT

**Siti Wardhani Fauza, 2015.** *Indigenous Students' Attitude towards English as Compulsory Subject at SMA Citra Bangsa Kodingareng: A Descriptive Study (dibimbing oleh Hj. St. Haliah Batau, S.S., M.Hum. dan Rampeng, S.Pd., M.Pd.).*

The objectives of the research was to describe the indigenous students' attitude towards English as compulsory subject at SMA Citra Bangsa Kodingareng.

The writer applied descriptive study with quantitative and qualitative analysis. The population of this research was the students of SMA Citra Bangsa Kodingareng in 2014/2015 academic year. The writer used total sampling. The sample of this research consisted of 20 students; 10 students from XI-IPS and 10 students from XI-IPA. The research data were collected by questionnaire which analyzed by descriptive statistic through mean scoring.

The result of data analysis show that the indigenous students' attitude toward English as compulsory subject at SMA Citra Bangsa Kodingareng show the positive attitude. It can be seen in mean score is above point 70, where 20% of students reach very good classification with score 85-100, 70% reach good classification with score 69-84, and only 10% reach neutral classification with score 51-68. The students show their positive attitude towards English due to their awareness of the importance of English. They also have big interest in English class although they are limiting use the English due to their mother tongue majority used in their daily life.

**Keywords:** *Indigenous, attitude, compulsory*

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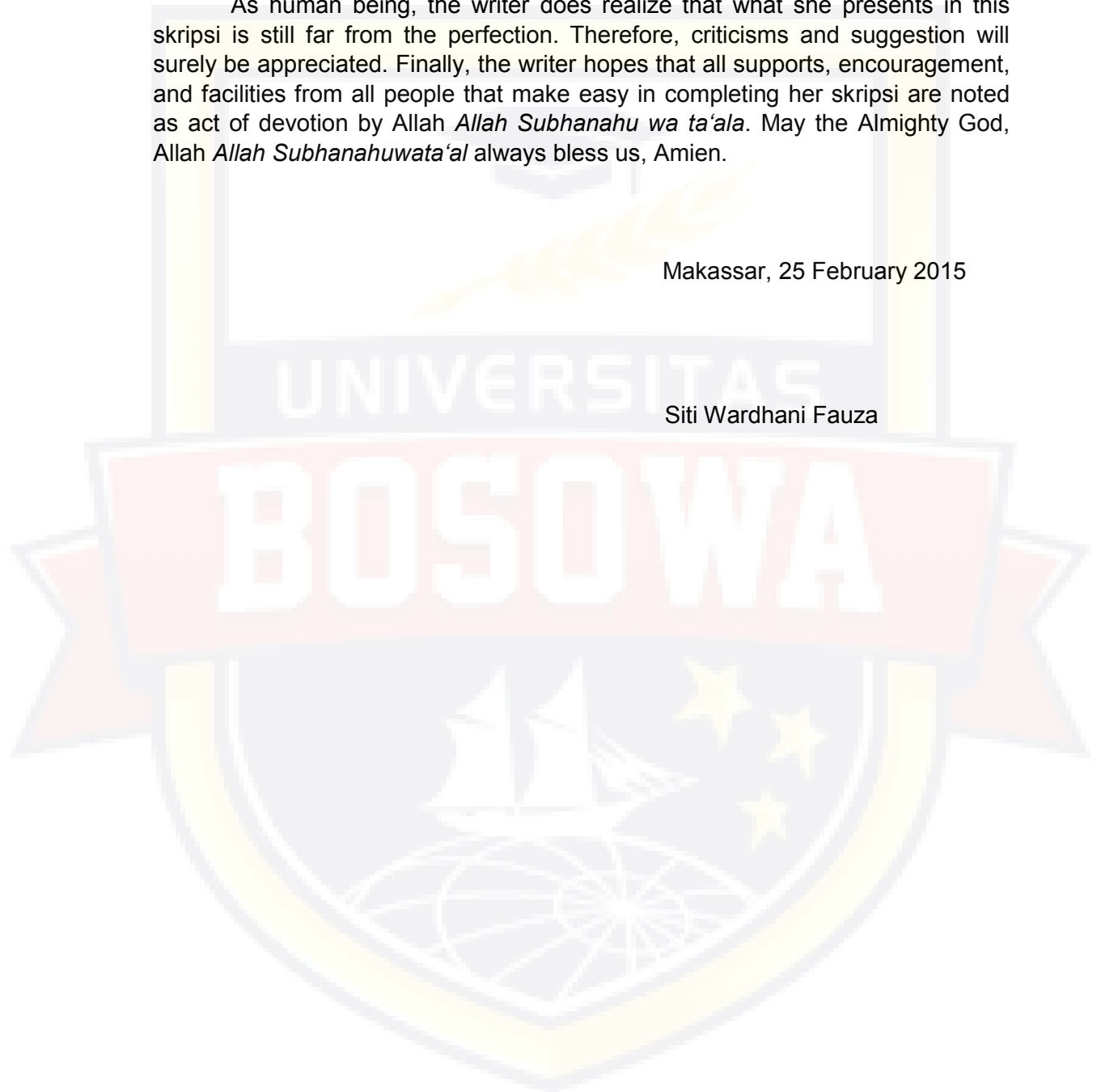
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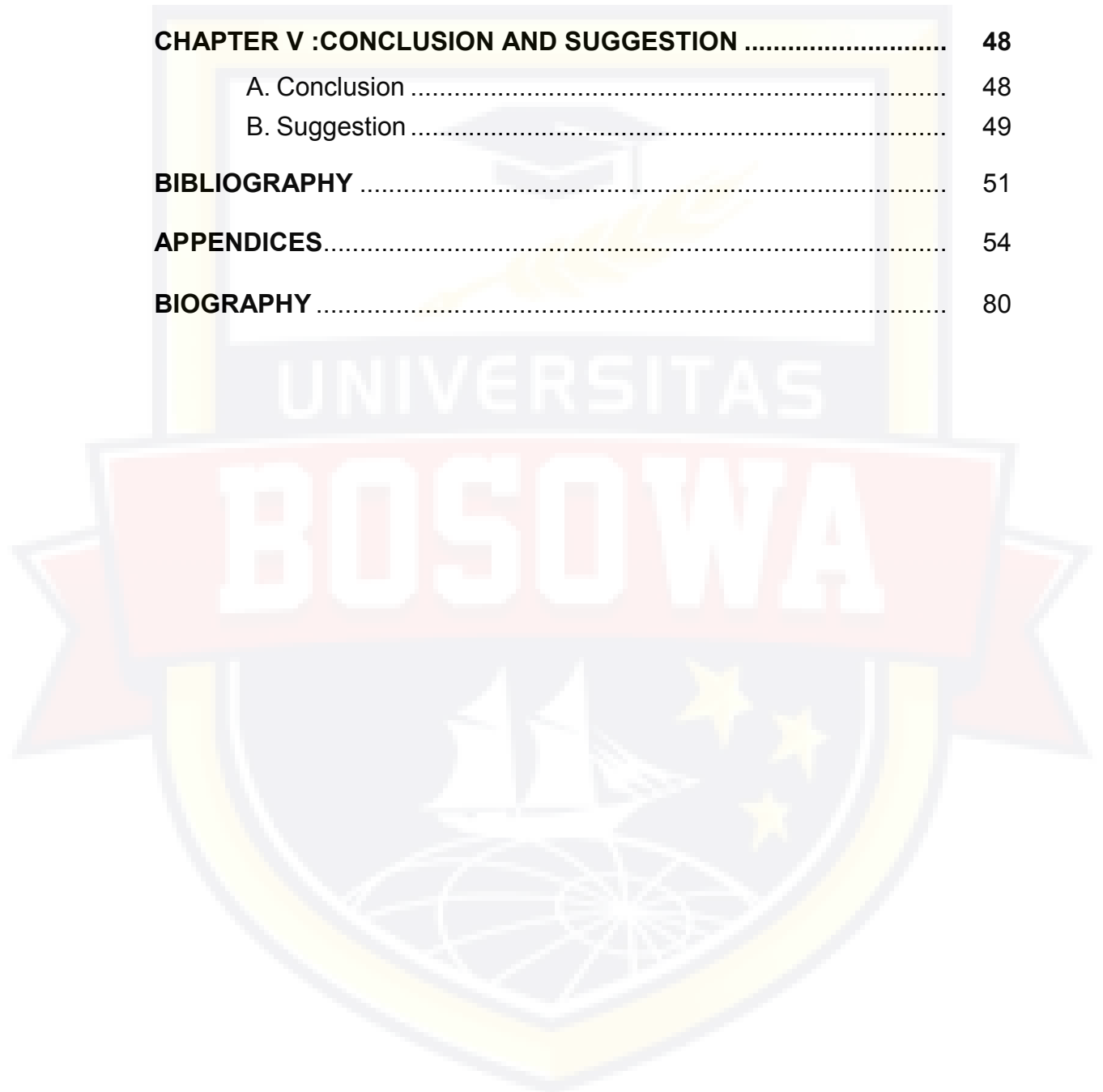




