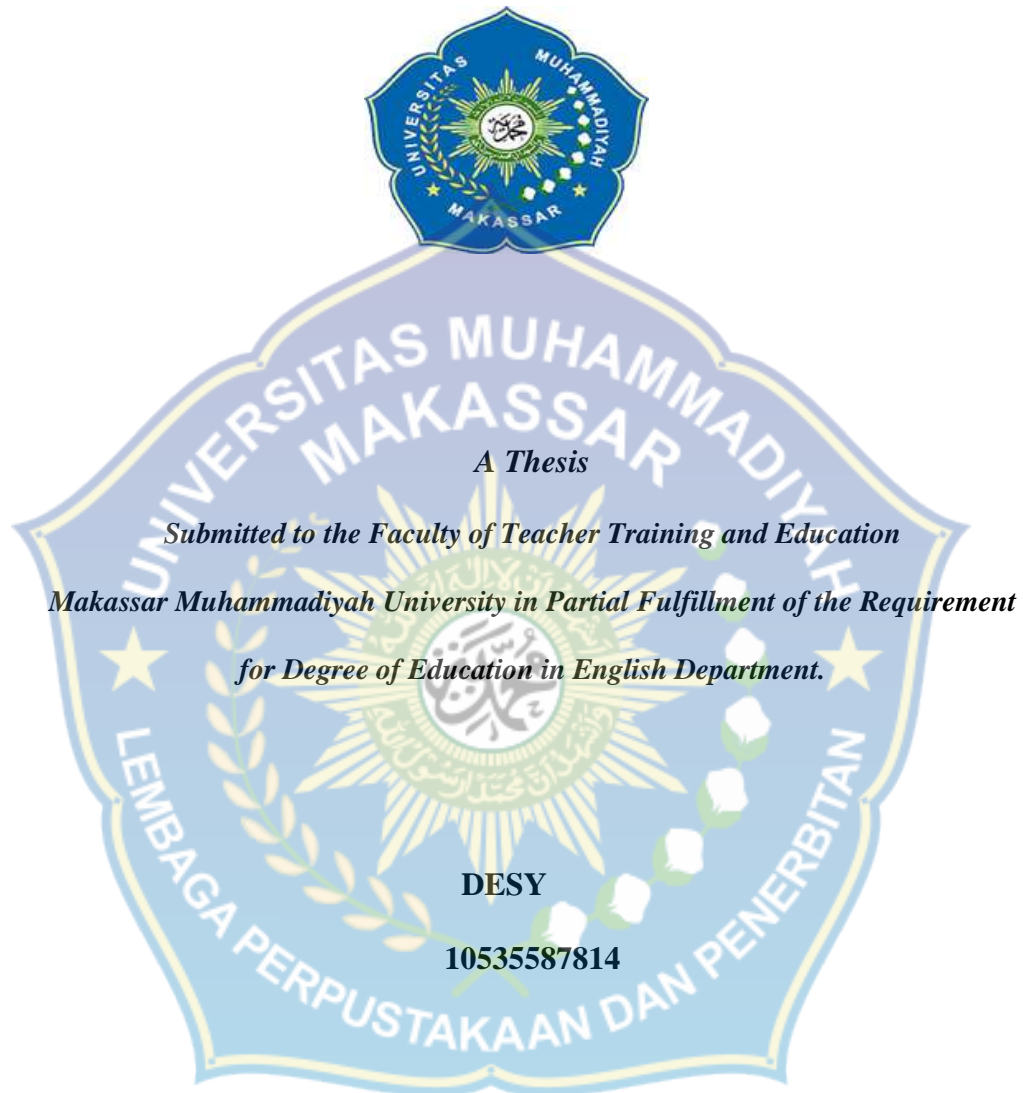


**LANGUAGE ATTITUDES OF ENGLISH STUDENTS AT  
MUHAMMADIYAH OF MAKASSAR**

*(A Descriptive Research at the fourth semester students)*



*A Thesis*

*Submitted to the Faculty of Teacher Training and Education  
Makassar Muhammadiyah University in Partial Fulfillment of the Requirement  
for Degree of Education in English Department.*

**DESY**

**10535587814**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION MUHAMMADIYAH  
UNIVERSITY OF MAKASSAR**

**2019**



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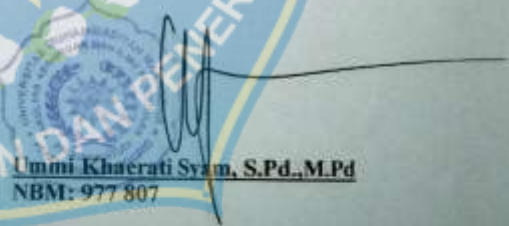
  
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## MOTTO AND DEDICATE

“Jangan menunggu, Takkan pernah ada waktu yang tepat”



I dedicate this thesis  
to my beloved parents, my brother and sister,  
all of my family

## ABSTRACT

**Desy . 2019. Language Attitudes of English Students at Muhammadiyah University of Makassar (A Descriptive Research).** Thesis of English Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar Supervised by Ummi Khaerati Syam and Maharida.

This study aimed to find out the positive attitude of English students towards English at the fourth semester of English Department in Muhammadiyah University of Makassar in Academic Year 2018/2019.

The researcher applied Descriptive method as design method because it was comparable to collect the data from the students' perception of language attitude, and gave questionnaire to collect the data. The sample of this research was BG IV A, BG IV B, and BG IV E class Muhammadiyah University of Makassar which consisted of 30 students. The sample was taken by used Random Sampling Technique.

The research findings showed that in average the students was **191,5** it indicates that the students have positive attitudes towards English Language in Muhammadiyah University of Makassar. The most of students agree that English is an important language in this globalization era, and the most of them states that the students are proud of learning English Language, the students feel happy when the students speak English with their friends, and also The students are agree that they will speak English but sometimes speak Indonesian Language to their friends or classmate when they are in casual conversation. Its seem that they not have self – confidence enough to show their opinion about themselves.

Key words: Language Attitude, English Student.

## ABSTRAK

**Desy. 2019. Sikap Bahasa Mahasiswa Bahasa Inggris di Universitas Muhammadiyah Makassar (Penelitian Deskriptif).** Tesis Jurusan Bahasa Inggris. Fakultas Pelatihan dan Pendidikan Guru, Universitas Muhammadiyah Makassar Dibimbing oleh Ummi Khaerati Syam dan Maharida.

Penelitian ini bertujuan untuk mengetahui sikap positif mahasiswa bahasa Inggris terhadap Bahasa Inggris pada semester keempat Jurusan Bahasa Inggris di Universitas Muhammadiyah Makassar pada Tahun Akademik 2018/2019.

Peneliti menerapkan metode deskriptif sebagai metode desain karena sebanding untuk mengumpulkan data dari persepsi siswa tentang sikap bahasa, dan memberikan kuesioner untuk mengumpulkan data. Sampel penelitian ini adalah BG IV A, BG IV B, dan BG IV E kelas Universitas Muhammadiyah Makassar yang terdiri dari 30 siswa. Sampel diambil dengan menggunakan Teknik Random Sampling.

Temuan penelitian menunjukkan bahwa rata-rata siswa adalah 191,5 itu menunjukkan bahwa siswa memiliki sikap positif terhadap Bahasa Inggris di Universitas Muhammadiyah Makassar. Sebagian besar siswa setuju bahwa bahasa Inggris adalah bahasa yang penting di era globalisasi ini, dan sebagian besar dari mereka menyatakan bahwa siswa bangga belajar Bahasa Inggris, para siswa merasa senang ketika siswa berbicara menggunakan bahasa Inggris dengan teman-teman mereka, dan juga para siswa setuju bahwa mereka akan berbicara bahasa Inggris tetapi kadang-kadang mereka berbicara Bahasa Indonesia kepada teman atau teman sekelas mereka ketika mereka sedang mengobrol santai. Sepertinya mereka tidak memiliki cukup kepercayaan diri untuk menunjukkan pendapat mereka tentang diri mereka sendiri.

Kata kunci: Sikap Bahasa, Siswa Bahasa Inggris

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6. BG IV A, BG IV B, and BG IV E class of Fourth semester of English Education of Muhammadiyah University of Makassar as the respondents of this research,
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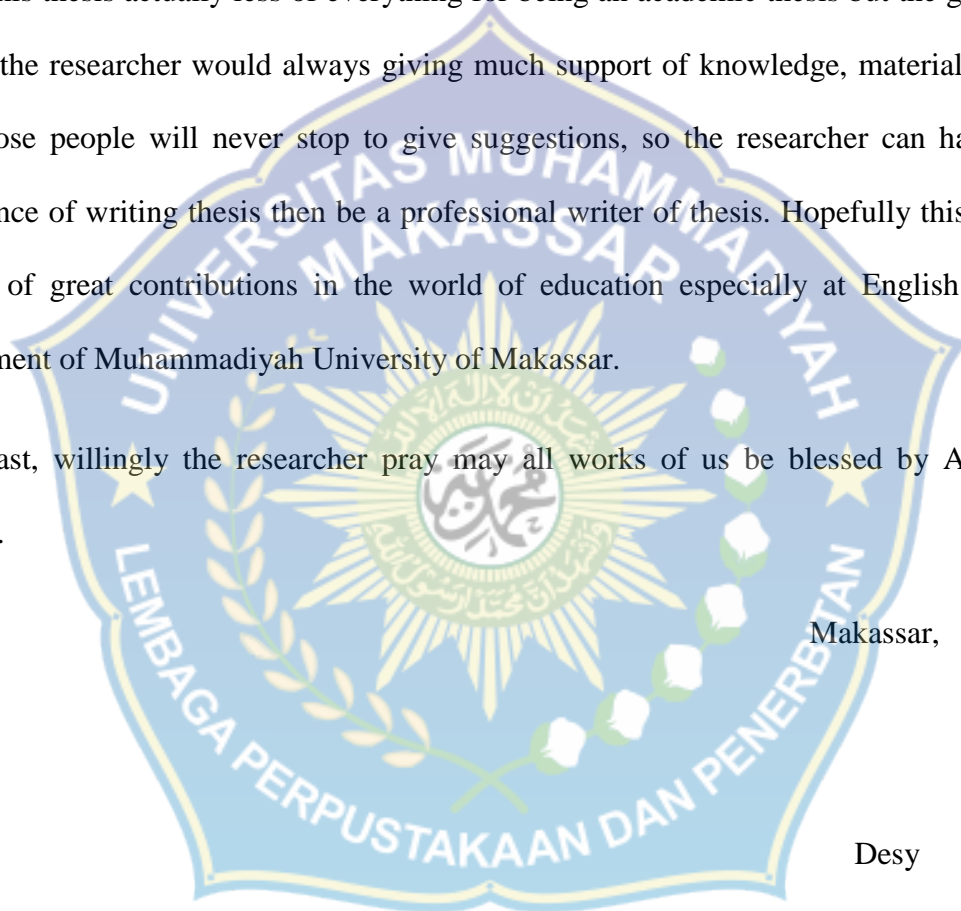
8. My Basecamp team; Maghfiratih Najamuddin, S.Pd, Nurul Wahidah Darwis, S.Pd, Sulastri Dian Pratiwi, S.Pd, Nurfajhri Indah Sari, S.Pd, Sri Sulastri, S.Pd, Hajrah, S.Pd, Wisra Wulandari, and Indyana. Many thanks for Iswandy Anugrah for the support and motivation to the researcher to finish this thesis.
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Last, willingly the researcher pray may all works of us be blessed by Allah SWT. Aamiin.

