EFL STUDENT'S ATTITUDE TOWARDS LEARNING ENGLISH: A CASE AT INDONESIAN SENIOR HIGH SCHOOL

THESIS

Submitted in Partial Fulfilment of the Requirement for Bachelor Degree of English Education Department

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MOTTO

إِنَّ اللهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

"Indeed, Allah does not change the condition of a people

until they change what is in themselves."

(Q.S Ar Ra'd : 11)

ABSTRACT

Title	: **EFL Students Attitudes Towards Learning English: A Case at Indonesian Senior High School**
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Students' positive attitudes are among the strongest predictors of success in learning English at school. Having a positive attitude when learning a foreign language will easily facilitate the process, in contrast to a negative attitude that will hinder the learning process, acting as an obstacle to it. This research aims to explain EFL students attitude towards learning English and the characteristics of good EFL learners in Senior High School. The research method used is descriptive qualitative. Interviews and observation carried out data collection techniques. The participants in this study were first-grade students of SMA Islam Al Azhar 16 BSB Semarang. The results show that the students' attitudes towards learning English were positive. They like and are interested in English because it is an international language. Some of them have goals that they will realize after learning English. The characteristics as good learners work hard to understand, plan what has been learned, and practice the material.

Keywords: *Students attitudes, English Lesson, The good characteristics.*

DEDICATION

The thesis is dedicated to:

1. My beloved family (Mr. Sony Harsana, Mrs. Sri Rahayu Setyaningsih and Ms. Kurnia Hayuni Muktitama) who always support me emotionally and materially with pray, guide, and patience.

1. My whole big family who always support and have faith

3. All of my lectures who have guided and educated me with sincerity.

4. Everyone who supported the writer to finish the thesis.

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There have been a lot of steps, but I can now complete my thesis with the title "**EFL Students Attitudes Towards Learning English: A Case at Indonesian Senior High School**

This thesis was turned in as an element of the requirements for the English Education Department's Bachelor Degree at UIN Walisongo Semarang.

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Semarang, 11th September 1013
The Writer

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CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays, foreign language learning can attract students' attention. Students' attitudes towards learning a foreign language are one of the strongest predictors of success in learning English at school. On affective factors, many studies examine their language learning motivation and L1 pronunciation ability. Each individual second language learner (L1) has different characteristics that can affect the achievement of L1 language learners, such as age, attitude, and talent. One of the most critical factors in human life is attitude. Likewise, with achievement, students with learning characteristics such as a positive attitude will support student achievement in a subject. Attitude races are represented in each individual's tendencies, views of ideas, concerns, and beliefs on any topic. Internal and external factors also have an important role in learning a second language. External factors include the social environment in which learning occurs, including opportunities for learners to hear and speak the appropriate target language (Chung dan Huang 1010).

Therefore, teachers and educators should take into account motivation and direction factors when designing English language training and teaching (Hall, 1009). English is one of the factors that influence foreign language learning. One of the important factors, which has been widely studied, is students' attitude towards learning English. Smith said, that the student's attitude causes life to be easier or more difficult in foreign language classes. Furthermore, Csızér and Dörnyei thinking attitude is a crucial in learning a foreign language. Nunan believe that the attitude of students is common with the skills and strategies they use will determine if they can absorb and understand the complexity of the language. Most students are very interested in people who speak English and can be determined to spend time in different English-speaking places. Currently, the spread of English worldwide is very rapid because it is spoken by many non-indigenous and indigenous people. They usually like English lessons with games and cheers from the teacher or parents, to increase their learning motivation. The teacher's role has no limits on its characteristics or only adheres to existing provisions, but on how to carry out teaching practices that wider community accepts when teaching takes place (Tsunemoto dan McDonough 1011). Attitudes have a judgmental side, and their impact on individuals can influence the tendency to react

positively or negatively to something. The attitude of students is one of the main determinants of the success of learning English (Sánchez & Gavilánez, 1017). Most research on this issue has concluded that student attitudes are a large part of learning so, it needs to be an essential element of the second or pedagogy of foreign language learning. In language teaching and learning techniques, motivation is closely related to attitudes, which affects the motivation and success of language learning in school depending on the motivation and various opportunities for its use outside the classroom (Udu 1011).

Ellis said, students attitude toward the target language influences the learner's determination to face challenges in the target language. Students typically identify the target language, the speakers of the target language, the culture of the target language, the special value of learning a second language, the use of the target language, and themselves as members of their own culture. show different attitudes. These attitudes tend to reflect the particular social environment in which learners are placed. Students attitudes influence the language level each student achieves. Therefore, students with a positive attitude (Motivated people) experience success. Crookes & Schmidt said that Motivation becomes the identification as belonging to

the learner, which is oriented towards the relationship to the goal of learning a second language (Gömleksiz 1010).

Having a positive attitude when learning a foreign language, will easily facilitate the process, in contrast to a negative attitude that will hinder the learning process causing, acting as an obstacle to it. Thus, with negative, natural, and/or positive attitudes, the majority provide answers to the success or failure of students in their efforts to learn not only language but also other topics. It can be interpreted whether positive attitudes play an important role in determining student attitudes towards processed language. Alternatively, pursuing a positive or negative attitude toward language can lead to difficulty or learning. Hancock argues that attitudes are learned behaviors that students themselves can transform from negative to positive through meaningful activities and experiences. Several studies have been conducted to show the relationship between attitudes and engagement in language learning, particularly in countries where English is neither a first nor a second language. A positive attitude towards language is often recognized as an important part of language learning and teaching because it increases learner motivation and thereby results in successful learners (Yosintha 1010).