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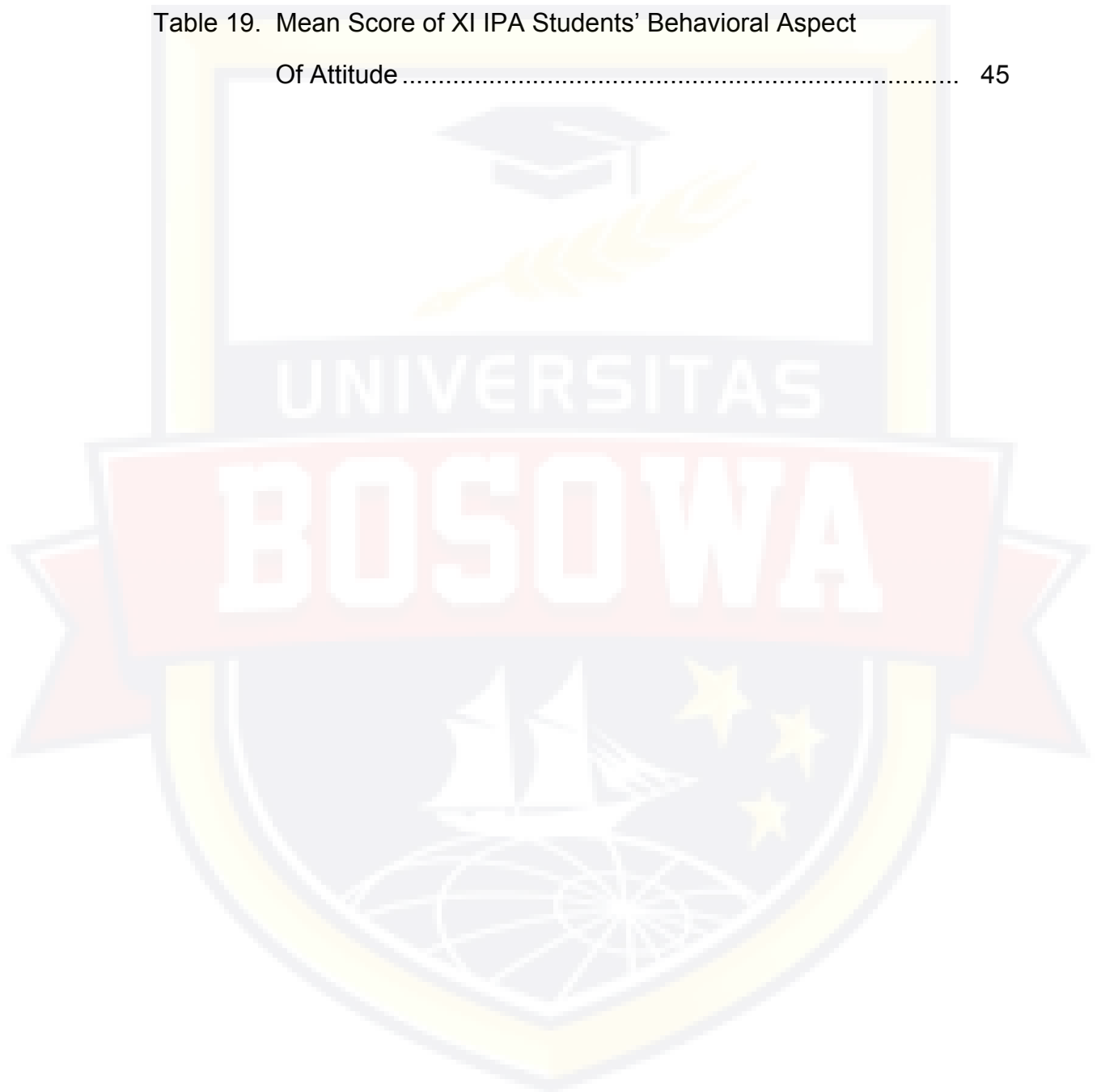
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# CHAPTER I

## INTRODUCTION

This chapter deals with background, problem statement, objective of the research, and the significance of the research.

### **A. Background**

In this era globalization, English is very important as international language, and also English is used in many aspects such as social, economic, political, culture, education, and others.

English is learned everywhere because people have found out that knowledge of English is a passport for better career, better pay, advanced knowledge, and for communication with the entire world. English is also learned for the literature it possesses, and for the variety and rich experience it provides. English has replaced French as the language of diplomacy. In this computer age, English is bound to expand its domains of use everywhere. Everyone wants to appropriate English as their own.

In Indonesia, although English has no wide use insociety, is not used as a medium of communication in official domains like government, the law courts, and the education system, and is not accorded any special status in the country's language legislation, it is still seen as a priority, as the most important of the foreign languages to be taught (Simatupang, 1999: 64).

It is argued that language learning is regarded as the corner stone of human existence. Knowing the language can help us to express our opinions, hopes, and even our dreams (Tavil, 2009:331). In foreign Language learning context, there are various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc. (Gardner, 1960; Lehmann, 2006, cited in Shams, 2008:121). The matter of learner's attitude is acknowledged as one of the most important factors that impact on learning language (Fakeye, 2010:205).

English is a foreign language in Indonesia and it is very difficult to know English language for Indonesians especially those who live in the village. Many Indonesians still use regional languages. Our duty, as teachers, now is how to teach English to the students in the school especially those who live in there. It will be very interesting to the teachers to look for several ways in teaching English to the students. The one simple way to teach English is by looking the students' attitude of English.

"Attitudes" in the study of language, play a significant role in giving due recognition to a particular language. It is the attitude towards language that appears to be important in the restoration, preservation, decay or death in the life of a language (Baker, 1992). Expressions of positive or negative feeling towards a language may reflect impressions on linguistics difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status etc. Attitude towards a language may also show

how people feel about the speaker of that language. People may hold different attitudes towards their mother tongue and other language in contact. Favorable attitude to language help the learners to learn that language and vice versa. These attitudes also influence language behavior towards language which include attitude towards a language or towards a feature of language, or towards language use, or towards language as a group marker. (Cooper and Fishman, 1974).

When we are teaching English, as teachers we need to be aware of the differences in learning styles of our students so that we can incorporate all of these learning styles into our lessons. Being able to identify which types of learners our students are will help us to make sure they don't get left out of learning effectively.

Based on above background, the researcher is suggested to conduct a research under the title "The Indigenous Students' Attitude toward English as Compulsory Subject in School".

## **B. Problem Statement**

Considering the background above, the researcher formulate the problem statements as "How the Indigenous students' attitude towards English as compulsory subject in school?"



### **C. The Objective of the Research**

Based on the problem statement above, this research is aimed to find out How Indigenous Students' attitude toward English as compulsory subject in school.

### **D. The Significant of the Research**

The research result is expected to be useful and valuable information for the teachers about the indigenous students' attitude in learning English subject. Hopefully, it is expected to be an input for educational stake holder in improving education quality. Also, it is expected for other researcher to be able to do a similar research with a new creative method.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter deals with preview of related study, some pertinent ideas, and theoretical framework.

#### **A. Preview of Related Research**

##### **1. McInerney (1991:155)**

McInerney has grouped some of these under the following headings:

##### **a. Education system**

- 1) Comparatively recent introduction of compulsory education for Aboriginal students
- 2) Teachers inexperienced and poorly prepared to teach Aboriginal students
- 3) High teacher turnover, particularly in remote areas
- 4) Inappropriate curricula and teaching methods
- 5) Few Aboriginal role models among teachers and administrators
- 6) Isolation from mainstream experiences.

##### **b. Home background**

- 1) Poor parental understanding of the importance and function of education
- 2) Lack of parental encouragement
- 3) Substandard housing, overcrowding and poor facilities for study
- 4) Few models of success in the community.

c. Socioeconomic factors

- 1) Poverty, ill health
- 2) High unemployment and poor job prospects
- 3) Racial prejudice.

d. Biological and cultural factors

- 1) Deficient language skills
- 2) Poor discipline and academic motivation
- 3) Differences in cognitive, motivational and learning styles
- 4) Socialization practices at variance to mainstream culture
- 5) Peer group influences apathetic to formal schooling
- 6) Excessive shyness, poor attendance
- 7) Cultural conflict

It could be argued that McInerney's categorization is inappropriate, but his work does help to organize the reasons for the poor performance of Aboriginal students in some way.

Other factors influencing poor indigenous retention and attainment mentioned by Watts include the following:

- 1) Teachers do not value or utilize students' cultural groups and prior learning.
- 2) Education systems tend to emphasize what Aboriginal students lack and, as a result, overuse remediation and alternative classes.
- 3) Students lack positive views of themselves.

- 4) There are limited aspirations and expectations for Aboriginal students on the part of the students themselves, their parents and their teachers.
- 5) There are breakdowns in communication at school and between home and school.
- 6) Individual Aboriginal students are poorly placed at school.
- 7) Aboriginal students experience discontinuities between home and school.
- 8) Contact by the school with home is more negative than positive.
- 9) Teachers' negative attitudes toward Aboriginal students lead to poor relationships with students.

As comprehensive as these items of McInerney and Watts are, they omit the obvious issue of identity. For example, in the late 1960s and the early 1970s a colleague had been one of the first Aboriginal students in his school and in Queensland to succeed and to go on to university. He eventually became a teacher and, for a time, an administrator of Aboriginal Education in South Australia. Looking back, he felt that he had had to deny his Aboriginality in order to be successful in the 'white' schooling system. It was only after he had achieved his ambitions that he felt able to acknowledge his Aboriginality and to be proud of it. From that point he spent a significant part of his holidays each year going back to the place of his birth to learn about his Aboriginal heritage. He wanted to know if things were different now for Aboriginal students at secondary school, given the

legislative changes and the changes in society in general since he went to school.

This report contains five chapters. Chapters Two, Three and Four present the individual case studies of the ten successful senior secondary Aboriginal students who participated in this research in three distinct groupings: the *expected stayers*, the *possible stayers* and the *unexpected stayers*. Each of the case studies is written in the present tense as that is how the students presented themselves at the time of the study. Each case study includes two diagrams. The first of each pair of diagrams conceptualizes the interrelationships between the various factors that influenced that student's retention and attainment. The second conceptualizes the interrelationships between the various factors that have assisted the development of the student's aboriginal identity or arose from it.

The final chapter examines patterns among the various factors identified in the retention, attainment and identity of the majority of the ten students, particularly in terms of the three groups of students. The report concludes with implications for schools and individual teachers in their efforts to assist Aboriginal students to achieve successful educational outcomes.

## 2. Dr Wendy Hanlen (2002:41)

Through the years there have been many myths and assumptions made about teaching Aboriginal students. It is now time to understand the educational needs of Aboriginal students living at the interface of two cultures, their own and Western culture, from their perspectives.

Involving the Aboriginal community in equal partnership with the NSW Department of Education and Training is one way of doing this. The NSW Aboriginal Education Consultative Group Inc. (AECG) is the Aboriginal Community organization that provides the Department with the information about Aboriginal Australia that the community believes needs to be included in education. It provides information on the educational needs of Aboriginal children, the issues they encounter and how the community believes that these should be addressed. As teachers focus on how to bring all students, including Aboriginal students, to literacy and numeracy benchmarks, they need to look at where Aboriginal students are at this point in time and bring education to their students in a relevant and meaningful way. Hanlen (2002:41)

## 3. Tuwakhm(2005:203)

They studied Filipino college students' attitudes towards English. The results showed that the students favored English and such attitudes were influenced by their integrative motivation as they could easily identify themselves with the culture. Tuwakhm also found that attitudes towards Yong language appeared to be quite consistent throughout the Yong

community in Thailand which indicates Yong peoples' understanding of the integrative attitude. It can be found from these studies that people show their concern of attachment to particular languages or speech communities for solidarity and integration.