Makassar, July 2019

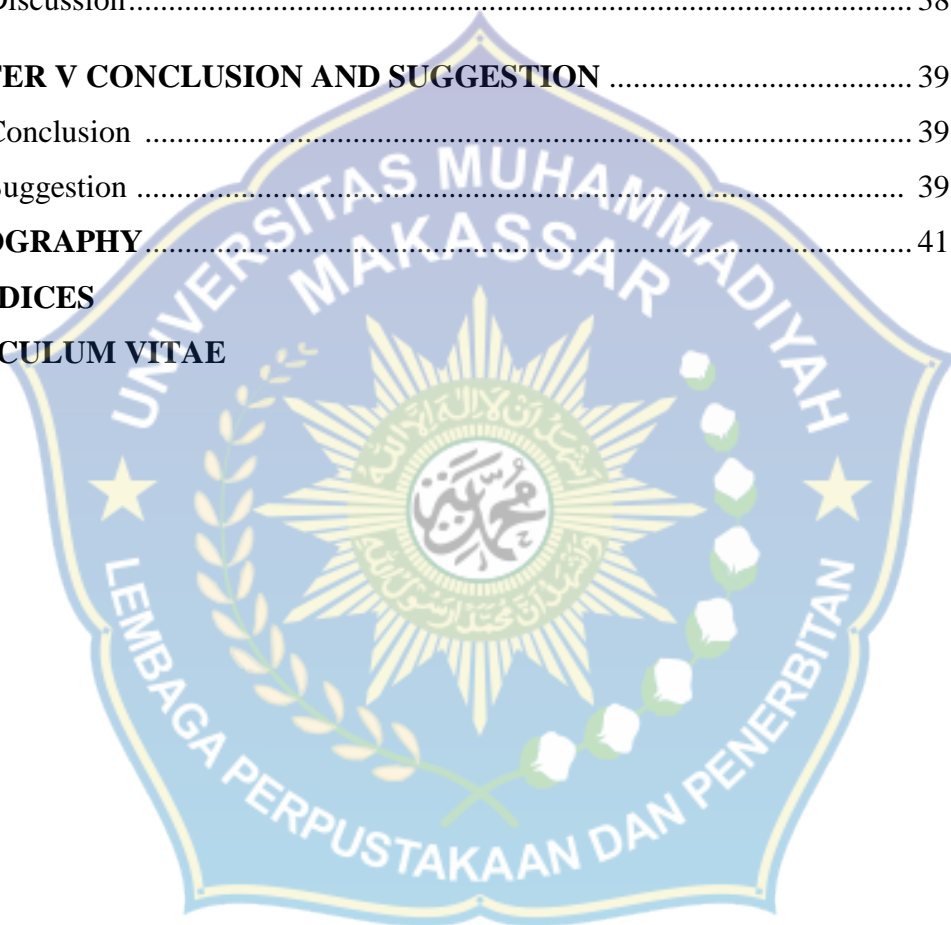
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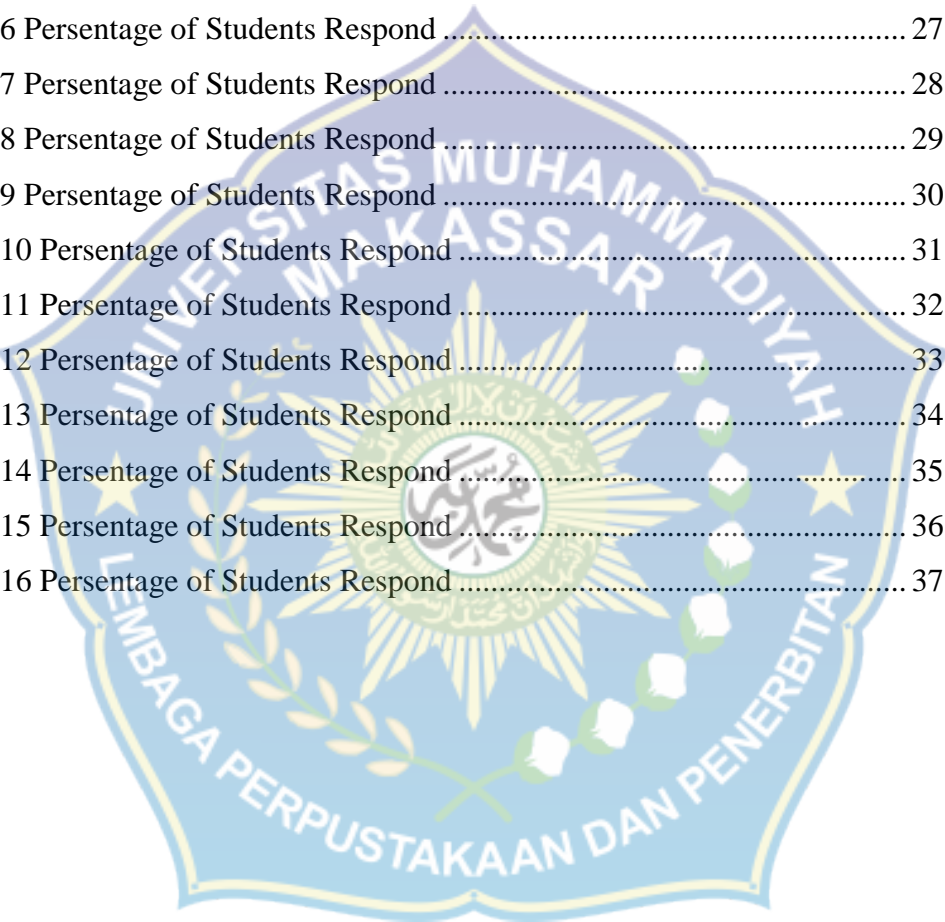


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# CHAPTER I

## INTRODUCTION

This chapter the introduction of the study which of the background of the study, problem statements, the significance of the study, and the scope of the study.

### A. Background of Study

In Indonesia, English is categorized as a foreign language. The language is taught to students since elementary school until university. This policy is made by Department of Education considering the importance of English as a lingua franca in this globalization era. The policy taught to result in good students' skill in English. However, most of students' capability in English can be categorized in bad criteria. Many students still lack confidence and bravery to communicate in English. Some of them are shy to speak English to their friends although they are students of English Department. The phenomena indicate that the teaching of English in Indonesia has not succeeded yet.

Many researches about teaching and learning in Indonesia have been held. Some factors have been considered significant factors in successful English teaching. The factors are teachers, students, curriculum, materials, and learning facilities (Yusuf, 2010: 2). Talking about students, one part that can indicate the successful or unsuccessful learning of foreign language is students' language 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.

In *A Dictionary of Linguistics and Phonetics* which is written by Crystal, language attitude is defined as "the feelings people have about their own language or the other languages". The attitude may be positive or negative towards the

language (2008: 266). When someone learns a language and his attitude is positive, the attitude will be followed by a good action and indicate a good result in studying the language. In contrast, the negative attitude is followed by negative action. So, the result of language study will be surely bad (Jendra, 2010: 113).

The language attitude is normally in line between thought and act. In other words, a person who learns the language such as English and has positive attitude towards the language, will behave positively to the language such as speaking English frequently, praising the language, etc.

This study is analyzing the students' attitude towards English focuses on the positive language attitudes. Finally, The researcher will conduct the research entitled "*Language Attitudes of English Students at Muhammadiyah University of Makassar* " and this research hopefully can picture out the students' attitude towards English, so the students and the English Department where the research is conducted will get the benefits from it.

## **B. Problem Statements**

In this research, the problems are formulated into the following questions. "How is the positive attitude of English students in Muhammadiyah University of Makassar towards English?"

## **C. Objectives of Study**

In relation to the problem statements above, objectives of the research is to find out the positive attitude of English students in Muhammadiyah University of Makassar towards English.

#### **D. Significances of Study**

The result of this research is aimed at giving benefits both theoretically and practically.

- i. Theoretically the research about language attitude has been done over the world, but it is still interested to be discussed considering the people's behavior which is dynamic and different in different social settings. It can be influenced by some factors whether internal or external.
- ii. Practically, the significance of the research is important for the following.
  1. For students, this research is significant to help them to know their attitude rate towards English in order they can take decision wisely how they should behave to the language that is being learnt and apply it in daily life.
  2. For lecturers, the result of study is aimed to be reference of lecturers in their teaching plan. Thus, the students' quality in English Department Muhammadiyah University of Makassar will be better and better.
  3. For English Department, the research about language attitude at English Department has not been studied before. It is the first time. Hopefully, the result of the study will be additional information when they construct a curriculum, a policy, or a teaching plan in English Department Muhammadiyah University of Makassar.

### **E. Scope of the study**

This research focuses on the students' positive attitude towards English at fourth semester of English Department, and also Muhammadiyah University of Makassar is the field of this research.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this research, the researcher explain about previews related research finding, some partinent ideas and conceptual framework.

#### A. Previews Related Research Finding

Many researchers have been conducting studies related to this research, there are as follow:

Ahmet Colak (2008) investigated attitudes, motivation and study habits towards English in Baskent University, Turkey. The study included analyzing motivation levels. It was considered as the first step of study which applied motivation levels. The research used a survey designed on a five-point *Likert-Scale*. Ahmet Colak found most students had positive attitude towards English. Only few did they have negative attitude. Students were motivated by moderate levels of motivation, integrative orientation, instrumental orientation and travel orientation. In studying habits, they did memorizing vocabulary, keeping note books, and watching film.

Siregar (2010) studied students" attitude towards American English, British English, and Englishes in Southeast Asia. She employed a semi structured interview and questionnaires. The respondents were 108 students of Maranatha Christian University. The study showed that students had more positive attitude toward British English and American English than toward Southeast Asia Englishes. Respondents reported they appreciated English native speakers more



than non-natives. In fact, they might have more contact with non-native speakers in their daily life. It might be caused by the lack of teachers' participation in building the students' awareness that English as an international language was belonged to all of its users.

Another Researcher was Yusuf (2010). He used Attitude Motivation Test Battery (AMTB) which was designed by R.C. Gardner to uncover the students' orientations in learning English and to see their attitude towards courses and their instructors. From 68 students of English Department UNISMA Bekasi, 60 students tended to have both integrative orientation and instrumental orientation. The respondents had not only cultural motivation, but also the motivation which related to their career or job in the future.