According to Masgoret, Bernaus, and Gardner (1001, p. 191), age has a considerable impact on motivation. As a result, older kids typically have a less enthusiastic outlook on learning English. No substantial age difference was anticipated in this study since, unlike earlier studies, there is only one year between fifth and sixth grades (Adachi, 1009). Rie Adachi (1015) Prior research claimed that teaching English in elementary school had no proven, significant, or long-term influence on students' abilities and attitudes in later years, which was one of the reasons English education had not been established in public primary schools before 1011. Evidenced by a study by Higuchi et al that examined students in three districts from sixth grade in elementary school to second grade in junior high school and found that the presence of English teaching in elementary schools had little impact on student's abilities and affective attitudes as anticipated. Similarly to this, Takada and Shirahata argue that there is not much difference between students who start learning English in primary school and those who do not reach the same level of proficiency (Adachi 1015).

So, this study investigates students' attitudes in learning English at Indonesian Junior High School. This study

contributes to educating teachers how to instill good character for students in learning English.

B. Research Questions

1. What are EFL students attitude towards learning English?

2. How are the characteristics of good EFL learners in Indonesian Senior High schools?

C. Research Objective

1. To explain EFL students' attitude towards learning English.

2. To explain how the characteristics of good EFL learners in Senior High School.

D. Pedagogical Significance

a. Theoretically

The researcher believes that the readers will learn more from this study's conclusion. They will have a better understanding of how EFL students' attitudes towards learning English.

b. Practically

1.)Significance for the teachers to understand EFL students' attitude towards learning English.

2.)Significance for the learners can be useful to make the learners reflect on their attitude toward learning English.

E. Scope And Limitation Of The Study

Researchers limit research to maintain the focus of the research itself. The limitation of this study is the EFL student's attitude toward learning English in three aspects; affective aspect, cognitive aspect, and behavioral aspect at the senior high school level.

CHAPTER II

THEORETICAL REVIEW

Chapter II contains some previous research, theories, and references related to the research.

A. Previous Research

The researcher explains the many related studies carried out when collecting or compiling references in this section to explain the relationship between the research being carried out and previous research that is considered relevant and addresses the same topic. So, the selected problem subject can be studied through research. In this study, some related literature reviews include:

1. The study by Addisu Sewbihon Getie (1010) entitled: Factors Affecting students' attitudes towards learning English as a foreign language.

    The study was conducted using a mixed approach, quantitative and qualitative methods. It is an explanatory research methodology that uses questionnaires, interviews, and focus group discussions to fulfill the study's research questions. The study's results mainly demonstrated that grade 10 pupils have good attitudes toward learning

EFL. Positive social influences on students' views include peer groups, parents of learners, and native English speakers. On the other hand, elements of the educational context, including English language instructors and the physical learning environment (such as classrooms, seating arrangements, etc.), had a negative effect on students' attitudes. Moreover, the results revealed that target language learners have favorable opinions about the second educational setting element, the English textbook for grade 10. This indicates that teaching English as a foreign language in the study's context positively impacts students' attitudes (Getie 1010).

The following study describes a few of the ways that this study and the study conducted by Addisu Sewbihon Getie are similar: They both describe EFL students toward learning English and also use a case study research design. The differences are: 1.) The study conducted by Addisu Sewbihon Getie discusses factors affecting the students towards learning English, while this research discusses students' attitudes toward learning English in three aspects; affective aspect, cognitive

aspect, and behavioral aspect. 1.) Research data by Addisu Sewbihon Getie were analyzed using a mixed approach, namely qualitative and quantitative methods, while this study used qualitative methods.

2. The study by Oqab Jabali (1018), entitled: Students' attitudes towards EFL university writing: A case study at An-Najah National University, Palestine.

   The study was conducted using a mixed approach, quantitative and qualitative methods. The population in this study were students at the English Department in the Faculty of Humanities, An-Najah National University, Palestine. The participants (101) EFL students enrolled in four writing courses given by the English Department in the Faculty of Humanities at An-Najah National University) provided their informed consent after the questionnaire was administered following accepted ethical guidelines. The findings of this study revealed several problems with writing in English as a foreign language. The findings may help language instructors and teachers improve writing skills when teaching foreign and second

languages. Using the mother tongue or first language may impede or enhance writing ability in a foreign or a second language. Hence mother tongue interference should be taken into account during writing classes. Students frequently show their cultural influences in writing classes; this can have a beneficial or lousy impact on writing in a second or foreign language. Finally, more research may be able to shed light on how first-language writing rules and cognitive processes affect the development of writing abilities in other languages (Jabali 1018).

The similarities between this study and the one carried out by Oqab Jabali are described below: They examined EFL students' attitudes. While the differences are: 1.) Research done by Oqab Jabali explains the EFL students' attitudes toward learning English in writing skills, whereas this research focuses on the EFL student's attitudes towards learning English in general. 1.) The population in the study by Oqab Jabali were college students, while this study was senior high school students.