#### 4. Springs (2012:34)

A nationally recognized Indigenous languages teacher qualification would allow those trained teachers to move and work across jurisdictions. However, many people have an ambition to teach only their own language; they do not necessarily want a four year teaching degree that allows them to teach in other subject areas. One assistant teacher at the Alice Springs Languages Centre was happy to remain an assistant teacher rather than go through further study to become a qualified classroom teacher. Adopted from R Williams, Papulu Apparr– Kari Aboriginal Corporation, *Committee Hansard*, Alice Springs (2012:34)

. It can be found from these studies that people show their concern of attachment to particular languages or speech communities for solidarity and integration. From the above brief literature survey it is apparent that people may have either integrative or instrumental or both types of attitudes towards languages. But, an extensive literature survey suggests that what are the attitudes of the undergraduate students of Life Science School of Khulna University towards English language have not been explored yet. The present study therefore intends to fill up this identified research gap and thus, the specific objective of the study is to discover the

attitudes of the undergraduate students of Life Science School of Khulna University towards English language.

As mentioned previously, many factors have been cited as determinants of this unsatisfactory situation. However, little work has been done to identify the characteristics common to those students who have been successful. Also there is not enough information on how school factors such as curriculum, school organization, and the intervening variables such as early secondary school experiences, achievement and attitude toward school life affect decisions made by students about staying or leaving. There is even less knowledge from the parents about how these school factors and various important home, ability and personality factors are interrelated particularly in relation to individual Indigenous students.

## **B. Some Pertinent Ideas**

### **1. Indigenous Psychology**

Indigenous psychology is defined by Kim and Berry (1993) as "the scientific study of human behavior or mind that is native, that is not transported from other regions, and that is designed for its people." Indigenous psychology generally advocates examining knowledge, skills and beliefs people have about themselves and studying them in their natural contexts. Theories, concepts and methods are developed to correspond with psychological phenomena. Indigenous psychology explicitly advocates for incorporating both the content and the context of



research. Indigenous psychology is considered necessary since existing psychological theories are not necessarily universal, and may often represent the psychology and cultural traditions of Europe and North America. "Indigenous psychology seeks to discover how the cultural views, theories, assumptions and classifications coupled with overarching social institutions influence psychological topics in each respective culture. Indigenous psychologies are rooted in the systematic influences of formal, political and educational institutions as well as social factors that have and will continue to change the state of psychology. These psychologies grow out of the basic, political, economic, religious, and social components of each. Indigenous psychologies usually use two distinct categories of psychological knowledge; scientific and applied knowledge reflected in scientific and professional psychology. Many indigenous countries prioritize these two categories usually based on the application of psychological knowledge to overcome challenges facing their culture, such as strengthening education, employment, health, population control and religious conflict rather than attempting to fund new scientific research with limited resources.

Indigenous according to the writer is an adjective which describe the original of the people in some place. The indigenous people are they who lives in a place since they were born and still keep their nature culture toward the globalization.

## 2. Students' Attitude

Attitude in general is a hypothetical psychological construct which defines or promotes certain behaviors and explains their direction and persistence. Baker (1992:11) defines that attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

Attitudes, according to Crystal (1997:215), are the feelings people have about their own language or the languages of others. Thus, attitude to language is a construct that explains linguistic behavior in particular.

The attitude defined by some experts one of them such as Edwards, (1969) states in the literature of psychology, the term affect and feeling are used interchangeable. An individual who has associated positive effect or feeling with some psychological object is said to like the object or to have a favorable attitude toward the object. An individual who has associated negative effect with some the same psychological object would be said to dislike that or to have a favorable attitude toward the object.

Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will

result from the behavior will have a negative attitude.” Attitude concept can be viewed from these three dimensions. Each one of these dimensions has different features to bring out language attitude results. Accordingly, the attitude concept has three components i.e., behavioral, cognitive, and affective. These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitive and humanism respectively.

Language attitudes vary in nature. People show attitudes of varying nature such as attitude to the variation of language; attitude to minority language and dominant language; attitude to foreign and second language; attitude to a specific language etc. Whatever the nature of attitude, it has two components: instrumental and integrative (Baker,1992:15). Instrumental attitude refers to showing attitude to a particular language for self-achievement and recognition. As Hohenthal (2003) reports that attitude to English in India is instrumental: English is perceived as a useful language to know mostly because of job opportunities and for education. People favor a particular language when they find that the language is a tool to achieve high status, economic advantage, basic security and survival and matters related to self-orientation. Integrative attitude, on the other hand, concerns someone’s attachment with a particular speech community. People show such attitude in order to be identified as a member of the desired community.

Hogan-Brun & Ramoniene (2005:425) found that the state’s inclusive language and citizenship policies in Lithuania have led to the consolidation

of society which has positively affected attitudes amongst the minority communities to learn the state language and to integrate. However, instrumental and integrative orientation to language attitudes are not necessarily opposite and alternatives, rather complementary to each other.

A person may be motivated in different strengths by both orientations, Baker (1992:21). The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speaker so that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community.

"Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of learners influence their perspectives and their attitudes towards the target language. Choy & Troudi (2006).

Student's attitude is an integral part of learning and that it should, therefore become an essential component of second language learning pedagogy. Attitudes toward learning are believed to influence behaviors such as selecting and reading books, speaking in a foreign language etc. Especially in Education, if the students have positive attitude towards any subject, they can achieve many things in that specific area. There is an interaction between language learning and the environmental components

in which the students were grown up. Both negative and positive attitudes have a strong impact on the success of language learning.

As attitude is one of the key predominant factors for success in language learning, numerous studies have already been conducted in the field of language attitude (Alhmali,2007;Ghazalietal.,2009). In addition, Saidat (2010) mentions that language attitude research has been considered in the previous 50 years because of the growing relation between the importance of the language use and the nature of individuals.

### *2.1 Definitions of Attitude*

Writers in the fields of psychology and education, especially language learning, consider several definitions of attitude which mention different meanings from different contexts and perspectives (Alhmali,2007). Based on the theory of planned behavior, Montano and Kasprzyk (2008, p. 71) state,

*“Attitude is determined by the individual’s beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued out comes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.”*

Gardner (1985) also points out that attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual’s

beliefs or opinions about the referent. *“Attitude is thus linked to a person’s values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal.”* Gardner’s argument led Wenden (1991) to present a comprehensive definition of the attitude concept. He classified the term “attitude” into three interrelated components namely, cognitive, affective and behavioral. The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. The affective component refers to the individual’s feelings and emotions towards an object, whether he/she likes or dislikes. The behavioral component involves the tendency to adopt particular learning behaviors.

## *2.2 Importance of Attitude*

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

### 2.3 Language Attitude

Besides the intellectual perspective, the nature of language learning has psychological and social aspects and depends primarily on the learners' motivation and attitude to learn the target language (Padwick, 2010). Gardner and Lambert (1972) have concluded that the ability of the students to master a second language is not only influenced by the mental competence or, language skills, but also on the students' attitudes and perceptions towards the target language. They also advocated that attitude concept could enhance the process of language learning, influencing the nature of student's behaviors and beliefs towards the other language, its culture and community, and this will identify their tendency to acquire that language.

In 1992, Baker proposed a comprehensive theoretical model, focusing on the importance of conducting attitudinal research in the field of language learning. Baker (1992:9) states that, "*In the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death.*" Recently, De Bot et al. (2005) assert that language teachers, writers and students should acknowledge that high motivation and positive attitude of students facilitate second language learning. Thus, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner will possess a negative attitude and will not be motivated and enthusiastic in language learning. Therefore, learners' attitudes could incorporate in

language learning because it may influence their performance in acquiring the target language.

#### *2.4 Aspects of Language Attitude*

Learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one has learned a specific subject, he/she is supposed to think and behave in a different manner and one's beliefs have been distinguished (Kara,2009). Furthermore, learning process has social as well as psychological aspects besides the cognitive approach. Attitude concept can be viewed from these three dimensions. Each one of these dimensions has different features to bring out language attitude results. Accordingly, the attitude concept has three components i.e., behavioral, cognitive and affective. These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitivism and humanism respectively. In the following, the three aspects of attitude concept i.e., behavioral, cognitive, and emotional aspects are briefly described.

##### *2.4.1 Behavioral Aspect of Attitude*

The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which



characterize the members of the target language community. Kara (2009) stated that,

*“Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally.”*

#### 2.4.2 Cognitive Aspect of Attitude

This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.

#### 2.4.3 Emotional Aspect of Attitude

Feng and Chen (2009) stated that, *“Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield.”*

### 3. English as Compulsory Subject

English is now the most widely used language in the world. It is spoken in many countries around the world. It is the first language of the United Kingdom, the United States, Canada, Australia, Ireland, New Zealand and a number of Caribbean nations. There are about 375 million nativespeakers (people with first language as English), which makes English the second most spoken language in the world. About 220 million more people speak it as a second language and there are as many as a billion people who are learning it.

Language is the source of communication. Its the way through which we share our ideas and thoughts with others. There are uncountable languages in this world. Because every country has their own national language, then they have different local languages spoken and understood by their people in different regions.

Let us talk about English. It is the language of England and has International Standard. Many people think English as American Language but it is not true. In fact, when Columbus discovered America, he saw the country in the Stone Age with high illiteracy rate. Those were the European and English people who brought education and knowledge even technology towards America.

There are several factors that make us to learn English Language to go through in the current time. First of all, as I have already mentioned, it

has International Standard, that's why everyone needs to learn English in order to get in touch on International Level.

If we see Educational field, we will find much of the syllabus is written in English. Children are taught and encouraged to learn English on starting levels. And accordingly, as they promote to the next levels they study almost all the subjects in English.

We see the Internet and finds more than 90% of websites written and created in English. And even when you see some sites in other languages, they also give you the option to translate in English. All the research and studies you find will be written and typed in English. All the information regarding each and everything contains English Language.

There is another factor that make English very important in this world is it is the easiest language of the world to learn. Many people think that it is very difficult and confusing. But I suggest them to start and learn only for a week and they will feel easy with English.

With good understanding and communication in English, we can travel around the globe. We get assistance and help in English in every part of world. You can test it by on line travel.