Al Mamun *et al.* (2012) conducted a study to investigate students' attitude towards English in Life Science of Khulna University Bangladesh. The study applied five-point *Likert-scale* questionnaire survey. They found that respondents had positive attitude towards English. Respondents were reported that they recognized the global status and the importance of English. They also opined that English should be the medium of tertiary studies, and they needed English in order to succeed at higher education. It meant that the respondents were instrumentally motivated toward English.

Astuti (2013) in her thesis, entitled "Languages Attitudes towards Written Alay Variety in Facebook Interaction" that the realization of written *Alay* variety in *Facebook* covers two broad categories, namely spelling and writing modifications. The spelling modifications in written *Alay* variety were found to occur in five different cases, spelling shift, spelling addition, spelling deletion, contraction, and irregular spelling modification. Related to language attitudes

toward the written *Alay* variety, develop different attitudes towards the use of *Alay* variety. Users tend to have more neutral attitudes to the use of *Alay* variety; they develop more positive attitudes towards the variety.

Based on the research above, the researcher may conclude most of students who were learning English had positive attitudes. They might have either integrative or instrumental, or both types (instrumental and integrative) which motivated them in learning the language. The students may have positive attitude in their mind, but in fact their acts do the opposite. It can be seen from their daily life of how the student apply their attitude towards English. Do the students practice their English during English classes or prefer to use their official language. Do the students have English community. How often do the students use English as communication language with other English students outside the class. Therefore this research will discuss whether the gap happens or not. Based on the previous research, the similarity of previous research with this research is analysis the attitude of students. While The differences of the research is to know the students attitude towards English in Muhammadiyah University of Makassar.

## **B. Some Pertinent Ideas**

### **1. Concept of Languages Attitudes**

#### **a. Definition of Language Attitude**

Learning a language is closely related to the attitudes towards the languages (Starks & Paltridge 1996: 218). In the Longman Dictionary of Applied Linguistics (1992:199) language attitudes“ are defined as follows:

“The attitude which speakers of different languages or language varieties have towards each other“s“ languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of

linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language.”

In the field of foreign language learning, it is fact that both motivation and attitudes have impact on students’ success in learning a foreign language. It is also claimed that attitudes have a strong connection to motivation. If a language learner has negative attitudes towards a language, they cannot be motivated. Gardner (1985) also comments that attitudes towards the second language may affect the learners’ motivation to learn. There are many studies conducted on motivation and attitudes from a variety of perspectives, some researchers investigated the effect of attitudes on success, some others conducted studies on how students’ attitudes changed due to direct contact with the native speakers of the target language, some worked on identifying whether attitudes could change thanks to instruction. This section will deal with studies’ findings on attitudes and some models developed by the researchers. Mantle-Bromley (1995) claims that if attitudes affect the endeavors of the learners to learn another language, teachers of foreign languages should be knowledgeable about attitudes in order to be able to deal with issues regarding attitudes in classrooms and also puts forth that according to psychological theories, attitude has three components, namely, affect, cognition, and behavior. She explains the meaning of attitude as a term which “refers to affect and is an evaluative, emotional reaction (the degree of like or dislike associated with the attitudinal object)” (p. 373).

In its simplest definition, attitude refers to reaction towards an object that can be favorable, unfavorable, or in between. Baker (2001) states that attitude is considered as mentality phenomenon which cannot be examined and observed directly but it is manifested in the form of action. In line with the statement, Fishbein and Ajzen (1975) state that attitude can be described as a learned predisposition to respond in a consistently favorable and unfavorable manner with respect to a given object. Based on the description above, attitude can be concluded as something which is learned towards an object in the early childhood through the process of socialization. In other words, attitudes cannot be observed directly but are demonstrated through actual behavior for example, how an individual stands on his/her beliefs of an object, how an individual experiences a certain attitude of an object, how an individual behave towards an object, how an individual reacts towards their own language or the other language, and etc. So, attitude can represent internal thoughts, feelings and tendencies in behavior across a variety of contexts.

Although attitudes cannot be observed directly and must be demonstrated through the actual behavior, but the attitudes towards language can be observed from the way of the language users in talking, in communicating, and in using the language itself. It means that, language cannot be separated from the attitude because language attitudes usually entail attitudes to the speakers of a particular language or dialect (Fasold, 1984).

Based on the above description, it can be assumed that attitudes toward language can be formulated as the evaluation of language in positive and negative way. So that, the people's attitudes toward language who tend to use it will be based on several factors: (1) people believe that particular language has a benefit to them; (2) people tend to feel like to accept the variety of language, they will use it; (3)

people's belief and feeling towards a particular language will make them react action to learn the language and use the language itself.

From the three components of attitudes toward the language above which are commonly affect each other, Crystal (2000) states that different communities have different kinds of attitudes and aspirations in relation to their language. It explains that peoples have different attitude with others that called as positive and negative attitude towards the language.

Language is one human characteristic that sets it apart from other creatures. In addition, the language has a social function, both as a communications tool and as means of identifying social groups. In this paper, the writer will mainly discuss about language attitude and its roles in sociolinguistic. As we know that language and attitude cannot be separate each other. It is because it has its own function in the use. In sociolinguistic, attitude taken place as an aspect that human should have to understand each other in communication. Some language-attitudes studies are strictly limited to attitudes toward the language itself. However, most often the concept of language attitudes includes attitudes towards speaker of a particular language; if the definition is even further broadened, it can allow all kinds of behavior concerning language to be treated (e.g. attitudes toward language maintenance and planning efforts) (Fasold 1984: 148).

Attitudes are crucial in language growth or decay, restoration or destruction: the status and importance of a language in society and within an individual derives largely from adopted or learnt attitudes. Attitude is something an individual which defines or promotes certain behaviors. Although an attitude is a hypothetical psychological construct, it touches the reality of language life. Baker stresses the importance of attitudes in the discussion of bilingualism. Attitudes are

learned predispositions, not inherited, and are likely to be relatively stable; they have a tendency to persist. However, attitudes are affected by experience; thus, attitude change is an important notion in bilingualism. Attitudes vary from favourability to unfavourability. Attitudes are complex constructs e.g. there may be both positive and negative feelings attached to e.g. a language situation (Baker 1988:112-115).

Learning a language is influenced by a variety of factors. Two of the most important of which are the learner's attitude and perception toward the target language. These are the concepts which have been the focal points of sociolinguists as far as learner behavior is concerned. Therefore, this study was conducted in an attempt to provide an account of the previous studies conducted on attitude and perception and their impacts on learners' learning abilities. Motivation, as a determining factor in learning, in relation to language performance is going to be discussed as well. Additionally, different frameworks for the classification of learners' belief will be discussed and relevant conclusions will be drawn.

There are some researches that have been done related with language attitudes in written variety. They are cited briefly below:

The study of language attitudes is important for sociolinguistics because it can, as Marina S. Obiols writes: 'predict a given linguistic behaviour: the choice of a particular language in multilingual communities, language loyalty, language prestige...' (Obiols 2002). Suzanne Romaine says that the basis of attitude measurement is that there are underlying dimensions along which individual attitudes can be ranged. However, she also points out that "the translation of attitude from the subjective domain into something objectively measurable is a common problem in any research that involves social categorization and/or perceptual judgements" (Romaine 1980:213). Many experiments have tried to

analyse the complex relationship between people's attitudes and their behaviour (see Wicker 1969 for an overview), but the conclusions are far from unanimous.

Obiols defines attitude as a "mental disposition towards something", it acts as a bridge between opinion and behaviour (Obiols 2002). Ryan define language attitudes as "any affective, cognitive or behavioural index of evaluative reactions toward different language varieties or speakers" (Ryan et al. 1982:7).

The topic about language attitude is discussed in sociolinguistics extensively. Sociolinguistics refers to a study of the relationship between language and society. It is tied to some social sciences such as anthropology, sociology, or social psychology. Here, sociolinguistics and social psychology merge in analyzing how attitudes and perceptions are expressed and how in-group and out-group behaviors are identified (Yule, 2006: 205).

#### **b. Characteristics of Language Attitude**

In conducting the communication, every time the language users use or speak up a certain language, they are not only exchanging information with their interlocutors, but they are also constantly organizing and reorganizing a sense of who they are and how they related to the social world because language also contains the speaker's culture including moral and ethical values (Norton, 2000). According to Crystal (2000), different communities have different kinds of attitudes and aspirations in relation to their language. Those different attitudes performed by people towards their own language or with the other language are called as positive and negative attitude towards the language.

A survey of attitudes toward language can shed light on community beliefs, preferences and desires. The people's attitudes toward the language while

interacting with language changes can be seen in form of restoration, preservation, decay or death. The status, value and importance of language can be measured by looking at attitude toward the language. Attitude can be used to explain the direction and persistence of human behavior (Baker, 1992).

Garvin and Mathiot (1968) formulate the following three characteristics of positive language attitude, namely: (1) language loyalty, (2) language pride, (3) awareness of the norms, and negative language attitude, namely: (1) Language disloyalty, (2) Language lack of pride, (3) Unawareness of the norms. These three features of language attitude relate to the basis of people in choosing a language form variety of languages that will be used for communication.

#### *Positive Language Attitude*

Garvin and Mathiot (1968) states that positive language attitude is to use or to treat the language positively in daily interaction. A positive language attitude is an eagerness of the community to use language in all aspects of life. Holmes (2001) states that the positive attitudes support efforts to use the language in variety of domains, and this help people resist the pressure from majority group to switch to their language. The positive language attitudes can be seen when people: (1) feel proud to use the language that they have; (2) are loyal to use it in all domains; (3) have eagerness to maintain the language although there is the situation that forcing them to leave their language and still they are not influenced by anything. In conclusion, the positive language attitudes are really crucial in maintaining a certain language used by a certain community.

#### *Language Loyalty*

Language loyalty is an attitude that encourages the speaker of a certain language to maintain their language viability from the adverse impact of foreign



languages and if it is needed, prohibit the effect of other language influence the existences of their own language. The speaker's loyalty in using and maintaining their own language indicates the positive attitude of the speakers.

### *Language Pride*

Language pride is an attitude that encourages a person or a group of people to make the language as a symbol of personal identity or as their group identity where the people of a certain language encourage themselves to spread and use the language as a symbol of identity and symbol of unity. The pride of the speakers to use their language indicates the positive attitudes of the speaker.

### *Awareness of the Norm*

Awareness of the norms is an attitude that encourages the use of language carefully, corrective, polite, and decent by the speakers. It encourages the language speaker to use the language in accordance with the applicable norms where the people of a certain language encourage themselves to use the language and accurately. The language awareness is reflected in the responsibility, attitude, and feeling of having a language that raises the willingness to foster and develop the language. Awareness of the norm is an important factor in determining the use of language.

The theories of language attitude are applied in analyzing the language attitude of students of English Department Universitas Muhammadiyah of Makassar.