3. The study by Rolisda Yosintha (1010) titled Indonesian Students' Attitudes towards EFL Learning in Response to Industry 5.0.

To determine students' attitudes regarding learning English as a Foreign Language (EFL) in response to the rise of Industry 5.0, the current study used descriptive quantitative analysis. The primary goal of this study was to determine Indonesian students' attitudes toward learning English concerning their readiness to compete in the era of the fifth industrial revolution. The data were collected from 116 individuals who conducted 11 institutions across Indonesia and responded to a four-point scale questionnaire. Participants were chosen using a convenience sampling technique, allowing any students who could readily participate in the study. Employing a descriptive case study analysis, the study was examined. The results revealed that even though the majority of students had favorable opinions regarding learning EFL (Yosintha 1010).

The similarities between this study and the study conducted by Rolisda Yosintha are that they both investigate Indonesian students' towards learning

English. While the differences are: 1.) The present study by Rolisda Yosintha employed a descriptive quantitative study, while this study adopts a qualitative method. 1.) The data of the study by Rolisda Yosintha were collected through a questionnaire, while this study was obtained through interviews.

4. The study conducted by Rie Adachi (1015), Motivation And Communicative Attitudes Among Japanese EFL Pupils.

This study explains how age and gender influence Japanese students' attitudes toward communicating with people from other cultures and their motivation to learn English. 1011, a new foreign language curriculum was introduced in Japanese elementary schools. Although every school has the legal authority to pick any foreign language, English is now taught in most elementary schools. Most homeroom teachers, however, are under pressure since they need more experience and credentials to teach English. This study's major objective is to investigate students' motivation for learning English and attitudes

toward it, particularly how gender and age affect these factors. The data were obtained via a questionnaire from three Japanese primary schools. According to the findings, girls often score better on motivation and communication attitudes. According to this study, the reason for their favorable attitude toward learning English is that they have a favorable attitude toward communication in general (Adachi 1015).

The study by Rie Adachi and this one have a commonality because they both emphasize the importance of looking at the best strategies for teachers to encourage students' positive learning attitudes. Meanwhile, the differences are 1.) The investigation by Rie Adachi was concerned with students' motivation, while this study focused on students' attitudes. 1.) The study by Rie Adachi aimed at EFL students' communication, while this study was limited to learning English.

B.Literature Review

1.Definition of Attitudes

The most frequent definition of attitude, Çırak is the propensity that influences a person's feelings, thoughts, and behaviors toward a particular thing. According to Allport, attitude is an emotional and mental preparedness that profoundly influences an individual's conduct based on their experiences. Oskamp defines attitude as "preparation for the conduct," or the propensity to react favorably or unfavorably to an object of attitude, which can include things, places, people, situations, or ideas (Üstün 1011).

Social psychology has long regarded attitudes as a critical component. Thomas & Znaniecki define characterized social psychology as the scientific study of attitudes. Gordon Allport argues that this idea was "Probably the most distinctive and indispensable concept in contemporary American social psychology." As one might anticipate, the idea of attitudes has evolved from a notion that has attracted attention for decades. The first definitions were general and included behavioral, motivational, emotional, and cognitive elements.

The study implemented the hypothetical concept of attitude to explain a variety of occurrences. Since

attitudes cannot be directly observed, we must infer them through self-reports and behavior. As a result, our conclusions regarding the nature of attitudes depend critically on the mechanisms underlying self-reporting about attitudes. Empirically, attitude measurement is highly context-dependent, and even modest modifications to the questions' phrasing, format, or order can significantly affect the results. "Attitude is crucial to us because it cannot be neatly separated from learning," writes Reid. A key aspect influencing language performance is said to be attitude. Success in the target language depends on the learner's attitude toward language study and their intellectual aptitude. As a result, language acquisition needs to be viewed more as a social and psychological process than simply an academic one (Schwarz dan Bohner 1007).

According to Lambert, framing attitudes by language is particularly related to social psychology. Using Gardner's definition, attitude is an "evaluative reaction on various references or attitude objects, concluded based on individual thoughts or opinions of references." According to Garrett, it is an "evaluative attitude toward social phenomena." Elyana defines, with respect to a language, the attitude of the language is important. It's

because a positive attitude toward a language might prolong its existence. Meanwhile, Santello noted that the subjects of language attitudes go beyond language varieties and their speakers and may also include social and psychological issues connected to language usage in daily life. The choice of languages as the survival of a language can be influenced by two factors that are closely tied to one another: linguistic behavior and attitude. According to Kasstan, Auer & Salmons, similar to how sociolinguistics studies continue to rely extensively on social psychological theories and context in the development of methods of interpersonal communication and groups, they continue to make appeals to language attitudes as an explanatory factor in transformation. Chaer & Agustina define language behavior as a person's mental attitude toward language choice and usage. According to Kartomiharjo, a person is free to select and use a language. These liberties are a component of human rights (Amin 1010).