Better you visit some offices, companies, governmental organizations, and other departments, and you will see the importance of English as they hire the professional staff after getting know that whether the people they are hiring are good at English or not. This is the company's will that their

staff is not even well educated but also good English speaker, writer and Reader.

Those who are still unaware about the importance of English. They should start learning English as a time will come when everything would be understood, spoken and written in English. Better watch some media and get the scope of English.

The 'basic' school curriculum includes the 'national curriculum', as well as religious education and sex education. The national curriculum is a set of subjects and standards used by primary and secondary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject.

Other types of school like academies and private schools don't have to follow the national curriculum. Academies must teach a broad and balanced curriculum including English, maths and science. They must also teach religious education.

The national curriculum is organised into blocks of years called 'key stages' (KS). At the end of each key stage, your child's teacher will formally assess their performance to measure your child's progress.

The national curriculum in primary schools currently contains 10 compulsory subjects, while 12 are specified in the first three years of secondary school, including history, geography, art, information and communication technology (ICT), music and citizenship. Compulsory national curriculum subjects are:

- 1) English
- 2) Math
- 3) Science
- 4) History
- 5) Geography
- 6) Modern foreign languages
- 7) Design and technology
- 8) Art and design
- 9) Music
- 10) Physical education
- 11) Citizenship
- 12) Information and communication technology (ICT)

Schools can develop their own ICT curricula or follow the programmes of study. They must also provide religious education (RE) and sex education from key stage 3 but parents can ask for their children to be taken out of the whole lesson or part of it.

The compulsory national curriculum subjects are the 'core' and 'foundation' subjects. Core subjects are:

- 1) English
- 2) Math
- 3) Science

Foundation subjects are:

- 1) information and communication technology (ICT)

- 2) Physical education
- 3) Citizenship

Schools must also offer at least one subject from each of these areas:

- 1) Arts
- 2) Design and technology
- 3) Humanities
- 4) Modern foreign languages

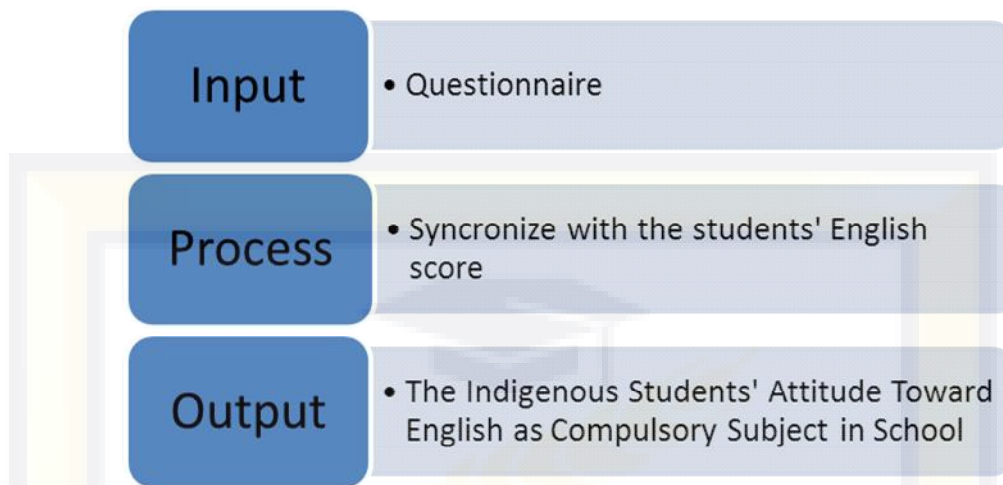
They must also provide religious education and sex education.

Students don't have to take exams in religious studies but schools must provide at least one course where pupils can get a recognised religious education qualification.

Studying a foreign language as a subject is currently not compulsory in government primary schools, although many schools have an informal foreign language programme as a part of integrated studies/activities. Furthermore, in Indonesia, as we know that, English subject is as a compulsory subject in final test of the third grade of junior and senior high school, it prove that English is a compulsory subject in school.

### **C. Theoretical Framework**

The theoretical framework underlying this research is given in following the diagram.



In the diagram above, the three variables: input, process, and output are discussed as follows:

**Input** :

- The writer observed the indigenous students' attitude toward English as compulsory subject in school.

- The writer collected the sample into a class and explained what will they are going to do

**Process** :

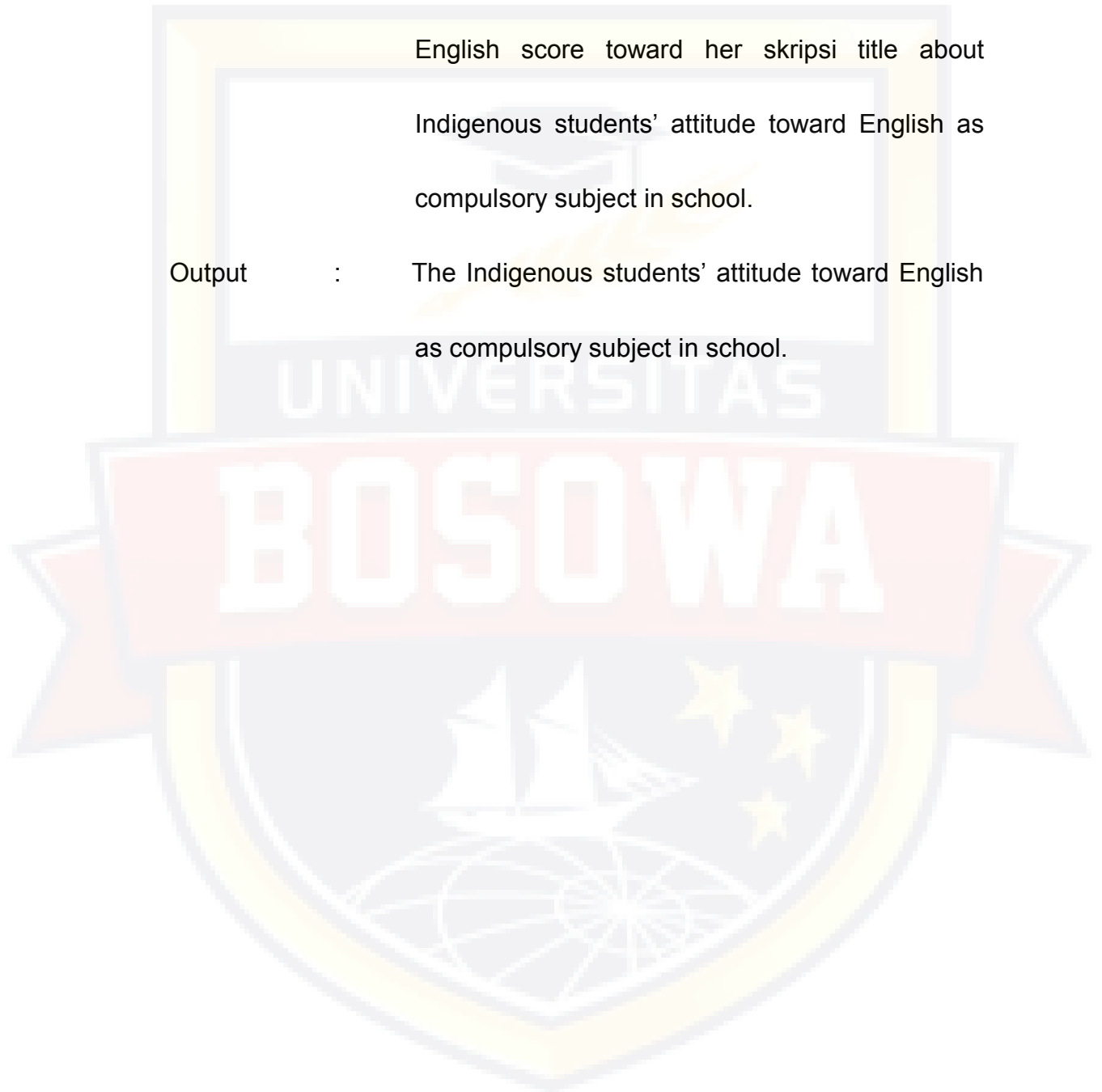
- The writer distributed the questionnaire.

- Firstly, the students filled the questionnaire

- Then, the writer calculated the result of the questionnaire.

- Finally, the writer analyzed the result of the questionnaire with synchronized the students' English score toward her skripsi title about Indigenous students' attitude toward English as compulsory subject in school.

Output : The Indigenous students' attitude toward English as compulsory subject in school.





## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter deals with research design, variable of the research, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

#### **A. Research Design**

Based on the objective of the research, the writer applied a descriptive research, with quantitative and qualitative data analysis by using two classes as the sample.

#### **B. Variables of The Research**

According to Wiersma (1987:25), a variable is characteristic that takes on different or considerations for different individuals. There were two types of variables: independent and dependent variables. The independent variable, as Wiersma (1987:26), is a simply classifying variable; it classifies the individual of the study. He also said that the values of the dependent variable depend on the independent variable.

Therefore, the variable of this research, as follow as: Indigenous students' attitude as dependent variable and English as compulsory subject as independent variable.

## **C. Population and Sample**

### **1. Population**

The population of this research was the students of SMA Citra Bangsa Kodingareng in 2014/2015 academic year. Total population is 140 students.

### **2. Sample**

The writer applied purposive sampling technique in which the writer chose two classes of the eleventh grade. The total of sample was 20 students; 10 students are from XI-IPS class and 10 students are from XI-IPA class.

## **D. The Instrument of The Research**

In this research, the writer used Questionnaire as her instrument of this research

The questionnaires consist of 30 items with 5 alternative choices, namely “strongly agree”, “agree”, “neutral”, “disagree”, and “strongly disagree”. It aimed at finding out the indigenous students’ attitude towards English as compulsory subject in school.

The writer also used an interview as her instrument to gain further in collecting data about the students’ attitude towards English in school.

## **E. Procedures of Collecting Data**

The procedure of collecting data involves the following steps:

1. The writer set the time to do the observation for looking the actually indigenous students' attitude in school.
2. The writer explained to students what they are going to do.
3. The writer distributed the questionnaires to gain further information about their attitude toward English subject as compulsory subject in school.
4. The writer took the students' English score from their English teacher in school and synchronized it with the result of the questionnaire.
5. The writer set time to make a little interview with English teacher and two students.

#### **F. Technique of Data Analysis**

The data collected through questionnaire in this research was analyzed through the quantitative and qualitative method. The data presented through descriptive method in the percentage of descriptive statistics through SPSS.