### c. **The benefits of learning language attitude**

In general, language learning can be done at different environments. The classroom is not the only place for language learning. Language is one human characteristic that sets it apart from other creatures. In addition, the language has a social function, both as a communications tool and as means of identifying social groups. Attitudes are crucial in language growth or decay, restoration or destruction: the status and importance of a language in society and within an individual derives largely from adopted or learnt attitudes. Attitude is something an individual which defines or promotes certain behaviors.

In the main point, Learning about language attitudes is more to know people attitude towards English in order they can take decision wisely how they should behave to the language that is being learnt and apply it in daily life.



### C. Conceptual Framework

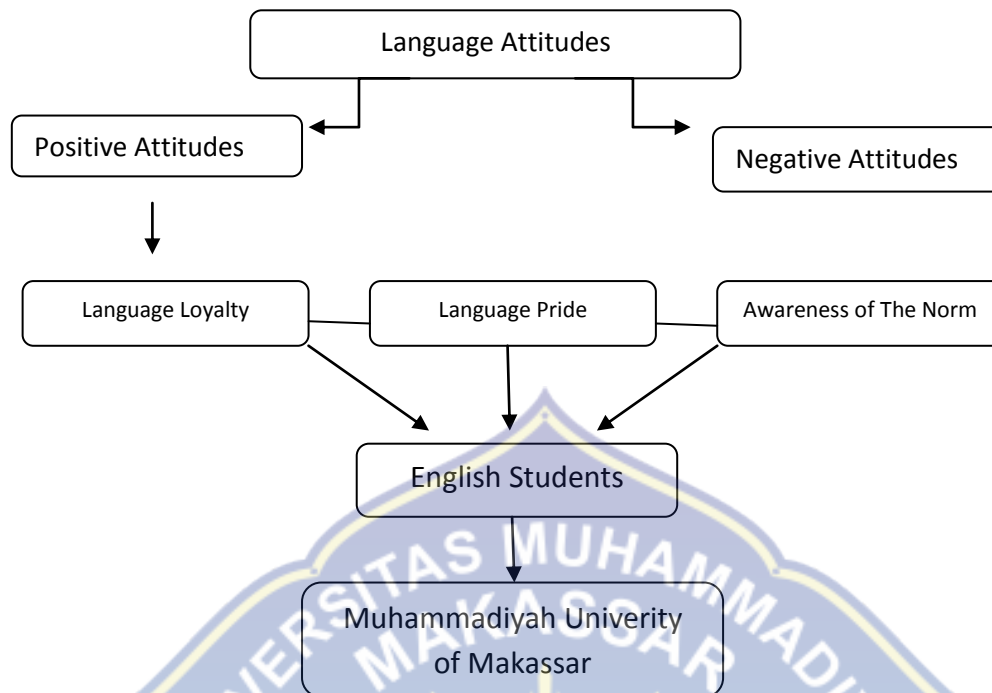


Figure: 2.1. Conceptual Framework

The conceptual framework above to describe the research which conducted by the researcher. This research is descriptive research which describe about Language attitude. Language attitude difided into two characteristics it was Positive attitude and Negative attitude. The researcher only focused on the Positive attitude. Positive attitude have three items, there are Language loyalty, Language pride and Awareness of the norm. In this research the researcher used a questionnaire to knows students' language attitude towards English at Muhammadiyah University of Makassar.

## CHAPTER III

### RESERACH METHODOLOGY

In this research, the researcher explain about research design, research participants, research instrument, data collection and techniques of data analysis.

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

In this research, the researcher used Descriptive Method because it is comparable to collect the data by the student language attitude. According to Arikunto Suharsimi (2013:3) descriptive terms derived from the English term to describe which means describing a thing, such as circumstances, conditions, situations, events, and others. The purpose of this research design was to find out the positive attitude of students of English Department Muhammadiyah University of Makassar towards English.

#### **B. Research Participants**

The population of this research was the fourth semester students of English Education. The number of population there are 228 from the seven classes. The researcher used Probability sampling technique that is Random sampling technique. The number of sample determined by taking three class in the fourth semester students of English Education in Muhammadiyah Makassar of University.

#### **C. Research Instrument**

In the research instrument, the researcher used one instrument to collecting the data. The questionnaire used to collecting the data which consist of 16 numbers statements of closed-ended questionnaire. The answer of the questionnaire was used the scale from 1 until 5.

**Table 3.1 Likert Scale**

No.	Items	Score
1	Strongly agree	5
2	Agree	4
3	Doubt	3
4	Disagree	2
5	Strong disagree	1

(Sugiyono, 2011)

#### **D. Data Collection**

For data collection, the researcher used questionnaire as instrument in collecting the data from the sample. In gathering the data, the researcher used the following procedures:

1. The researcher distributed the questionnaire to the sample of the research. It consisted of 16 numbers. The students answered the question in questionnaire. It took 30 minutes to finish it.
2. The researcher collected the questionnaire.
3. The researcher analyzed the data.
4. The researcher gave the score based on the formula.
5. The researcher classified the answers based on the questions.
6. The researcher did the data and made conclusion.

#### **E. Techniques of Data Analysis**

To analyze the questionnaire, the researcher used Likert Scale into five scale namely, SA (Strongly Agree), A (Agree), Db (Doubt), DA (Disagree), SDA (Strongly

Disagree). The results of questionnaires were analyzed by using the following percentage system:

Which:

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

P : Percentage

F : Frequency

N : Number of sample

100 % : Constant value

(Sugiyono, 2014:136)



## CHAPTER IV

### FINDING AND DISSCUSSION

In this chapter, there were some important things to discuss, namely findings acquired from the research which cannot be separated by the respondent's help, and some discussion related to the findings. The findings present the result of data analysis collected through questionnaire to answer research question about How is the positive attitude of English students in Muhammadiyah University of Makassar towards English. Concerning about this problem, some indicators were made in order to achieve the research objectives. The discussion deals with the interpretation of the findings in the research.

#### A. The Findings

After conducting the research, the researcher obtained the data; the result of the questionnaire. The result present the interpretation as follow:

1. The analysis of Language Attitude of English Student at Muhammadiyah University of Makassar.
  - a. Item 1

**Tabel 4.1. English is an important lingua franca (language) in globalizaton era.**

*(Bahasa Inggris adalah lingua franca di era globalisasi)*

No.	Opinion	Frequency	Percentage
1	Strongly agree	27	90%
2	Agree	3	10%
3	Doubt	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		30	100%

**Figure 4.1 Percentages of Students' Respond**

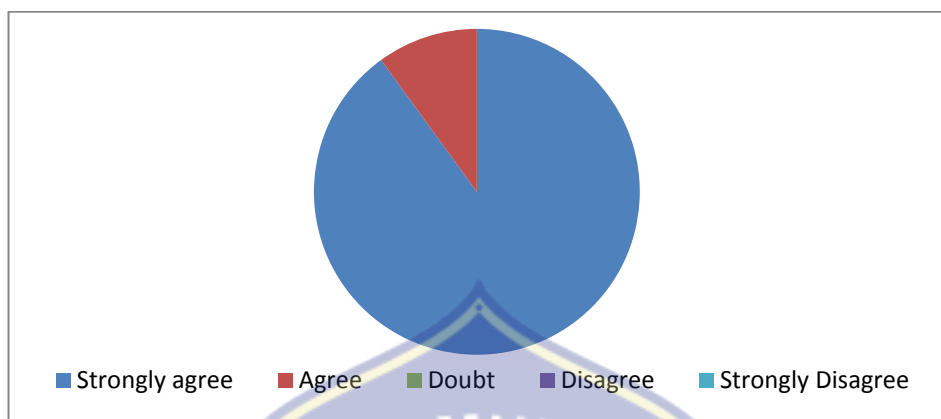


Table 4.1 showed that 27 students (90%) said “strongly agree”, 3 students (10%) said “agree”, 0 student (0%) said “doubt”, 0 student (0%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at the fourth semester at Muhammadiyah University of Makassar were strongly agree that English is an important lingua franca (language) in globalizaton era.

b. Item 2

**Table 4.2 I am proud of learning English**

*(Saya bangga mempelajari Bahasa Inggris)*

No.	Opinion	Frequency	Percentage
1	Strongly Agree	20	67%
2	Agree	10	33%
3	Doubt	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		30	100%



**Figure 4.2 Percentages of Students' Respond**

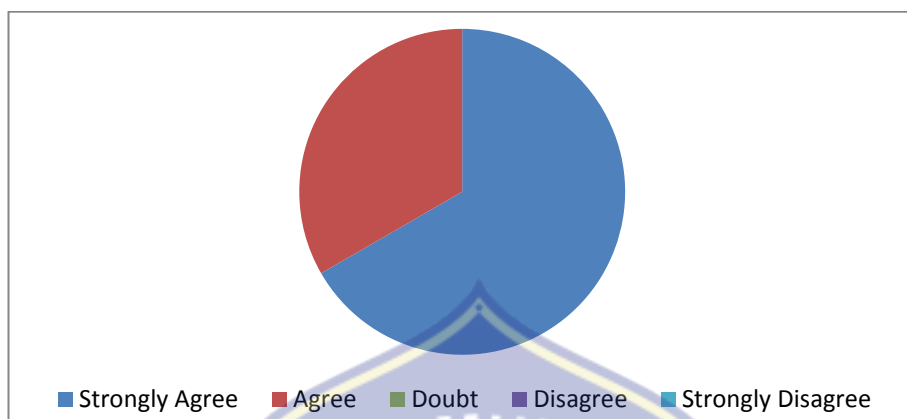


Table 4.2 showed that 20 students (67%) said “strongly agree”, 10 students (33%) said “agree”, 0 student (0%) said “doubt”, 0 student (0%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at the fourth semester at Muhammadiyah University of Makassar were strongly agree that they are proud of learning English.

c. Item 3

**Table 4.3 I like speaking English**

*(Saya suka berbicara Bahasa Inggris)*

No.	Opinion	Frequency	Percentage
1	Strongly Agree	14	47%
2	Agree	11	37%
3	Doubt	5	17%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		30	100%

**Figure 4.3 Percentages of Students' Respond**

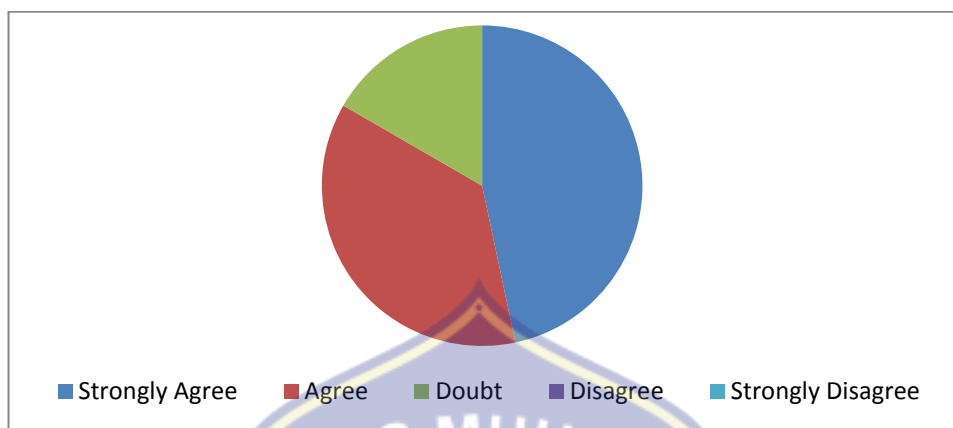


Table 4.3 showed that 14 students (47%) said “strongly agree”, 11 students (37%) said “agree”, 5 student (17%) said “doubt”, 0 student (0%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at the fourth semester at Muhammadiyah University of Makassar were strongly agree that they are like speaking English.