According to Dragojevic, language attitudes are typically described as a collection of attitudes, sentiments, and behavioral goals toward various types of language. According to Soukup, the Likert rating scale has been used to measure language attitudes for a long

time. The following problems can be summarized. The magnitude of the scale does not correlate with the appropriate conceptual structure, despite the fact that many studies have used tripartite definitions of linguistic attitudes. There is a disconnect between how linguistic attitudes are conceptualized and how they are measured. Second, there is a general lack of openness regarding the scale of development (Li dan Wei 1011).

According to Baker, attitude is "a hypothetical construct used to explain the direction and persistence of human behavior," Language learning and language use are significantly influenced by individual attitudes towards a second language (L1), a foreign language (FL), or native speakers of the target language. Positive or negative sentiments can also influence the urge to use or learn a language. Many studies on the relationship between attitudes and behavior consider attitude as a factor in determining how people behave daily. Conversely, other scholars have questioned the relationship between attitudes and behavior, suggesting that it is possible that attitudes do not always predict behavior. However, Karahan, Luttrell & Sawicki, Woolard & Gahng question the relationship between attitudes and behavior, arguing that little evidence

supports this claim. Correlated or even unrelated to each other. The importance of attitudes in everyday decision-making is highlighted by Gwinn and Krajbich, who claim that various aspects of attitudes can majorly impact the decision-making process (Moradi dan Chen 1011).

2. The Components of Attitudes

According to Gardner, attitude is an evaluation of several references or attitude objects taken from ideas or individual judgments about these references. As a result, attitudes influence choices made in all areas of activity, both formal and informal, and are tied to a person's values and beliefs. Wenden presents a comprehensive picture of the concept of attitude as a result of Gardner's justification. He classified the concept of "attitude" into three interrelated cognitive, affective, and behavioral categories. Beliefs, thoughts, or views about the attitude object form the cognitive component. Individual feelings and emotions towards an object, whether they like it or not, are referred to as the emotional component. The behavioral component includes tendencies to use learned behaviors (Abidin Dr., Pour-Mohammadi, dan Alzwari 1011).

According to Allport, attitude is "a condition of mental and nervous preparedness controlled by experience and exerts a directed and dynamic impact on an individual's behavior to all objects and events relevant to it." "Attitudes can be described as the persistent structure of motivational, emotional, perceptual, and cognitive processes concerning some component of the individual's reality," wrote Krech and Crutchfield. This definition emphasizes attitudes' enduring qualities and their strong connection to personal conduct. Some sociologists, such as Fuson, and psychologists, such as Campbell, even limit the definition of attitude to the likelihood that a person will display a particular action in a specific circumstance. Rather than using judgment, the explanatory capacity of a scientific notion like "attitude" must be assessed. Believe how little there is to say about attitude. Bem now defines attitude as "likes and dislikes," the same as evaluative judgment. As a result, the first section of this chapter examines the judgment process, and the second section applies the assumptions of this process to some of the facts that are typically taken into account as proof of the persistence of views.(Schwarz dan Bohner 1007)

According to Ostrom, there are three components of attitude:

    a.) The term "affective response" describes the psychological effects of coming into contact with or thinking about an attitude object and the accompanying emotional reactions. These emotions range in intensity from happy to negative or evaluative.

    b.) The term "cognitive responses" is made in relation to the knowledge, assumptions, and inferences made regarding the attitude object. The evaluative dimension ranges from favorable to unfavorable.

    c.) The term "behavioral responses" is about the attitude object, overt acts. In the evaluative dimension, they range from sympathetic to dismissive (Khoir 1014).

3. The Importance of Attitudes

The main explanatory factor is an attitude for a variety of reasons. The phrase appears to be part of many people's terminology systems to start. That is to say, it is not a slang term created by a certain psychologist that is only used by a select few. The word "attitude" is frequently used. Although social

psychologists might want to give attitude a more profound meaning, there seems to be enough overlap in the ways that social psychologists and society use the terms to provide a line of communication. Bridges between theory and policy, as well as between research and practice, can be built thanks to general technology. According to Hare, the tendency to replace common phrases with scientific jargon has also been attributed to standard terminology.

Most frequently and conveniently (though not always accurately), sentiments toward a language can be used to evaluate its status, worth, and significance. These attitudes can be assessed on an individual basis or by soliciting the opinions of a group or community. The knowledge may be crucial at either level when striving to represent the views of the people democratically. However, attitudes are not only captured in opinion research. According to Marsh, selecting a model is the key to correctly using Survey data to corroborate evidence of a causal process. Such a survey could help us comprehend social processes. Understanding how attitudes relate to their origins and effects can help us understand human behavior.

The importance of attitudes has been emphasized for three reasons. The importance of attitude as a fundamental topic in psychology theory and study has been established by its connection to personal constructional systems, importance as a gauge of societal perspectives, and longevity of sixty years. However, such reasoning necessitates a more thorough justification of "attitudes."(Baker 1991).

4. Language Attitudes

One characteristic that sets humans apart from other creatures is language. In addition, language serves a social purpose, serving as a means of communication or social group identification. Language, according to De Saussure, is a type of social institution, just like marriage, inheritance, and other similar social constructs. According to Mesthrie, Swann, Deumert, & Leap, the significance of focusing on the social dimension of language communication has been recognized. According to Ronald Wardhaugh, language is a system of random vowel symbols people use to communicate (Amin 1010).