The data collected was analyzed and classified through the classification scales as follows:

1. The data result of the questionnaire aims to find out the students' attitude. It was analyzed and classified by using a Likert scale as follows;
  - a. Strongly agree
  - b. Agree

c. Undecided (Doubtful)

d. Disagree

e. Strongly disagree

2. The questionnaire consists of thirty items positive questions with the classification scores as follows:

Indicator	Score
1. Strongly Agree	5
2. Agree	4
3. Undecided (Doubtful)	3
4. Disagree	2
5. Strongly Disagree	1

Gay (1981:126)

The data score of the questionnaire was calculated through the means score, and classified through means score and classification to find out the level of the students attitude, the indicator as follows:

The classification of mean score

Indicator	Score
1. Very Good	85-100
2. Good	69-84
3. Neutral	51-68
4. Not Good	36-50
5. Not at all good	20-35

(Sugiyono, 2008:137)

The data collected through questionnaire was calculated and analyzed by using mean analysis formula. It was analyzed in percentages data. The mean score analyzed by using formula as follows:

**Mean Score:**

$$\bar{X} = \frac{\sum \chi}{N}$$

Where:  $\bar{X}$  = mean

$\sum \chi$  = the sum of all scores

N = the total number of students

**BOSOWA**



## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter consists of two sections. They are research findings and the discussions of the research findings. It entirely describes the result of data collected and analyzed through questionnaire.

#### **A. Findings**

This part consists of the behavioral, cognitive, and emotional aspect of attitude towards English in school

##### **1. The Behavioral Aspect of Attitude towards English**

This section deals with the presentation and the elaboration of data from questionnaires and interviews about students behavioral aspect of attitude towards English at school. The questionnaire was distributed to students. All of questions were answered individually based on their opinion. All five options of the responses were given values differently. The scoring of the questionnaires were analyzed statistically based on the application of Likert Scale. The result shows the behavioral aspect of attitude towards English from XI IPS Class and XI IPA Class shown in the following:

###### **a. XI IPS Class**

This section consists of the percentage of the questionnaire of behavioral aspect of attitude from XI IPS students shown in the following:

Table 1. The Behavioral Aspect Score of XI IPS

XI IPS		
No.	Name	Score
1	Sarah	68
2	Dandi S.	60
3	Fahmi Mujahid HS	66
4	Siti Aisyah	72
5	Olivia	80
6	M. Sabir	68
7	Sindi Fatika Sari	76
8	Asri	70
9	Rahmi	74
10	Masnur	68
Total		702

Table 2. Percentage Of XI IPS Students' Behavioral Aspect Of Attitude

No.	Classification	Range	Frequency	Percentage
1.	Very Good	85 – 100	0	00.00
2.	Good	69 – 84	5	50 %
3.	Neutral	51 – 68	5	50 %
4.	Not Good	36 – 50	0	00.00
5.	Not at All Good	20 – 35	0	00.00
Total			10	100

Based on the classification above, it indicated that the overall responses were only in good and neutral classification. From 10 samples, 5 (50%) reached good classification. The rest of 5 students (50%) were categorized as neutral classification. From all classifications, none of the students categorized as very good, not good and Not at All good. From

data above, it was found that all of students did not get very low neither very high classification.

Table 3. Mean Score of XI IPS Students' Behavioral Aspect of Attitude

Total Respondent	Total of Students' Score	Mean
10	702	70.20

In relation to the mean score above, the students reached 70.20 It can be concluded that the XI IPS students did not show the positive attitude at all in behavioral aspect. They also did not show the negative attitude; due to their awareness of the important of English.

*Because I think English is less useful here. But actually English is important thing* (Interview with Student A on Monday, Feb 9<sup>th</sup> 2015). Student A stated that he sometime ask his friends for homework

when he miss the English class.

Sometime (Interview with student A on Monday, Feb 9<sup>th</sup> 2015).

b. XI IPA Class

Table 4. The Behavioral Aspect Score of XI IPA  
XI IPA

No.	Name	Score
1	Rama	82
2	Apsari Mas'ud	58
3	Asih Faradillah	80
4	Mariani S.	90
5	Rismayanti P.	70
6	Nur Janna	72
7	Hildayanti K.	72
8	Firsha Shafira	74
9	Nur Asrayani	84
10	Wirsan	84
Total		766



Table 5. Percentage of XI IPA Students' Behavioral Aspect Of Attitude

No.	Classification	Range	Frequency	Percentage
1.	Very Good	85 – 100	1	10 %
2.	Good	69 – 84	8	80 %
3.	Neutral	51 – 68	1	10 %
4.	Not Good	36 – 50	0	00.00
5.	Not at All Good	20 – 35	0	00.00
Total			10	100

Based on the classification above, it indicated that the overall responses were only in very good, good and neutral classification. From 10 samples, only 1 student (10%) reached the very good classification. 8 students (80%) were categorized as good classification. And 1 student (10%) was in neutral classification. From all classifications, none of the students were categorized as not good and not at all good. From data above, it was found that all of students did not reach the very low classification.

Table 6. Mean Score of XI IPA Students' Behavioral Aspect of Attitude

Total Respondent	Total of Students' Score	Mean
10	766	76.60

In relation to the mean score above, the students reached 76.60. It can be concluded that the XI IPA students did not extremely show the positive attitude at all in behavioral aspect. They also did not show the

negative attitude; due to their interest in English but influenced by cultural conflict in daily use of Makassarnese.

*I do love it, but not fluently speaking. I think the English on this island is not applied, because for example I apply just to practice, I will surely be able to ridicule from another friends. (Interview with Student 2 on Tuesday, Feb 10<sup>th</sup> 2015).*

## 2. The Cognitive Aspect of Attitude towards English

This section deals with the presentation and the elaboration of data from questionnaires and students' English score about students' cognitive aspect of attitude towards English at school. The questionnaire was distributed to students. All of the questions were answered individually based on their opinion. All five options of the responses were given values differently. The scoring of the questionnaires was analyzed statistically based on the application of Likert Scale. The result shows the cognitive aspect of attitude towards English from XI IPS Class and XI IPA Class shown in the following:

### a. XI IPS Class

This section consists of percentage of the questionnaire of the cognitive aspect of attitude from XI IPS students shown in the following:

Table 7. The Cognitive Aspect Score of XI IPS and XI IPA

XI IPS

No.	Name	Score
1	Sarah	86
2	Dandi S.	62
3	Fahmi Mujahid HS	66
4	Siti Aisyah	80
5	Olivia	80
6	M. Sabir	72

7	Sindi Fatika Sari	70
8	Asri	66
9	Rahmi	76
10	Masnur	70
Total		728

Table 8. Percentage of XI IPS Students' Cognitive Aspect Of Attitude

No.	Classification	Range	Frequency	Percentage
1.	Very Good	85 – 100	1	10 %
2.	Good	69 – 84	6	60 %
3.	Neutral	51 – 68	3	30 %
4.	Not Good	36 – 50	0	00.00
5.	Not at All Good	20 – 35	0	00.00
Total			10	100

Based on the classification above, it indicated that the overall responses were in very good, good and neutral classification. From 10 samples, only 1 student (50%) reached the very good classification. 6 students (50%) categorized as good classification, and 3 students (30%) in neutral classification. From all classifications, none of students were categorized as not good and not at all good. From data above, it was found that all of students did not reach the very low classification.

Table 9. Mean Score of XI IPS Students' Cognitive Aspect of Attitude

Total Respondent	Total of Students' Score	Mean
10	728	72.80

In relation to the mean score at page 38, the students reached 72.80. It can be concluded that the XI IPS students did not show the positive attitude at all in cognitive aspect. They also did not show the negative attitude. It can be proved by their English score at school shown in the following:

Table 10. English Score of XI IPS

XI IPS

No.	Name	Score
1	Sarah	80
2	Dandi S.	70
3	Fahmi Mujahid HS	60
4	Siti Aisyah	80
5	Olivia	60
6	M. Sabir	60
7	Sindi Fatika Sari	80
8	Asri	70
9	Rahmi	80
10	Masnur	70
Total		710

From data above, only one student who reaches very good classification in questionnaire, gets 80 scores of her English subject in school, 6 students reach good classification in questionnaire, get 60 until 80 scores of their English subject in school, and 3 students reach the neutral classification in questionnaire, get 60 until 70 scores of their English subject in school.

## b. XI IPA Class

Table 11. Percentage of XI IPA Students' Cognitive Aspect Of Attitude

No.	Classification	Range	Frequency	Percentage
1.	Very Good	85 – 100	1	10 %
2.	Good	69 – 84	6	60 %
3.	Neutral	51 – 68	3	30 %
4.	Not Good	36 – 50	0	00.00
5.	Not at All Good	20 – 35	0	00.00
Total			10	100

Based on the classification above, it indicated that the overall responses were only in very good, good and neutral classification. From 10 samples, only 1 student (10%) reached very good classification. 6 students (60%) categorized as good classification, and 1 student (10%) in neutral classification. From all classifications, none of the students categorized as not good and not at all good. From data above, it was found that all of students did not reach the very low classification.

Table 12. Mean Score of XI IPA Students' Cognitive Aspect of Attitude

Total Respondent	Total of Students' Score	Mean
10	758	75.80

In relation to the mean score above, the students reached 75.80. It can be concluded that the XI IPA students did not extremely show the positive attitude at all in behavioral aspect. They also did not show the

negative attitude. It can be proved by their English score at school shown in the following:

Table 13. English Score of XI IPA

XI IPA		
No.	Name	Score
1	Rama	70
2	Apsari Mas'ud	60
3	Asih Faradillah	80
4	Mariani S.	80
5	Rismayanti P.	70
6	Nur Janna	80
7	Hildayanti K.	70
8	Firsha Shafira	80
9	Nur Asrayani	80
10	Wirsan	80
Total		750

Only one student reaches very good classification in questionnaire, gets 80 scores of her English subject in school. 6 students reach good classification in questionnaire, get 70 until 80 scores of their English subject in school, and the 3 students reach neutral classification in questionnaire, get 60 until 70 scores of their English subject in school.