d. Item 4

**Table 4.4 I feel happy when I speak English to my friends.**

*(Saya merasa senang ketika saya berbicara Bahasa Inggris dengan temanku)*

No.	Opinion	Frequency	Percentage
1	Strongly Agree	6	20%
2	Agree	20	67%
3	Doubt	3	10%
4	Disagree	1	3%
5	Strongly Disagree	0	0%
Total		30	100%

**Figure 4.4 Percentages of Students' Respond**

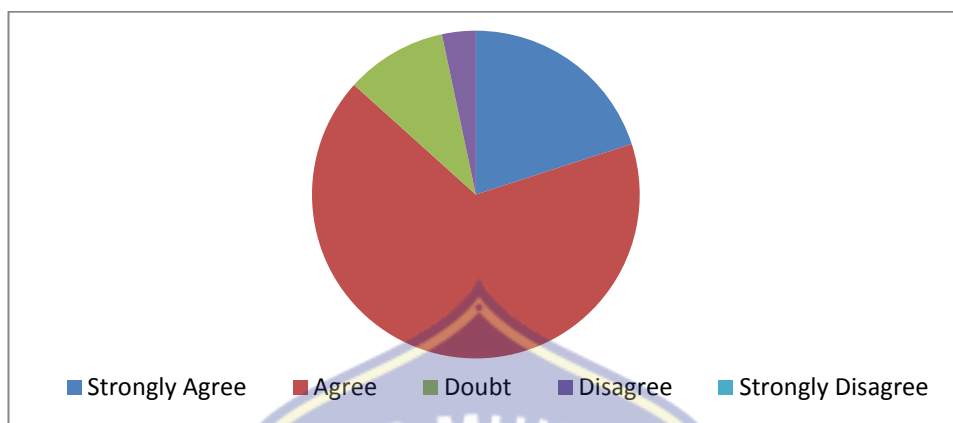


Table 4.4 showed that 6 students (20%) said “strongly agree”, 20 students (67%) said “agree”, 3 student (10%) said “doubt”, 1 student (3%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at the fourth semester at Muhammadiyah University of Makassar were agree that they are feel happy when they speak English to their friends.

e. Item 5

**Table 4.5 I will speak English with my classmates.**

*(Saya akan berbicara Bahasa Inggris dengan teman kelasku)*

No.	Opinion	Frequency	Percentage
1	Strongly Agree	7	23%
2	Agree	14	47%
3	Doubt	8	27%
4	Disagree	1	3%
5	Strongly Disagree	0	0%
Total		30	100%

**Figure 4.5 Percentages of Students' Respond**

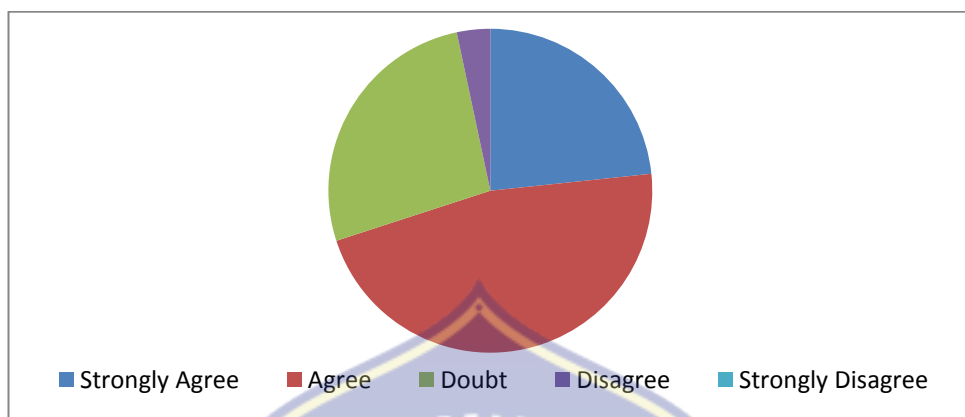


Table 4.5 showed that 7 students (23%) said “strongly agree”, 14 students (47%) said “agree”, 8 student (27%) said “doubt”, 1 student (3%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at the fourth semester at Muhammadiyah University of Makassar were agree that they will speak English with their classmates.

f. Item 6

**Table 4.6 I tend to use Bahasa Indonesia with my classmates.**

*(Saya tetap menggunakan Bahasa Indonesia dengan teman kelasku)*

No.	Opinion	Frequency	Percentage
1	Strongly Agree	6	20%
2	Agree	15	50%
3	Doubt	6	20%
4	Disagree	2	7%
5	Strongly Disagree	1	3%
Total		30	100%

**Figure 4.6 Percentages of Students' Respond**

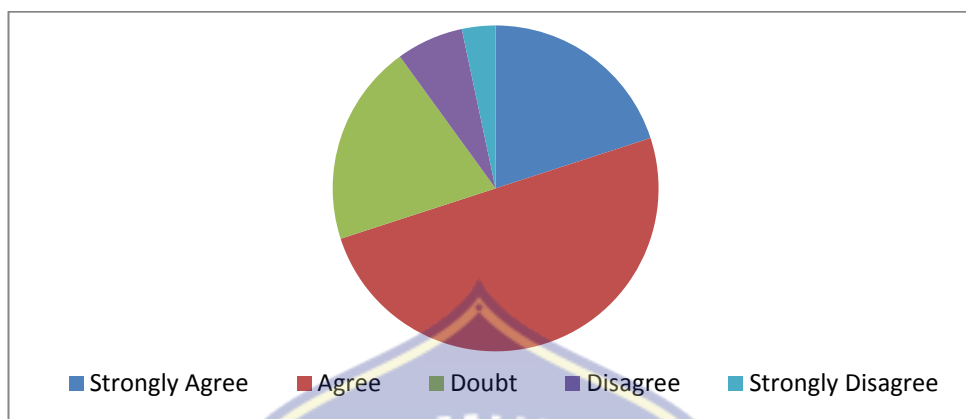


Table 4.6 showed that 6 students (20%) said “strongly agree”, 15 students (50%) said “agree”, 6 student (20%) said “doubt”, 2 student (7%) said “disagree”, and 1 students (3%) said “strongly disagree”. So, we can conclude that most students at the fourth semester at Muhammadiyah University of Makassar were agree that they tend to use Bahasa Indonesia with their classmates.

g. Item 7

**Table 4.7 I want to watch English movies more.**

*(Saya ingin menonton lebih banyak film Bahasa Inggris)*

No.	Opinion	Frequency	Percentage
1	Strongly Agree	19	63%
2	Agree	9	30%
3	Doubt	2	7%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		30	100%

**Figure 4.7 Percentages of Students' Respond**

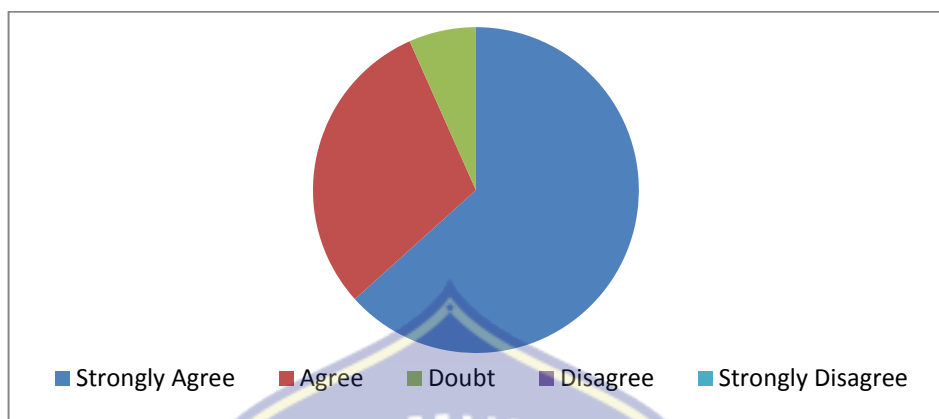


Table 4.7 showed that 19 students (63%) said “strongly agree”, 9 students (30%) said “agree”, 2 student (7%) said “doubt”, 0 student (0%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at the fourth semester at Muhammadiyah University of Makassar were strongly agree that they want to watch English movies more.

h. Item 8

**Table 4.8 I do not watch English movies if there is no subtitle of Bahasa Indonesia.**

*(Saya tidak akan menonton film Bahasa Inggris, jika tidak ada subtitle Bahasa Indonesia)*

No.	Opinion	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	12	40%
3	Doubt	9	30%
4	Disagree	2	7%
5	Strongly Disagree	7	23%
Total		30	100%

**Figure 4.8 Percentages of Students' Respond**

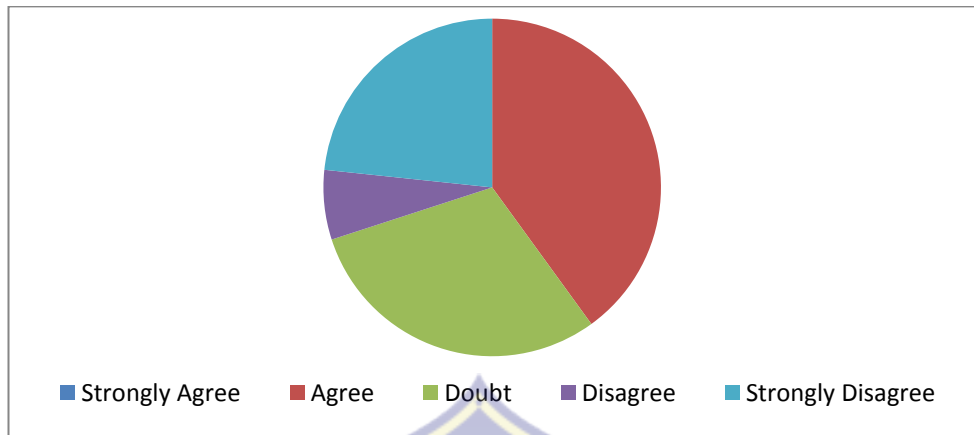


Table 4.8 showed that 0 students (0%) said “strongly agree”, 12 students (40%) said “agree”, 9 student (30%) said “doubt”, 2 student (7%) said “disagree”, and 7 students (23%) said “strongly disagree”. So, we can conclude that most students at the fourth semester at Muhammadiyah University of Makassar were agree that they do not watch English movies if there is no subtitle of Bahasa Indonesia.