Language learning attitude refers to a person's apt toward their efforts in learning a language. Attitude is described as a person's tendency to respond positively

or negatively to something (ideas, things, people, situations). In EFL learning, there has been a lot of research on learner attitudes toward language learning. According to Wang, the majority of the data demonstrate that a positive outlook on learning results in positive outcomes, and vice versa. A substantial quantity of research on the attitudes that influence language learning is reviewed by Brown. He discovered that a person's attitude toward language acquisition shapes how they learn a language, which leads to favorable outcomes. According to Homes and Karahan, negative attitudes toward learning, however, lead to failure in language acquisition. Mantle Bromley defines that if this is the case, teachers must additionally focus on enhancing their students' attitudes toward learning to facilitate successful language learning, which will ultimately raise the likelihood of student learning success (Zulfikar, Dahliana, dan Sari 1019).

According to Gardner, attitude in connection to language learning is a person's beliefs or attitudes in response to the language being learned or taught. Similarly, Crystal asserts that language attitudes are connected to how a person understands and accepts a language, both his language and the languages of

others. This definition suggests that learner involvement in language acquisition is strongly influenced by attitude (Yosintha 1010). Noels define negative and positive attitudes toward learning are likely to exist. Positive attitudes help students learn better because they are more motivated to study more, and the learning process is more likely to be effective when they are willing to communicate with native speakers of the language they are learning. In contrast, a bad attitude can impede or delay language acquisition since it appears when the student is unmotivated, indifferent, or has issues with the teacher (Delić 1010).

5. The Component of Language Attitudes

Positive changes to individual personality in the emotional, psychomotor (behavior), and cognitive aspects are considered a learning process. According to Kara, prospects may think and behave differently when a person has studied a particular field. Furthermore, one's beliefs have been differentiated. Moreover, besides the cognitive approach, the learning process has social and psychological aspects. The concept of attitude can be seen from these three components. Each component has different features to produce the results

of language attitudes. Therefore, the concept of attitude has three components, namely behavior, cognitive and affective. Each of these three components of attitude is based on three approaches, including behaviorism, cognitivism, and humanism theories. The following explains three aspects of the attitude concept, behavioral, cognitive, and emotional (Abidin Dr., Pour-Mohammadi, dan Alzwari 1011).

a.) Behavior-Related Component of Attitude

One of the emotional qualities that can be used to judge someone's goodness or badness is behavior, which is an activity. It impacts one's quality of life. Taskiran said, "There is no question that anything a learner encounters in social life has an impact on their educational experiences.". Humans, one hopes, successfully integrate their experiences and behaviors. Human resources used in EFL instruction impact English learning in Indonesia by enabling students to exhibit the proper attitudes and behaviors. Dollah & Weda claimed that various issues, including a dearth of classroom and instructional resources, low student motivation, and other

important variables, contribute to Indonesia's poor English teaching standards. According to Dewi, Indonesian pupils have flawed critical thinking and problem-solving skills since they can only grasp queries that have routine and simple qualities. They are also unable to examine more complex situations. Learners ' behaviors can be evaluated through actions or activities relating to programs to have knowledge-based skills. According to Massey-Abernathy & Haseltine, social dominance is frequently attained through language abilities. Zhu claimed that psycholinguistic techniques aim to address a linguistic issue in communication through self-expression. According to Chanwanakul, a source or sender, message, channel, receiver, and feedback make up communication. The behavior assessment can be carried out by human resources utilizing psycholinguistic techniques (Said dan Hum 1011).

b.) Cognitive-Related Component of Attitude

This attitude component is concerned with how language learners perceive the information they are given and how well they comprehend it as they learn the language. The four components of the cognitive attitude include producing new knowledge, checking new knowledge, applying new knowledge in various contexts, and linking new knowledge with prior knowledge (Abidin Dr., Pour-Mohammadi, dan Alzwari 1011). The basic method of cognitive sociolinguistics is the usage-based account of language and language change. According to Kristiansen and Dirven, it has only lately been used to combine sociolinguistics and cognitive linguistics. The usage-based approach tackles synchronic language use as well as the production and cognitive representation of one's linguistic formulations. This theory's diachronic perspective connects one's accumulated experiences with language to the cognitive arrangement of language elements, or what is typically referred to as grammar. For instance, Lieven and Tomasello claimed

that the usage-based hypothesis says that toddlers begin by memorizing lexically particular sentences before abstracting and categorizing them (Liu 1010).

c.) Emotional-Related Component of Attitude

Bown and White define affect as the emotional interpretation of L1 experiences and situations, and it was proposed that this interpretation can affect the dynamic process of language learning. Using the appraisal theory of emotion as a foundation, according to Pavlenko characterized the affective processing of L1 learning as somatovisceral responses induced by automatic appraisals of linguistic inputs. According to Swain, who explained emotion from a Vygotskian point of view, emotions are interpersonal, and as the L1 learning processes develop, they are socially and culturally formed alongside cognition. Emotion and thought are interconnected and interrelated, according to Swain. If analyzed together, each researcher made an effort to explain emotion in L1

learning from a different angle and added knowledge to our understanding of this concept. Together, each researcher made an effort to explain emotion in L1 learning from a different angle and added knowledge to our understanding of this concept (Shao, Pekrun, dan Nicholson 1019).