### c. The Emotional Aspect of Attitude towards English

This section deals with the presentation and the elaboration of data from questionnaires and interviews about students' emotional aspect of attitude towards English at school. The questionnaire was distributed to students. All of questions were answered individually based on their opinion. All five options of the responses were given values differently. The scoring of the questionnaires was analyzed statistically based on the

application of Likert Scale. The result shows the emotional aspect of attitude towards English from XI IPS Class and XI IPA Class shown in the following:

1. XI IPS Class

This section consists of percentage of questionnaire of the behavioral aspect of attitude from XI IPS students shown in the following:

Table 14. Emotional Aspect Score of XI IPS

XI IPS

No.	Name	Score
1	Sarah	82
2	Dandi S.	78
3	Fahmi Mujahid HS	80
4	Siti Aisyah	74
5	Olivia	88
6	M. Sabir	66
7	Sindi Fatika Sari	84
8	Asri	78
9	Rahmi	90
10	Masnur	72
Total		792

Table 15. Percentage of XI IPS Students' emotional aspect of attitude

No.	Classification	Range	Frequency	Percentage
1.	Very Good	85 – 100	2	20 %
2.	Good	69 – 84	7	70 %
3.	Neutral	51 – 68	1	10 %
4.	Not Good	36 – 50	0	00.00
5.	Not at All Good	20 – 35	0	00.00
Total			10	100

Based on the classification at page 42, it indicated that the overall responses were only in very good, good and neutral classification. From 10 samples, 2 students (20%) reached very good classification. 7 students (50%) categorized as good classification, and 1 student (10%) in neutral classification. From all classifications, none of the student categorized as not good and not at all good. From data, it was found that all of students did not get very low classification.

Table 16. Mean Score of XI IPS Students' Emotional Aspect of Attitude

Total Respondent	Total of Students' Score	Mean
10	792	79.20

In relation to mean score above, the students reached 79.20. It can be concluded that XI IPS students show the positive attitude in small percentage of emotional aspect. They did not show the negative attitude; due to their preference to use their mother tongue rather than any other foreign language.

*I think the students here are still very lacking in flavor interested in English lessons. Instead of English, they are still somewhat less in Indonesian, because 100% nominally use the native language to communicate daily, both inside and outside of school (Interview with Teacher E on Monday, Feb 9<sup>th</sup> 2015).*

## 2. XI IPA Class

Table 17. Emotional Aspect of XI IPA

XI IPA		
No.	Name	Score
1	Rama	88
2	Apsari Mas'ud	48
3	Asih Faradillah	94



4	Mariani S.	94
5	Rismayanti P.	88
6	Nur Janna	82
7	Hildayanti K.	74
8	Firsha Shafira	84
9	Nur Asrayani	82
10	Wirsan	74
Total		808

Table 18. Percentage of XI IPA Students' Emotional Aspect Of Attitude

No.	Classification	Range	Frequency	Percentage
1.	Very Good	85 – 100	4	40 %
2.	Good	69 – 84	5	50 %
3.	Neutral	51 – 68	0	00.00
4.	Not Good	36 – 50	1	10 %
5.	Not at All Good	20 – 35	0	00.00
Total			10	100

Based on the classification above, it indicated that the overall responses were only in very good, good and not good classification. From 10 samples, 4 students (40%) reached very good classification. 5 students (50%) categorized as good classification, and 1 student (10%) in not good classification. From all classifications, none of the students categorized as not at all good classification. From data, it was found that all of students almost reach the very low classification.

Table 19. Mean Score of XI IPA Students' Behavioral Aspect of Attitude

Total Respondent	Total of Students' Score	Mean
10	808	80.80

In relation to the mean score above, the students reached 80.80. It can be concluded that the XI IPA students show the positive attitude in emotional aspect. They also show the negative attitude in a little of percentage. The researcher asked to their English teacher about there was negative attitude shown by student oftentimes.

*Oh, not well. The average of them could receive English lessons. They almost have an interest in studying English, but only count fingers can control the lesson. Because of the native language that is ingrained as a communication tool in this island. So they are still very limiting use a language other than Makassarnese (Interview with Teacher E on Tuesday, Feb 10<sup>th</sup> 2015).*

## B. Discussions

This section discusses the interpretation of the findings based on the result of statistical analysis and the description of data gained from the questionnaire which is presented based on Indigenous students' attitude towards English as compulsory subject in school.

### a. The Behavioral Aspect of Attitude

On the result of the questionnaire for XI IPA and XI IPS students, there was 1 student (5 %) categorized as very good who get score in interval 85-100. It was also supported by 13 students (65 %) categorized as good in score interval 69-84. And, 6 (30 %) of them reached neutral in interval 51-

68. From all classifications, none of the student categorized as not good and not at all good.

In relation to the result above, the XI IPS students reached mean score 70.2 and XI IPA students reached 76.6. It can be concluded that the students' show positive attitude in behavioral aspect due to their interest and awareness of the important of English itself.

#### **b. The Cognitive Aspect of Attitude**

On the result of questionnaire for XI IPA and XI IPS students, there were 2 students (10 %) categorized very good who get score in interval 85-100. It was also supported by 12 students (60 %) categorized as good in score interval 69-84, and 6 students (30 %) of them reached neutral in interval 51-68. From all classifications, none of the students were categorized as not good and not at all good.

In relation to the result above, the XI IPS students reached mean score 72.8 and XI IPA students reached 75.8. It can be concluded that students show positive attitude in cognitive aspect proved by their English score in school which is in 60 – 80 scores.

#### **c. The Emotional Aspect of Attitude**

On the result of the questionnaire for XI IPA and XI IPS students, there were 6 students (30 %) classified as very good who get score in interval 85-100. It was also supported by 12 students (60 %) categorized as good in score interval 69-84, 1 student (5 %) reached neutral in interval

51-68, and 1 student (5 %) reached neutral in interval 36-50. From all classifications, none of the students was categorized as not at all good.

In relation to the result above, the XI IPS students reached mean score 79.2 and XI IPA students reached 80.8. It can be concluded that students show positive attitude in emotional aspect due to their interest and awareness of the important of English itself although with the small percentage of speaking practice both inside and outside of school.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter consists of conclusion and suggestion based on the findings and discussions of the data analysis.

#### **A. Conclusions**

Briefly, attitude concept is considered as an essential component in language learning. So, a positive attitude should be as an umbrella of language learning. EFL teachers should respect and think about students' feelings, believes and behaviors before the cognitive abilities.

English curriculum and classroom activities should involve affective aims according to students' needs and their individual differences to build up positive attitudes towards English. It is important to study learners' personalities. Cognitive performance can be achieved if the EFL learners possess positive attitudes and enjoy acquiring target language. For that reason, the affective perspective, especially attitude, should be considered in language research.

Based on the findings and discussions in the previous chapter, the writer concludes that the indigenous students' attitude towards English as compulsory subject at SMA Citra Bangsa Kodingareng show the positive attitude. It can be seen in total score of the questionnaire is 1529 from 20 respondent of XI IPA and XI IPS. The questionnaire consists of three

aspect of attitude; behavioral, cognitive, and emotional aspect, and the mean score is 76.45.

Students of SMA Citra Bangsa realize of the importance of English. They also have not small interest in English, but they could not practice it over again because of the mother tongue in daily use there from child until adult, wherever and whenever. Therefore, they will surely be able to ridicule from another guy.

### **B. Suggestions**

Based on the conclusions above, the writer puts forward some suggestions as follows:

The EFL teachers are recommended to create an encouraging atmosphere in the English classes to promote students' positive attitudes towards English. They should also motivate the students to learn English, highlighting its importance. This term can be achieved by implementing the appropriate methods and activities of teaching English effectively. Furthermore, they should integrate up-to-date materials and supplementary resources in addition to the English text books. This can help them capture students' attention to learn English successfully. Moreover, the EFL teachers should consider the role of gender perspective in language learning, exposing various approaches to improve students' attitudes, motivation and language performance as well.

They are also recommended to teach the English curriculum as it is supposed to be taught, focusing on the communicative approach. The EFL

teachers must be aware that communicative approach encourages EFL learners to collaborate and discuss their experiences and other issues regarding language learning. This point can increase their attitude, enthusiasm and their motivation to acquire the language.

Furthermore, curriculum makers should review the content and the design of the curriculum to meet the needs and the interests of students. They are recommended to consider that the EFL learners have different perceptions about learning other languages due to their differences regarding gender, specialization, year of study, etc. Thus, taking all these issues into account, the curriculum design should be reevaluated so that students could see something different concerning the activities, content, topics, teaching practices etc. and be more motivated to learn English.

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## APPENDICES

### Appendix 1. Questionnaire To Students

(Adopted from Abidin, Mohammadi, and Alzwari (2012:128-130))

<b>Nama Siswa</b>	
<b>NIS</b>	
<b>Kelas</b>	

Dear student,

The main goal of this study is to investigate the indigenous students' attitude towards learning English language in terms of the behavioral, cognitive and emotional aspects of attitude. These statements aim to collect data about all things which can affect the attitude of a student in learning English. For that the students are expected to provide the answer honestly and sincerely to obtain research results as subjective as possible. Your sincerity and earnestness determine the success of this study.

Thank you for your attention and participation.

#### **Direction:**

1. Answer the following statements by giving mark (√) in the column provided.
2. You can ask the researcher if there is a statement you do not understand.