i. Item 9

**Table 4.9 I speak English with my English classes.**

*(Saya berbicara Bahasa Inggris di kelas Bahasa Inggris saya)*

No.	Opinion	Frequency	Percentage
1	Strongly Agree	1	3%
2	Agree	21	70%
3	Doubt	7	23%
4	Disagree	1	3%
5	Strongly Disagree	0	0%
Total		30	100%

**Figure 4.9 Percentages of Students' Respond**

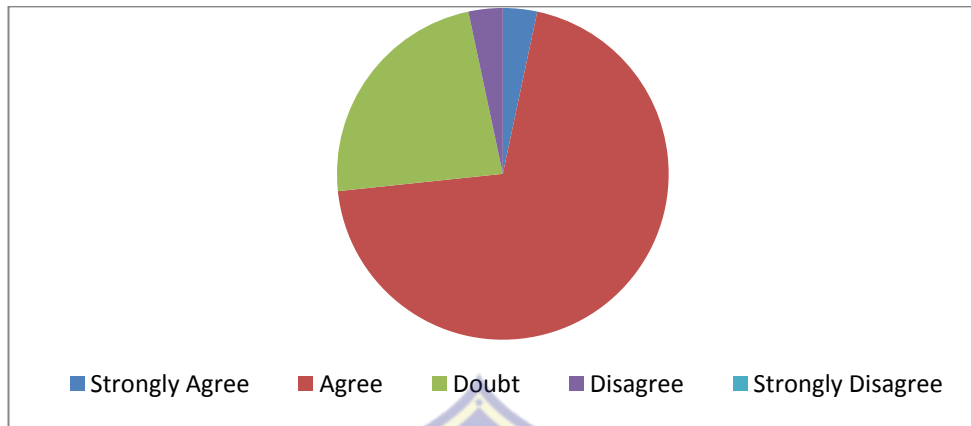


Table 4.9 showed that 1 students (3%) said “strongly agree”, 21 students (70%) said “agree”, 7 student (23%) said “doubt”, 1 student (3%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at the fourth semester at Muhammadiyah University of Makassar were agree that they speak English with their English classes.

j. Item 10

**Table 4.10 I prefer to speak Bahasa Indonesia than English in my English classes.**

*(Saya lebih berbicara Bahasa Indonesia daripada Bahasa Inggris di kelas Bahasa Inggris ku)*

No.	Opinion	Frequency	Percentage
1	Strongly Agree	1	3%
2	Agree	11	37%
3	Doubt	12	40%
4	Disagree	6	20%
5	Strongly Disagree	0	0%
Total		30	100%



**Figure 4.10 Percentages of Students' Respond**

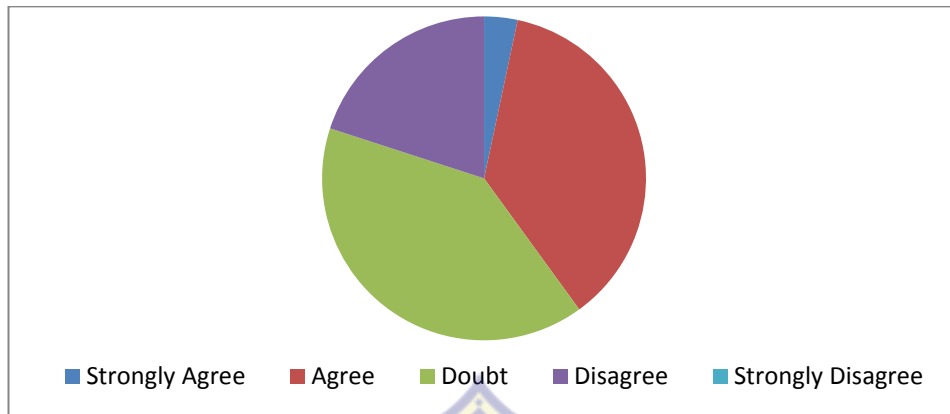


Table 4.10 showed that 1 students (3%) said “strongly agree”, 11 students (37%) said “agree”, 12 student (40%) said “doubt”, 6 student (20%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at the fourth semester at Muhammadiyah University of Makassar were doubt that they prefer to speak Bahasa Indonesia than English in their English classes.

k. Item 11

**Table 4.11 I listen to English songs frequently.**

*(Saya lebih sering mendengarkan lagu Bahasa Inggris)*

No.	Opinion	Frequency	Percentage
1	Strongly Agree	14	47%
2	Agree	12	40%
3	Doubt	4	13%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		30	100%

**Figure 4.11 Percentages of Students' Respond**

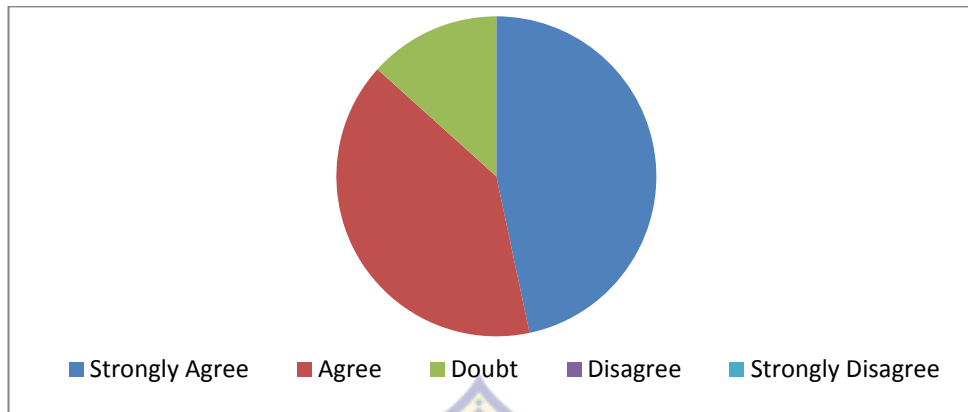


Table 4.11 showed that 14 students (47%) said “strongly agree”, 12 students (40%) said “agree”, 4 student (13%) said “doubt”, 0 student (0%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at the fourth semester at Muhammadiyah University of Makassar were strongly agree that they are listen to English songs frequently.

1. Item 12

**Table 4.12 I only listen to English text (e.g. conversation) inside the class.**

*(Saya hanya mendengarkan teks Bahasa Inggris di dalam kelas)*

No.	Opinion	Frequency	Percentage
1	Strongly Agree	4	13%
2	Agree	16	53%
3	Doubt	4	13%
4	Disagree	5	17%
5	Strongly Disagree	1	3%
Total		30	100%

**Figure 4.12 Percentages of Students' Respond**

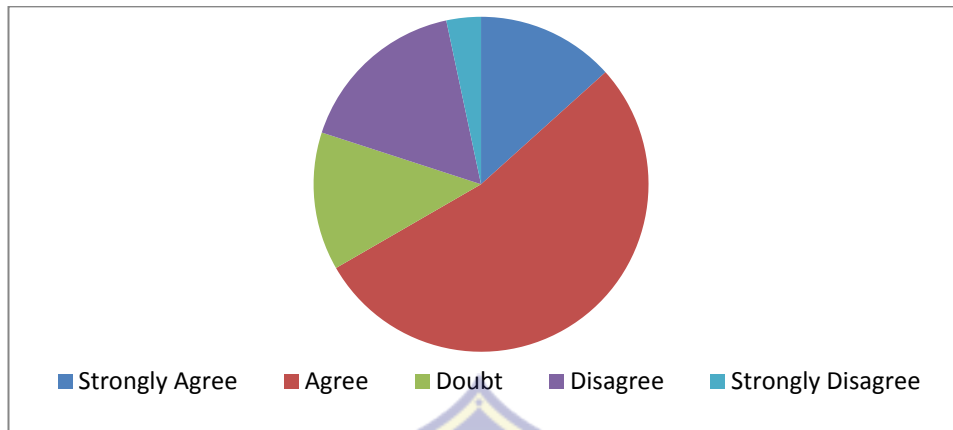


Table 4.12 showed that 4 students (13%) said “strongly agree”, 16 students (53%) said “agree”, 4 student (13%) said “doubt”, 5 student (17%) said “disagree”, and 1 students (3%) said “strongly disagree”. So, we can conclude that most students at the fourth semester at Muhammadiyah University of Makassar were agree that they are only listen to English text (e.g. conversation) inside the class.

m. Item 13

**Table 4.13 I write notes of my English lessons in English.**

*(Saya menulis catatan pelajaran Bahasa Inggrisku dalam Bahasa Inggris)*

No.	Opinion	Frequency	Percentage
1	Strongly Agree	7	23%
2	Agree	18	60%
3	Doubt	3	10%
4	Disagree	2	7%
5	Strongly Disagree	0	0%
Total		30	100%

**Figure 4.13 Percentages of Students' Respond**

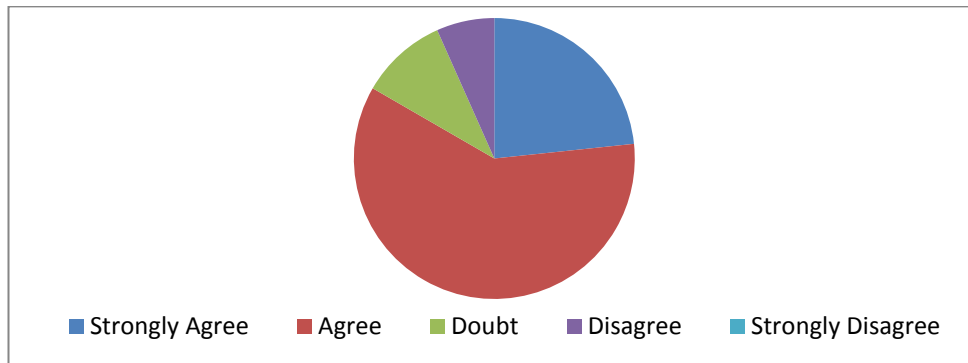


Table 4.13 showed that 7 students (23%) said “strongly agree”, 18 students (60%) said “agree”, 3 student (10%) said “doubt”, 2 student (7%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at the fourth semester at Muhammadiyah University of Makassar were agree that they are write notes of their English lessons in English.

n. Item 14

**Table 4.14 I write all my notes in Bahasa Indonesia.**

*(Saya menulis semua catatan dalam Bahasa Indonesia)*

No.	Opinion	Frequency	Percentage
1	Strongly Agree	4	13%
2	Agree	6	20%
3	Doubt	10	33%
4	Disagree	8	27%
5	Strongly Disagree	2	7%
Total		30	100%