6. Learning Attitude in EFL Classroom

English as a foreign language (EFL) context is more predicted by learner-internal characteristics such as second language (L1) proficiency, relative status in the L1 class, and attitude towards the L1 than by learner external variables. It was discovered that one learner-internal variable, the trait of emotional intelligence, and one learner-external variable, classroom environment, co-predicted it. "The atmosphere, ambiance, tone, or climate that pervades classroom settings" is referred to as the "classroom environment" (Dorman et al., 1006, p. 1). According to Liet al. (1011, p. 3), "student cohesiveness, teacher support, self-involvement, investigation, task orientation, cooperation, and equity" are characteristics of a productive learning environment. According to (Hamre & Pianta, 1007; Harvey, 1004; Reyes et al.,

1011) the relationship between the classroom and students' cognitive and affective results has long been the focus of general education research. Positive attitudes are linked to positive emotions, increased attention, motivation, and engagement in the learning environment, whereas negative attitudes are associated with negative emotions, inattention, and disengagement from learning activities (Li dan Dewaele 1011).

C. Conceptual Framework

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              ┌─────────────────┐
              │   Student's     │
              │   Attitude      │
              └─────────────────┘
                       │
                       ▼
              ┌─────────────────┐
              │   Learning      │
              │   English       │
              └─────────────────┘
                 ╱           ╲
                ▼             ▼
    ┌─────────────────┐   ┌─────────────────┐
    │   Observation   │   │    Interview    │
    └─────────────────┘   └─────────────────┘
            │                     │
            └──────────┬──────────┘
                       │
                       ▼
    ┌───────────┬──────────────┬───────────┐
    │ Cognitive │  Affective   │ Behavior  │
    └───────────┴──────────────┴───────────┘
              ╱               ╲
             ▼                 ▼
    ┌─────────────────┐   ┌─────────────────┐
    │  EFL Student's  │   │   The Good      │
    │   Attitude      │   │  Characteristic │
    └─────────────────┘   └─────────────────┘
```
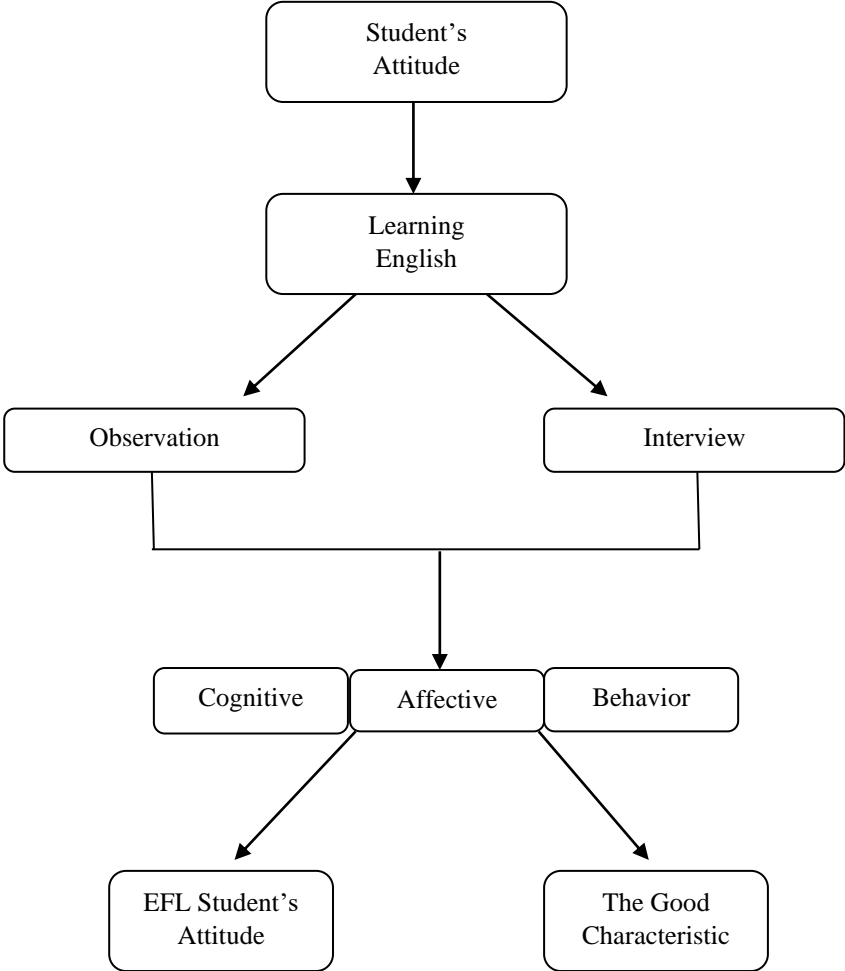
Attitude components include cognitive, affective, and behavioral as determinants of students' attitudes toward learning English. Learning autonomy theory explains that learner psychology has a relationship with the learning process and the capacity to control their learning. Meanwhile, student autonomy includes the ability to be responsible for their learning process, self-discipline in the learning process, and developing appropriate learning strategies and optimal use of English language information. Attitude has been identified as an important variable in learning outcomes.

A student with a positive attitude towards the target language will try to do well in class and study hard. Conversely, a negative attitude can hamper the continuity of language learning. Whether positive or negative, student's attitude to ongoing instruction, serve as benchmarks for researchers who want to determine how effective English-language instruction is for achieving success.

Analysis of students' attitudes toward learning English became a research step that included data collection, identification of students' attitudes and characters, parsing data, and grouping data based on students' attitudes and characters.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the writer used a qualitative approach. A method for investigating and comprehending the meaning that individuals or groups are assigned to a social or human situation is qualitative research. Inductively growing from specifics to broad themes, data analysis, data interpretation, and emergent questions and processes are all part of the research process. Data are often acquired in participant settings. The final report's structure is adaptable. People who engage in this type of research advocate an approach to research that values an inductive approach, an emphasis on personal meaning, and the significance of accurately depicting the complexity of a situation (Creswell dan Creswell 1017).

According to Nugrahani, the qualitative research method entails actions like posing questions, creating protocols, and gathering particular data from participants or informants. Reduce, confirm, and interpret or capture the meaning of the context of the problem being studied

while doing an inductive analysis of the data (Nugrahani dan Hum 1014). Additionally, information and facts obtained through interviews, observation, or documentation must be supported by accurate and reliable supporting information as needed. In this regard, this research was conducted to reveal the attitudes of EFL students toward learning English by using real data supported by relevant field conditions.

Using the definitions given above, the author draws the conclusion that the qualitative method is a procedure for determining the actual facts of a phenomenon that occurs in the real world and then processing those facts to produce data that may be characterized as simple and understandable. While definitive conclusions are allowed in descriptive research, cause and effect correlations are not established.

B.Research Setting

This research was carried out at SMA Islam Al Azhar 16 BSB Semarang, which is located on Jl. RM. Hadisoebeno Sosro Wardoyo, Kedungpane, Kec. Mijen, Semarang City, Central Java 50111. The participant of

this study was first-grade students at SMA Islam Al Azhar 16 BSB Semarang.

C. Sample