#### **Filling Description:**

- SA : Strongly Agree  
A : Agree  
N : Neutral (Undecided)  
D : Disagree  
SD : Strongly Disagree

### Behavioral aspect of language attitude

No.	Behavioral Aspect of Attitude	%				
		SA	A	N	D	SD
1.	Studying English helps me to have good relationships with friends <i>(Belajar bahasa Inggris membantu saya untuk memiliki hubungan yang baik dengan teman-teman)</i>					
2.	I am able to make myself pay attention during studying English <i>(Saya selalu memperhatikan pelajaran selama belajar bahasa Inggris)</i>					
3.	When I hear a student in my class speaking English well, I like to practice speaking with him/her <i>(Ketika saya mendengar seorang teman di kelas saya berbicara bahasa Inggris dengan baik, saya ingin berlatih berbicara dengannya)</i>					
4.	Studying English makes me have more confidence in expressing myself <i>(Belajar bahasa Inggris membuat saya lebih percaya diri)</i>					
5.	I never put off my English homework as much as possible <i>(Saya tidak pernah menunda mengerjakan PR bahasa Inggris saya)</i>					

6.	<p>I do not feel embarrassed to speak English in front of other students (<i>Sayamerasa malu untuk berbicara bahasa Inggris di depan siswa lain</i>)</p>					
7.	<p>I like to practice English the way native speakers do. (<i>Saya ingin berlatih bahasa Inggris layaknya native speaker</i>)</p>					
8.	<p>When I miss the class, I always ask my friends or teachers for the homework on what has been taught. (<i>Ketika saya tidak masuk kelas bahasa Inggris, saya selalu meminta PR dari teman atau guru saya</i>)</p>					
9.	<p>I feel enthusiastic to come to class when the English is being thought (<i>Saya merasa antusias untuk datang ke kelas bahasa Inggris</i>)</p>					
10.	<p>I do pay any attention when my English teacher is explaining the lesson (<i>Saya selalu memperhatikan penjelasan dari guru saya dalam kelas Bahasa Inggris</i>)</p>					

**Cognitive aspect of language attitude**

NO.	Cognitive Aspect of Attitude	%				
		SA	A	N	D	SD
11.	Studying English is important because it will make me more educated <i>(Belajar bahasa Inggris sangat penting karena akan membuat saya lebih terdidik)</i>					
12.	I have more knowledge and more understanding when studying English <i>(Saya memiliki lebih banyak pengetahuan dan pemahaman ketika mempelajari bahasa Inggris)</i>					
13.	Studying English helps me getting new information in which I can link to my previous knowledge <i>(Belajar bahasa Inggris membantu saya mendapatkan informasi baru)</i>					
14.	I can summarize the important points in the English subject content by myself <i>(Saya bisa meringkas poin penting dalam pelajaran bahasa Inggris sendiri)</i>					
15.	I study English to pass the exams. <i>(saya belajar bahasa Inggris untuk lulus ujian)</i>					
16.	In my opinion, people who speak more than one language are very					

	<p>knowledgeable.</p> <p><i>(Menurut pendapat saya, orang-orang yang berbicara lebih dari satu bahasa sangat luas wawasannya)</i></p>				
17.	<p>I can apply the knowledge from English subject in my real life</p> <p><i>(Saya mampu menerapkan ilmu bahasa Inggris dalam kehidupan sehari-hari saya)</i></p>				
18.	<p>I am able to think and analyze the content in English language</p> <p><i>(Saya mampu menganalisis isi pelajaran bahasa Inggris)</i></p>				
19.	<p>I am satisfied with my performance in the English subject</p> <p><i>(Saya tidak puas dengan kinerja saya dalam kelas bahasa Inggris)</i></p>				
20.	<p>In my opinion, English language is easy to learn</p> <p><i>(Menurut pendapat saya, bahasa Inggris mudah untuk dipelajari)</i></p>				

**Emotional aspect of language attitude**

No.	Emotional Aspect of Attitude	%				
		SA	A	N	D	SD
21.	I feel proud when studying English language <i>(Saya merasa bangga ketika belajar bahasa Inggris)</i>					
22.	I don't get anxious when I have to answer a question in my English class <i>(Saya tidak gugup ketika saya harus menjawab pertanyaan di kelas bahasa Inggris saya)</i>					
23.	Studying foreign languages like English is enjoyable <i>(Mempelajari bahasa asing seperti bahasa Inggris sangat menyenangkan)</i>					
24.	To be inquisitive makes me study English well <i>(Rasa ingin tahu yang membuat saya belajar bahasa Inggris dengan baik)</i>					
25.	I prefer studying in any foreign language rather than mother tongue <i>(Saya lebih suka belajar dalam bahasa ibu saya daripada bahasa asing lainnya)</i>					
26.	I like studying English <i>(Saya suka belajar bahasa Inggris)</i>					



27.	<p>I wish I could speak English fluently  <i>(Saya berharap mampu berbicara dalam bahasa Inggris dengan lancar)</i></p>					
28.	<p>I really have big interest in my English class  <i>(Saya sangat tertarik dengan bahasa Inggris)</i></p>					
29.	<p>Knowing English is an important goal in my life  <i>(Berbahasa Inggris merupakan tujuan penting dalam hidup saya)</i></p>					
30.	<p>I look forward to the time I would spend in English class  <i>(Saya berharap saya bisa meluangkan waktu saya untuk kelas Bahasa Inggris)</i></p>					

## Appendix 2. The Questionnaire Score and Data SPSS 16.0

### A. The score of the questionnaire

#### XI IPS

No.	Name	Score
1	Sarah	79
2	Dandi S.	67
3	Fahmi Mujahid HS	71
4	Siti Aisyah	75
5	Olivia	83
6	M. Sabir	69
7	Sindi Fatika Sari	77
8	Asri	71
9	Rahmi	80
10	Masnur	80
Total		752

#### XI IPA

No.	Name	Score
1	Rama	85
2	Apsari Mas'ud	57
3	Asih Faradillah	85
4	Mariani S.	89
5	Rismayanti P.	72
6	Nur Janna	78
7	Hildayanti K.	71
8	Firsha Shafira	77
9	Nur Asrayani	85
10	Wirsan	78
Total		777

The mean score of the questionnaire

Total respondent	Total of students' score	Mean
20	1529	76.45

## B. The students' behavioral aspect toward English

### XI IPS

No.	Name	Score
1	Sarah	68
2	Dandi S.	60
3	Fahmi Mujahid HS	66
4	Siti Aisyah	72
5	Olivia	80
6	M. Sabir	68
7	Sindi Fatika Sari	76
8	Asri	70
9	Rahmi	74
10	Masnur	68
Total		702

### XI IPA

No.	Name	Score
1	Rama	82
2	Apsari Mas'ud	58
3	Asih Faradillah	80
4	Mariani S.	90
5	Rismayanti P.	70
6	Nur Janna	72
7	Hildayanti K.	72
8	Firsha Shafira	74
9	Nur Asrayani	84
10	Wirsan	84
Total		766

### Statistics

Behaviour IPS

N	Valid	10
	Missing	0
Mean		70.20
Median		69.00
Mode		68
Std. Deviation		5.613
Variance		31.511
Range		20
Minimum		60
Maximum		80
Sum		702

### Behaviour IPS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	10.0	10.0	10.0
	66	1	10.0	10.0	20.0
	68	3	30.0	30.0	50.0
	70	1	10.0	10.0	60.0
	72	1	10.0	10.0	70.0
	74	1	10.0	10.0	80.0
	76	1	10.0	10.0	90.0
	80	1	10.0	10.0	100.0
Total		10	100.0	100.0	

### Statistics

Behaviour IPA

N	Valid	10
	Missing	0
Mean		76.60
Median		77.00
Mode		72 <sup>a</sup>
Std. Deviation		9.240
Variance		85.378
Range		32
Minimum		58
Maximum		90
Sum		766

a. Multiple modes exist. The smallest value is shown

### Behaviour IPA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	1	10.0	10.0	10.0
	70	1	10.0	10.0	20.0
	72	2	20.0	20.0	40.0
	74	1	10.0	10.0	50.0
	80	1	10.0	10.0	60.0
	82	1	10.0	10.0	70.0
	84	2	20.0	20.0	90.0
	90	1	10.0	10.0	100.0
Total		10	100.0	100.0	

### C. The students' cognitive aspect toward English

#### XI IPS

No.	Name	Score
1	Sarah	86
2	Dandi S.	62
3	Fahmi Mujahid HS	66
4	Siti Aisyah	80
5	Olivia	80
6	M. Sabir	72
7	Sindi Fatika Sari	70
8	Asri	66
9	Rahmi	76
10	Masnur	70
Total		728

#### XI IPA

No.	Name	Score
1	Rama	84
2	Apsari Mas'ud	66
3	Asih Faradillah	82
4	Mariani S.	82
5	Rismayanti P.	58
6	Nur Janna	80
7	Hildayanti K.	68
8	Firsha Shafira	74
9	Nur Asrayani	88
10	Wirsan	76
Total		758

### Statistics

CognitivelPS

N	Valid	10
	Missing	0
Mean		72.80
Median		71.00
Mode		66 <sup>a</sup>
Std. Deviation		7.554
Variance		57.067
Range		24
Minimum		62
Maximum		86
Sum		728

a. Multiple modes exist. The smallest value is shown

### CognitivelPS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 62	1	10.0	10.0	10.0
66	2	20.0	20.0	30.0
70	2	20.0	20.0	50.0
72	1	10.0	10.0	60.0
76	1	10.0	10.0	70.0
80	2	20.0	20.0	90.0
86	1	10.0	10.0	100.0
Total	10	100.0	100.0	

**Statistics**

CognitivelPA

N	Valid	10
	Missing	0
Mean		75.80
Median		78.00
Mode		82
Std. Deviation		9.355
Variance		87.511
Range		30
Minimum		58
Maximum		88
Sum		758

**CognitivelPA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	1	10.0	10.0	10.0
	66	1	10.0	10.0	20.0
	68	1	10.0	10.0	30.0
	74	1	10.0	10.0	40.0
	76	1	10.0	10.0	50.0
	80	1	10.0	10.0	60.0
	82	2	20.0	20.0	80.0
	84	1	10.0	10.0	90.0
	88	1	10.0	10.0	100.0
Total		10	100.0	100.0	



#### D. The students' emotional aspect toward English

##### XI IPS

No.	Name	Score
1	Sarah	82
2	Dandi S.	78
3	Fahmi Mujahid HS	80
4	Siti Aisyah	74
5	Olivia	88
6	M. Sabir	66
7	Sindi Fatika Sari	84
8	Asri	78
9	Rahmi	90
10	Masnur	72
Total		792

##### XI IPA

No.	Name	Score
1	Rama	88
2	Apsari Mas'ud	48
3	Asih Faradillah	94
4	Mariani S.	94
5	Rismayanti P.	88
6	Nur Janna	82
7	Hildayanti K.	74
8	Firsha Shafira	84
9	Nur Asrayani	82
10	Wirsan	74
Total		808

### Statistics

EmotionalIPS

N	Valid	10
	Missing	0
Mean		79.20
Median		79.00
Mode		78
Std. Deviation		7.315
Variance		53.511
Range		24
Minimum		66
Maximum		90
Sum		792

EmotionalIPS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 66	1	10.0	10.0	10.0
72	1	10.0	10.0	20.0
74	1	10.0	10.0	30.0
78	2	20.0	20.0	50.0
80	1	10.0	10.0	60.0
82	1	10.0	10.0	70.0
84	1	10.0	10.0	80.0
88	1	10.0	10.0	90.0
90	1	10.0	10.0	100.0
Total	10	100.0	100.0	