**Figure 4.14 Percentages of Students' Respond**

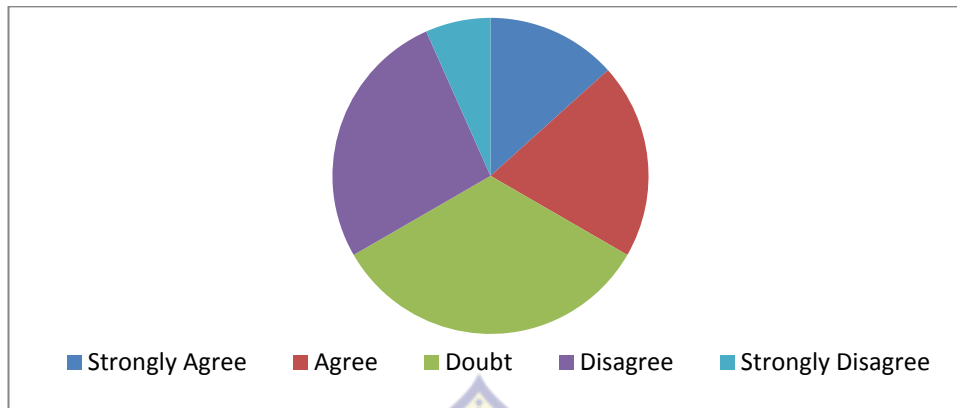


Table 4.14 showed that 4 students (13%) said “strongly agree”, 6 students (20%) said “agree”, 10 student (33%) said “doubt”, 8 student (27%) said “disagree”, and 2 students (7%) said “strongly disagree”. So, we can conclude that most students at the fourth semester at Muhammadiyah University of Makassar were doubt that they are write all notes in Bahasa Indonesia.

o. Item 15

**Table 4.15 I want to get score “A” in my English class all the time.**

*(Saya ingin selalu mendapatkan nilai “A” di kelas Bahasa Inggris)*

No.	Opinion	Frequency	Percentage
1	Strongly Agree	19	63%
2	Agree	6	20%
3	Doubt	5	17%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		30	100%

**Figure 4.15 Percentages of Students' Respond**

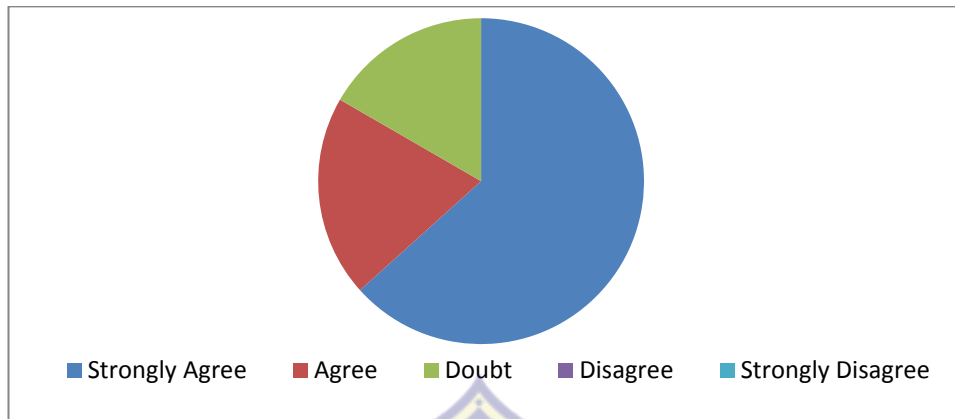


Table 4.15 showed that 19 students (63%) said “strongly agree”, 6 students (20%) said “agree”, 5 student (17%) said “doubt”, 0 student (0%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at the fourth semester at Muhammadiyah University of Makassar were strongly agree that they want to get score “A” in their English class all the time.

p. Item 16

**Table 4.16 I want to go to English countries to improve my speaking and to learn about the culture.**

*(Saya ingin pergi ke negara Inggris untuk meningkatkan kemampuan berbicara Bahasa*

*Inggris saya dan untuk belajar tentang budayanya)*

No.	Opinion	Frequency	Percentage
1	Strongly Agree	17	57%
2	Agree	10	33%
3	Doubt	3	10%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		30	100%

**Figure 4.16 Percentages of Students' Respond**

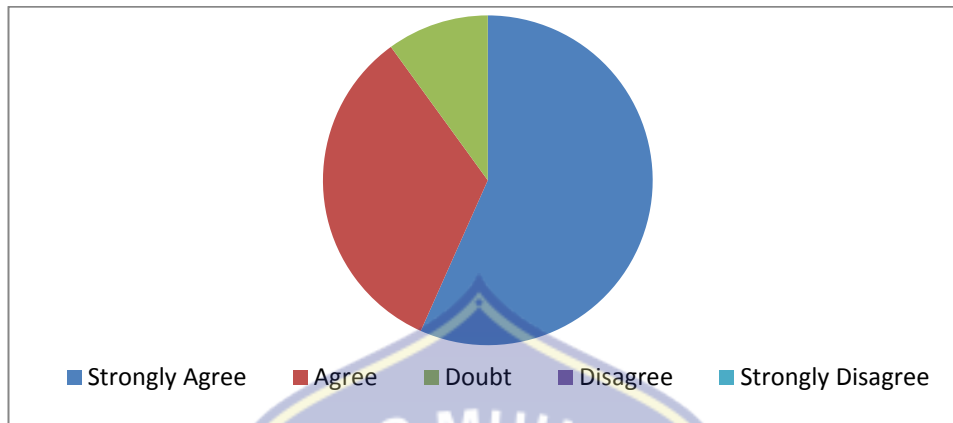


Table 4.16 showed that 17 students (57%) said “strongly agree”, 10 students (33%) said “agree”, 3 student (10%) said “doubt”, 0 student (0%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at the fourth semester at Muhammadiyah University of Makassar were strongly agree that they want to go to English countries to improve their speaking and to learn about the culture.

## 2. The Result Score of Students Questionnaire

From 30 students, total score of the questionnaire was 1915 and total number of the ta 16. So the mean score:

$$X = \frac{\sum x}{n}$$

$$X = \frac{1915}{16}$$

$$X = 191,5$$

The calculating above shows that the mean score of the language attitudes of english students at Muhammadiyah University of makassar was **191,5** it indicates

that the students agreed that there are positive attitudes of English students at Muhammadiyah University of Makassar.

## **B. Discussion**

The objective of this study is to find out “*the positive attitude of English students in Muhammadiyah University of Makassar towards English*” collected by students questionnaire. The questionnaire was done by the researcher to see and observe the students positive attitude in the class. Based on the result above showed that students has a positive attitude toward English. Therefore, after analyzed the questionnaire data, it was found that positive and negative attitude. The students have a positive attitudes of English, such us they are proud of learning English, they are feel happy when speak English, and also they are want to go to English countries to improve their speaking English and to learn about the culture.

The students have a negative attitude of English, such as they are agree that they will speak English but sometimes the students speak Indonesian Language to their friends or classmate when the students are in casual conversation. Its seem that they not have self – confidence enough to show their opinion about themselves. In this research, the researcher only focused on positive attitude students towards English, but the students who not have self-confidence they do more memorizing vocabulary, keeping note books, and watching film and do more practice in home or class.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of this study. The first was the conclusion which based on the research findings and discussions. The second was suggestions which based on the conclusion purposed.

#### A. Conclusion

Based on the findings and discussion, the result shows that the respondents tend to have positive attitude towards English. Most of the students agree that English is an important language in this globalization era, most of them states that the students are proud of learning English, the students feel happy when the students speak English with their friends, also the students want to watch English movies more but the students do not watch English movies if there is no subtitle of Bahasa Indonesia, The students are agree that they will speak English but sometimes speak Indonesian Language to their friends or classmate when they are in casual conversation. In the questionnaire survey, most of them tend to choose *doubt* as the option. the students prefer to speak Bahasa Indonesia than English in their English classes. Its seem that the students not have self – confidence enough to show their opinion about themselves.

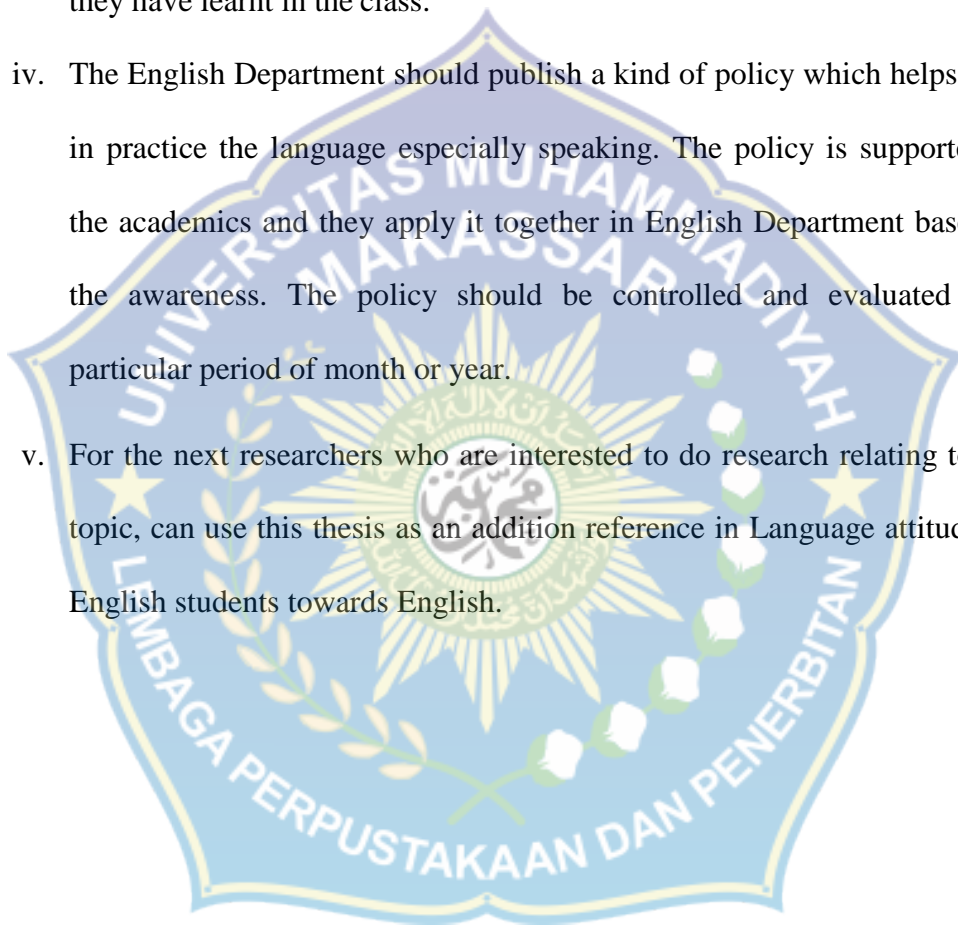
#### B. Suggestion

Based on the result of the study, the suggestions that can be considered are:

- i. The students should be in line between how they think and how they act. If they have positive attitude towards English, they should apply it including in speaking, listening, reading, and writing in their daily life.
- ii. The students should support each other when they practice their English

especially the productive skills. For instances, in speaking skill, they may give response or appreciate those who try to practice the skill both in campus area and out of campus area. In writing skill, the students may write their updating status (facebook/ twitter) in English, and give comments to the other by using English too.