The sample for this research was EFL students in high school, a total of 10 students, including five male students and five female students in first grade. First-graders were selected for the study because they were in a transitional period from the previous school level, which made it more likely that the data would be reliable, additionally due to factors including respondents' availability, financial constraints, and time constraints. This study investigates students' attitudes toward learning English and contributes to educating teachers on how to instill good character in students in learning English.

D. The Technique of Collecting Data

According to Gumilang, data collection techniques are procedures for collecting information to be studied. In order to collect accurate data and dependable data, data collection procedures involve deliberate and organized actions. Techniques for gathering data include surveys, interviews, observations,

tests, documentation, and more. In-depth interviews, participant observation, field notes, and open-ended questions are all examples of data collection methods used in qualitative research. Words, images, and written documents can all be used as forms of data that are gathered using data-gathering technologies.

Data collection methods are an essential stage in doing research because the goal of the research is to collect data. Data collection can be done in a variety of ways, using a variety of sources and methods. Interviews, observation, and documentation were utilized by the researchers to gather data for this study.

1. Interview

In order to improve the data in this study, interviews will be conducted. First-grade students will take part in an interview at SMA Islam Al Azhar 16 BSB Semarang. The participants will be asked orally by the researcher a number of questions. Because the approach used was guided interviews, the respondents were presented with a list of questions used in the interviews and used Indonesian to avoid misunderstandings. Students' attitudes toward learning English which include cognitive, affective, and behavioral aspects in class,

are all explored during interviews with students. The researcher will use a tape recorder to help capture responses from respondents during the interview procedure. The researcher produce an interview transcript using the information gleaned from the interview in order to aid in data analysis. The interview questions were made by adopting questions from Jabali (2018). The steps that need to be taken in using the interview technique are as follows.

a.) Write down the questions that answered, maybe in detail or outline according to the form of the interview that will be conducted.

b.) Rethink or discuss it with friends regarding the questions prepared.

c.) Determine the theme of the interview and anticipate possible information that you want or can obtain.

d.) Understand correctly the participants in the interview activity so that it can be used as a guide in making interpretations and conclusions regarding the information provided.

e.) Don't blame the question on the gift answers (agree or disagree) suggestively.

f.) Do not let participants give answers at length that go beyond the information or topic of the problem that should be discussed.

g.) Do not interrupt answers with questions that smell of interpretation, excavation of opinions subjectively, or clarification of something conclusions that provoke the emergence of opinions.

h.) Maintain the sequence of conversations according to the order of the problems or consequences of the information you want to obtain.

i.) Carrying out interviews using recorded material, creating a fresh atmosphere, and keeping the conversation away from an emotional atmosphere, thereby affecting the characteristics of the information that should be conveyed (Harahap 1010).

2. Observation

By seeing behavior, and events, or recording physical traits in their natural environment, observation is a method of data collection used mostly in qualitative research. There are two types of observations: overt (where everyone is aware that they are being seen) and covert (where no one is aware that they are being watched and the watcher is hidden) (Ekka 1011).

E. Technique of Data Analysis

Data analysis follows data collection by the researcher. In qualitative research, the resultant data cannot be categorized by statistics but rather by employing an interpretation of the data phenomena that occur, followed by the provision of a systematic conclusion, resulting in a research result that was deemed to be legitimate and processed in a systematic manner.

According to Farida, in qualitative research, the process of data analysis begins with a review of all accessible data from multiple sources. Additionally, data analysis is done continually until all of the study questions have been fully addressed. According to Sugiyono, data analysis in descriptive qualitative research involves three steps. These include data

reduction, display of data, and conclusion generation and verification (Submitted et al. 1011).

1. Data Reduction

Reducing this data means focusing on analysis according to needs and arranging systematically. Data that is reduced at this stage can provide a detailed description, and after that, proceed to the next stage to be presented easier to understand the picture. (Purnamasari dan Afriansyah 1011) Meanwhile, the data reduction stage in this study are:

a. Analyze the results of student interviews to determine students' attitudes toward learning English.

b. Transcribe the results of interviews with student participants who are given a different code for each subject.