### Statistics

EmotionalIPA

N	Valid	10
	Missing	0
Mean		80.80
Median		83.00
Mode		74 <sup>a</sup>
Std. Deviation		13.473
Variance		181.511
Range		46
Minimum		48
Maximum		94
Sum		808

a. Multiple modes exist. The smallest value is shown

### EmotionalIPA

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 48	1	10.0	10.0	10.0
74	2	20.0	20.0	30.0
82	2	20.0	20.0	50.0
84	1	10.0	10.0	60.0
88	2	20.0	20.0	80.0
94	2	20.0	20.0	100.0
Total	10	100.0	100.0	

### Appendix 3 Students' English Score in School

#### XI IPS

No.	Name	Score
1	Sarah	80
2	Dandi S.	70
3	Fahmi Mujahid HS	60
4	Siti Aisyah	80
5	Olivia	60
6	M. Sabir	60
7	Sindi Fatika Sari	80
8	Asri	70
9	Rahmi	80
10	Masnur	70
Total		710

#### XI IPA

No.	Name	Score
1	Rama	70
2	Apsari Mas'ud	60
3	Asih Faradillah	80
4	Mariani S.	80
5	Rismayanti P.	70
6	Nur Janna	80
7	Hildayanti K.	70
8	Firsha Shafira	80
9	Nur Asrayani	80
10	Wirsan	80
Total		750

#### **Appendix 4 Interview Protocol**

At the beginning of each interview, the interviewer introduced herself to each group basing her remarks on an outline script to explain the nature of the interviews to the teachers and students were providing an opportunity for them to get used to his voice.

The teacher and students were asked about English in their school and students' attitude toward English subject in three aspects; behavioral, cognitive and emotional aspect.

## Appendix 5 The Transcripts' of Interview

(Indonesian Version)

### 1. The Transcripts' of Interview (Students 1)

R : Dapatkah anda memperkenalkan diri anda?

I : Nama saya Asri. Saya kelas XI IPS.

R :ok pertanyaan pertama, apakah anda suka pelajaran bahasa Inggris?

I : **Sebenarnya saya tidak suka pelajaran bahasa Inggris, kak.**

R : Kenapa?

I : **Karena menurut saya Bahasa Inggris kurang bermanfaat di sini. Tapi sebenarnya bahasa Inggris itu penting kak.**

R : pertanyaan kedua, kalau anda tidak masuk kelas bahasa Inggris, apakah anda akan menanyakan PR ke teman anda?

I : **Kadang sih kak**

R : ok terima kasih

I : sama-sama kak

### 2. The Transcripts' of Interview (Students 2)

R : Dapatkah anda memperkenalkan diri anda?

I : Nama saya Mariani. Saya kelas XI IPA.

R :ok pertanyaan pertama, apakah anda suka pelajaran bahasa Inggris?

I : **Suka sekali kak, tapi belum lancar speaking.**

R : pertanyaan kedua, bagaimana menurut anda tentang penggunaan bahasa Inggris di pulau ini?

I : **Menurut saya, bahasa Inggris di pulau ini belum diterapkan kak, karena kalau misalnya saya terapkan hanya untuk sekedar practice pasti saya akan dapat ejekan dari teman – teman yang lain, kak.**

R : ok terima kasih informasinya.

I : sama-sama kak

### 3. The transcripts' of interview (Teacher E)

R : Dapatkah anda memperkenalkan diri anda?

I : Nama saya Ekawati. Saya guru Bahasa di sekolah ini.

R : *Sudah berapa lama ibu mengajar disekolah ini?*

I : *Saya mengajar di sekolah ini kurang lebih baru setahun*

R : *Ok pertanyaan pertama bu, menurut anda bagaimana sikap siswa terhadap bahasa Inggris?*

I : *Menurut saya, siswa–siswa di sini masih sangat kurang rasa tertariknya terhadap pelajaran bahasa Inggris. Jangankan bahasa Inggris, bahasa Indonesia mereka masih terbilang kurang, karena 100% mereka menggunakan bahasa Makassar untuk berkomunikasi sehari–hari, baik di dalam maupun di luar sekolah.*

R : *Apakah mereka menunjukkan sikap negative dalam kelas Bahasa Inggris, bu?*

I : *Oh, Tidak juga. rata–rata dari mereka bisa menerima pelajaran bahasa Inggris. Mereka kebanyakan punya rasa ketertarikan dalam belajar bahasa Inggris, hanya saja cuma hitungan jari yang bisa menguasai pelajaran. Karena faktor bahasa Makassar yang mendarah daging sebagai alat komunikasi di pulau ini. Jadi mereka masih sangat membatasi menggunakan bahasa lain selain bahasa Makassar.*

R : *ok terima kasih bu atas bantuannya*

I : *sama-sama nak*

*(English Version)*

**1. The Transcripts' of Interview (students 1)**

R : *Could you introduce yourself?*

I : *My name is Asri. I am from XI IPS class.*

R : *ok first question, do you like English subject?*

I : ***Actually, I do not like English subject.***

R : *Why?*

I : ***Because I think English is less useful here.***

R : *Ok thank you*

I : *You are welcome*

## 2. *The Transcripts' of Interview (Students 2)*

R : Could you introduce yourself?

I : My name is Mariani. I am from XI IPA class.

R : ok first question, do you like English subject?

I : **I do love it, but not fluently speaking.**

R : Next question, how do you think about the use of English on this island?

I : **I think the English on this island is not applied, because for example I apply just to practice, I will surely be able to ridicule from another friends.**

R : Ok thanks for your information.

I : You are welcome

## 3. *The Transcript of interview (Teacher)*

R : Could you introduce yourself?

I : My name is Ekawati. And I taught Language at this school.

R : How long have you taught at this school?

I : I taught at this school about a year.

R : Ok first question for you ma'am, what do you think about the students' attitude toward English?

I : **I think the students here are still very lacking in flavor interested in English lessons. Instead of English, they are still somewhat less in Indonesian, because 100% nominally use the native language to communicate daily, both inside and outside of school.**

R : Do they often show a negative attitude in English class, ma'am?

I : **Oh, not well. The average of them could receive English lessons. They almost have an interest in studying English, but only count fingers can control the lesson. Because of the native language that is ingrained as a communication tool in this island. So they are still very limiting use a language other than Makassarnese.**

R : Ok thanks for your help, ma'am.

I : You are welcome



## Appendix 6 Pictures



Picture 1. Board Name of SMA Citra Bangsa Kodingareng



Picture 2. The researcher was explaining the questionnaire





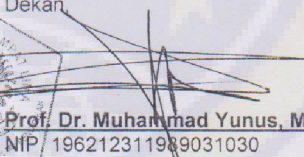
Picture 3. Students are filling the questionnaire



Picture 4. The writer and students of XI-IPA & XI-IPS


## Appendix 7. Permission Letter from University Bosowa 45

### Makassar

	<b>UNIVERSITAS BOSOWA "45"</b> <b>FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN</b> Jl. Urip Sumoharjo Km 4 Makassar Telp (0411) 452901 ext. 117, Fax. 424568, Website: www.univ45.ac.id	
	<p>Nomor : A. 137/FKIP/U-45//2015          Lampiran : -          Perihal : Permohonan Izin Penelitian</p> <p>Makassar, 28 Januari 2015</p> <p>Kepada          Yth. : Kepala SMA Citra Bangsa Kodingareng          Di -          Makassar</p> <p>Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S-1.</p> <p>Nama : Siti Wardhani Fauza          NIM : 4511101072          Program Studi : Pendidikan Bahasa Inggris          Fakultas : Keguruan dan Ilmu Pendidikan Universitas "45" Makassar</p> <p>Judul Penelitian :</p> <p align="center"><b>Indigenous Students' Attitude Toward English as Compulsory Subject at SMA Citra Bangsa Kodingareng (A Descriptive Study).</b></p> <p>Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.</p> <p>Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.</p> <p align="right">Dekan,    <b>Prof. Dr. Muhammad Yunus, M.Pd.</b>          NIP 196212311989031030</p> <p><u>Tembusan:</u>          1. Rektor Universitas "45" Makassar.          2. Arsip.</p>	

## Appendix 7. Permission Letter from SMA Citra Bangsa

### Kodingareng



YAYASAN PENGEMBANGAN CITRA ANAK BANGSA  
**SEKOLAH MENENGAH ATAS**  
**SMA CITRA BANGSA KODINGARENG**  
 Terakreditasi " B " No. 69/SK/BAN-SM/X/2014, Tgl. 24 -10-2014  
 Alamat : Pulau Kodingareng, Kec. Ujung Tanah.  
**Makassar- 90168** NPSN : 40318910

NSS : 302196009109

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**SURAT KETERANGAN**  
 Nomor : 15019/SMA-CB/II/2015

Yang bertanda tangan dibawah ini, kepala SMA Citra Bangsa Kodingareng Makassar menerangkan bahwa :


N a m a : SITI WARDHANI FAUZA  
 N I M : 4511101072  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Keguruan dan Ilmu Pendidikan Universitas "45" Makassar


Yang bersangkutan telah melakukan Penelitian di Sekolah kami dari tanggal 09 Februari Sampai dengan 13 Februari 2015, dengan Judul :

**Indigenous Student' Attitude Toward English as Compulsory Subject  
 at SMA Citra Bangsa Kodingareng ( A Descriptive Study )**

Selama melakukan Penelitian Yang bersangkutan aktif dan disiplin.

Demikian Surat Keterangan ini di berikan kepada yang bersangkutan untuk di pergunakan Sebagaimana mestinya.

Makassar, 14 Februari 2015  
 Kepala Sekolah,  
  
 H. Hasanuddin Yafid, S.Pd, M.AP.



## BIOGRAPHY



Siti Wardhani Fauza, was born on March 15th, 1994 in Jakarta. She is the second child in her family. Her father's name is Muhammad Thamrin and her beloved mother is Rukmini Malewa. She has one sister.

She started her elementary school in 1998 at SD Perguruan Rakyat, Kampung Melayu, South Jakarta and finished in 2004. Then she continued to junior high school in 2004 at SMPN 3 Labakkang, Pangkep, South Sulawesi and finished in 2007. After that she pursued her study to SMAN 1 Labakkang in 2007 and finished in 2010. In 2011 she entered to university 45 Makassar and chose English Education Department, Faculty of Teacher Training and Education and finished in 2015.