- iii. The lecturers should encourage the students to do more practice of what they have learnt in the class.
- iv. The English Department should publish a kind of policy which helps them in practice the language especially speaking. The policy is supported by the academics and they apply it together in English Department based on the awareness. The policy should be controlled and evaluated in a particular period of month or year.
- v. For the next researchers who are interested to do research relating to this topic, can use this thesis as an addition reference in Language attitudes of English students towards English.



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## **APPENDIX I**

# **RESEARCH INSTRUMENT**

## QUESTIONNAIRE

### LANGUAGE ATTITUDES OF ENGLISH STUDENTS AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR

**Directions:**

1. Fill the personal identity first.
2. Read the statements below then choose the proper answer based on your condition by filling tick (√) in column SA. A. Db, DA, SDA honestly.

SA : Strongly Agree      A : Agree      Db : Doubt  
DA : Disagree      SDA : Strongly Disagree

3. EXAMPLE

NO	STATEMENTS	SA	A	Db	DA	SDA
1	Studying English is Important because I will need it for my career	√				

If you think you are strongly agree to the statements based on your condition, so give a tick (√) in SA.

4. Please **check again** before submitting, and make sure that all numbers have been answered.

**THANK YOU**

#### PERSONAL IDENTITY

Department : English Department

Gender : \_\_\_\_\_ (Male/Female)

Period : \_\_\_\_\_

NO	STATEMENTS	SA	A	Db	DA	SDA
1	English is an important lingua franca (language) in globalization era.					
2	I am proud of learning English.					
3	I like speaking English.					
4	I feel happy when I speak English to my friends.					
5	I will speak English with my classmates					
6	I tend to use Bahasa Indonesia with my classmates.					

7	I want to watch English movies more.					
8	I do not watch English movies if there is no subtitle of Bahasa Indonesia.					
9	I speak English in my English classes.					
10	I prefer to speak Bahasa Indonesia than English in my English classes.					
11	I listen to English songs frequently.					
12	I only listen to English text (e.g. conversation) inside the class.					
13	I write notes of my English lessons in English.					
14	I write all my notes in Bahasa Indonesia.					
15	I want to get score "A" in my English class all the time.					
16	I want to go to English countries to improve my speaking and to learn about the culture.					

**SA : Strongly Agree**

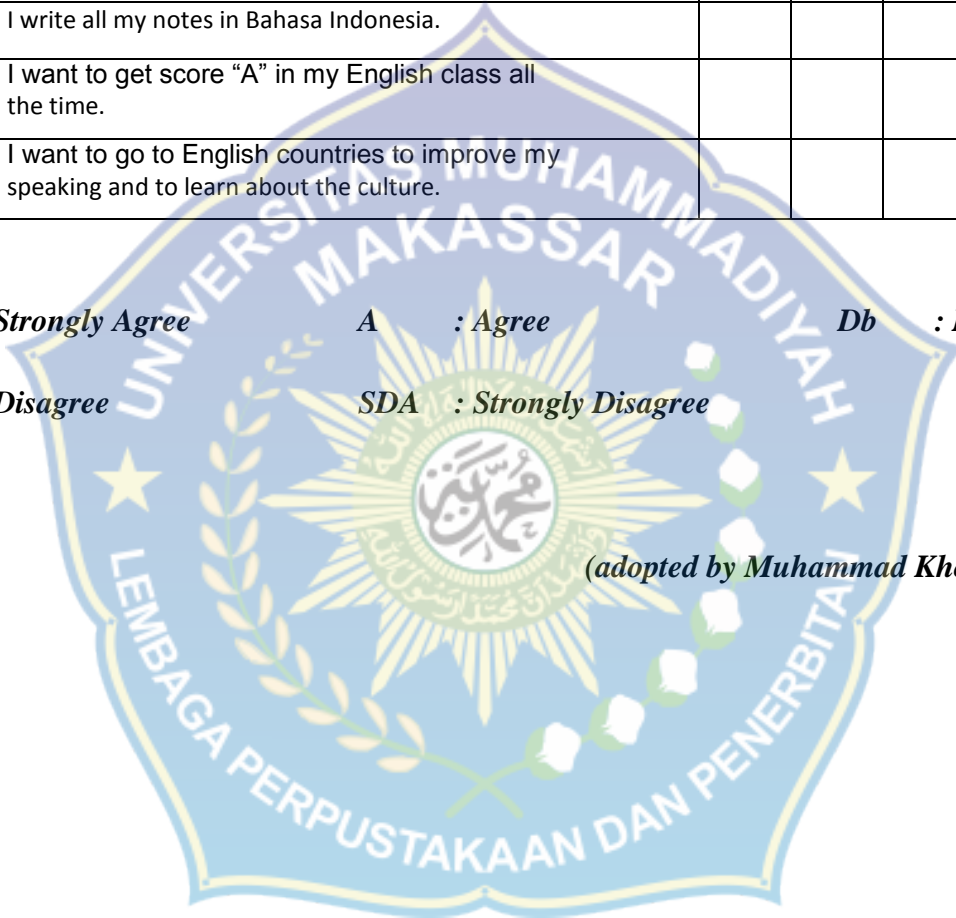
**A : Agree**

**Db : Doubt**

**DA : Disagree**

**SDA : Strongly Disagree**

(adopted by *Muhammad Khoir*, 2014)





## **APPENDIX II**

### **RESULT O THE QUESTIONNAIRE**



## LIST OF SAMPLE

No.	Name	Class
1.	S.1	BG IV.A
2.	S.2	BG IV.A
3.	S.2	BG IV.A
4.	S.4	BG IV.A
5.	S.5	BG IV.A
6.	S.6	BG IV.A
7.	S.7	BG IV.A
8.	S.8	BG IV.A
9.	S.9	BG IV.A
10.	S.10	BG IV.A
11.	S.11	BG IV.B
12.	S.12	BG IV.B
13.	S.13	BG IV.B
14.	S.14	BG IV.B
15.	S.15	BG IV.B
16.	S.16	BG IV.B
17.	S.17	BG IV.B
18.	S.18	BG IV.B
19.	S.19	BG IV.B
20.	S.20	BG IV.B
21.	S.21	BG IV.E
22.	S.22	BG IV.E
23.	S.23	BG IV.E
24.	S.24	BG IV.E
25.	S.25	BG IV.E
26.	S.26	BG IV.E
27.	S.27	BG IV.E
28.	S.28	BG IV.E
29.	S.29	BG IV.E
30.	S.30	BG IV.E

**TOTAL NUMBER OF RESPONDENTS WHO FILLED THE  
QUESTIONNAIRE**

Statement	Opition					Total
	Strongly Agree (SA)	Agree (AG)	Doubt (Db)	Disagree (DA)	Strongly Disagree (SDA)	
1	27	3	0	0	0	30
2	20	10	0	0	0	30
3	14	11	5	0	0	30
4	6	20	3	1	0	30
5	7	14	8	1	0	30
6	6	15	6	2	1	30
7	19	9	2	0	0	30
8	0	12	9	2	7	30
9	1	21	7	1	0	30
10	1	11	12	6	0	30
11	14	12	4	0	0	30
12	4	16	4	5	1	30
13	7	18	3	2	0	30
14	4	6	10	8	2	30
15	19	6	5	0	0	30
16	17	10	3	0	0	30

Respondent	Questionnaire Items																Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	5	4	4	2	2	2	3	3	2	4	4	4	4	2	3	3	51
2	5	5	4	4	4	5	5	4	4	4	4	2	4	3	3	3	63
3	5	4	5	4	3	3	3	4	3	4	4	4	3	4	3	3	59
4	5	5	5	4	3	4	5	1	4	2	5	2	4	2	5	4	60
5	5	5	5	4	3	4	5	1	4	2	5	2	4	2	5	4	60
6	5	5	4	4	3	5	4	1	4	2	3	2	3	2	5	4	56
7	5	4	3	4	4	3	5	3	4	2	5	5	4	3	5	4	63
8	5	5	4	4	4	4	4	4	3	3	4	4	4	3	5	4	64
9	5	4	5	4	4	4	4	4	4	4	4	4	4	4	5	4	67
10	5	4	5	4	4	3	4	3	4	3	3	3	2	4	5	4	60
11	4	4	5	4	4	4	4	4	4	5	4	4	4	5	5	4	68
12	4	5	5	4	5	3	4	4	4	3	4	4	4	3	4	4	64
13	4	5	3	4	4	4	5	4	4	4	5	4	5	4	4	4	67
14	4	5	5	5	5	2	4	1	4	4	5	3	5	4	5	5	66
15	5	4	4	4	4	4	4	2	4	4	5	4	4	2	5	5	64
16	5	5	5	5	5	4	5	1	4	3	4	2	4	2	5	5	64
17	5	5	4	4	4	4	5	4	4	3	5	4	5	3	5	5	69
18	5	5	4	4	4	4	5	1	4	3	4	5	4	3	5	5	65
19	5	5	5	5	3	3	5	3	3	3	4	3	5	3	5	5	65
20	5	4	4	4	4	4	5	4	4	4	5	4	4	3	5	5	68
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22	5	5	4	4	4	4	5	3	3	3	5	4	3	3	5	5	65
23	5	5	5	5	5	1	5	1	4	3	4	1	5	1	5	5	60
24	5	5	4	4	4	5	5	3	3	4	5	5	5	1	5	5	68
25	5	5	5	4	5	4	4	2	4	2	5	4	4	2	4	5	64
26	5	4	4	4	5	3	5	3	5	3	5	4	2	2	4	5	63
27	5	5	5	5	4	4	5	4	4	2	4	4	4	4	4	5	68
28	5	5	3	3	3	5	5	4	4	4	4	4	4	5	4	5	67
29	5	5	3	3	3	5	5	3	3	3	3	5	4	5	3	5	63
30	5	5	3	3	3	5	5	3	3	3	3	5	4	5	3	5	63
Total																	1915



**APPENDIX III  
DOCUMENTATION**





## CURRICULUM VITAE



**Desy** is a student of English Department in Muhammadiyah University of Makassar. She was born on 10<sup>th</sup> December 1996 in Ujungpandang. She is the third daughter of marriage between Alm. Ahmad Ralla and Nurjannah. She has one brother and one sister, her brother's name is Sultan Ahmad and her sister's name is Jayanti.

In 2002 she started in elementary school at SD Inpres Manuruki 1, graduated in 2008. Then she continued her study at SMP Negeri 34 Makassar and graduated in 2011. After that she continued her SMK Negeri 7 Makassar and graduated in 2014. In 2014, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2019 entitle *“Language Attitudes of English Students at Muhammadiyah of Makassar (a descriptive research at the fourth semester students)”*