Researchers will gather many data while performing their research. Therefore, it is important for researchers to select data that will yield useful knowledge. As a result, data reduction is necessary before the researcher may examine the data. Based on the concept of data reduction, reducing data in this study, researchers chose to identify student learning attitudes based on cognitive, affective, and behavioral

aspects. To obtain conclusions about students' learning attitudes towards learning English.

2. Data Display

The major outcome of a qualitative content analysis could be the coding framework itself. In this instance, presenting the findings entails laying out the frame and providing quotes to support it. Continuous text or text matrices, or tables with text in place of or in addition to numbers, can be used for this. The results can also be used as a springboard for additional data investigation, looking for trends and instances of particular categories in the qualitative content analysis's findings (Handbook n.d.).

Data display is limited to the problem formulation and does not include other conversation topics. The researcher presents the informant's responses in the interview data, and at the conclusion of each question's paragraph, the researcher provides the informant's responses.

3. Drawing a conclusion

According to Sugiono, drawing conclusions and verification is the final stage of qualitative research data analysis. Verification is a procedure used to

answer research objectives and problems. If there is no hard evidence to support the next round of data collection, the initial conclusions will be revised. But when researchers return to the field, their conclusions can be trusted if supported by reliable and consistent evidence.

Data verification is a method of examining qualitative data. The outcome from which action is taken is the conclusion. The researcher arrived at results after describing and evaluating the data that are continuously drawn in the study as a result of the representation above. The findings of the study were used to describe students' attitudes toward learning English and the character of a good student attitude. In this study, the observation data, documentation data, and interview data were compared to make conclusions.

F. Data Validity

Apart from being used to disprove claims that qualitative research is not scientific, validating the data is essentially an essential component of the body of knowledge pertaining to qualitative research (Moleong 1007). The validity of the data is performed to demonstrate that the investigation was

actually conducted as a scientific inquiry and to test the data collected. The validity of the data in qualitative research is required to be validated in order for it to qualify for scientific study. The researcher employs a triangulation approach to validate the data. Triangulation is a research method strategy that uses several data sources, researchers, theories, or research methods to ensure that the data, analysis, and conclusions of a research study are as comprehensive and accurate as possible (Moon 1019).

This study used the triangulation method. Methodological triangulation is the process of assessing the same object of interest using many research methods, such as participant observation, questionnaires, and interviews (Oppermann 1000). Since a method for determining the veracity of the data yields results that are different, the researchers further discussed pertinent data sources to determine which data is regarded as accurate.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of the research findings and discussion about EFL students' attitudes towards learning English.

A. Research Findings

The research data was interviews, observations, and documentation regarding students' attitudes toward learning English. The researcher presented a study analysis during the interview by dividing the data into two categories: EFL students' attitudes toward learning English and The characteristics of good EFL learners.

1. EFL Students' Attitude towards Learning English

a.) Cognitive Aspect

The first 6 question items raise the respondent's cognitive attitude toward learning English. Almost respondents answered that learning English is important and can also help them in other studies or

knowledge. The cognitive attitude of the participants can be seen from the answers of respondent 1 and respondent 4 :

Respondent 1 "Learning English is a fun lesson and very useful to learn. I think English is important to learn because many jobs will use English later, for me English can also help in other lessons or knowledge."

Respondent 4 "Learning English is fine and good. Also useful at some point. English is important, especially for communicating with foreigners. English is also quite helpful for me with knowledge of other subjects."

A number of students expressed their thoughts and beliefs through the use of both enjoyable or mastered abilities and some of the challenges they had while learning English. This is connected to the cognitive component theory, which leads to the expressing of opinions or beliefs about an attitude object (Pickens 1005). As mentioned by respondent 9 :

"Listening, because it is simpler than having to read or write, which must be grammatically correct and appropriate."

According to the respondents' explanations, it can be seen that the respondents have a positive cognitive towards learning English. Respondents 1 and 4 demonstrated an attitude of applying new knowledge in various contexts and connecting new knowledge with previous knowledge. They consider English to be related to various things. These two components are related to the concept of cognitive attitude according to Abidin, which is related to how language learners view the information provided and how well they understand it when they learn the language. Students consider that it is important to learn English because it can be used for students' provision in the future.

b.) Affective Aspect

This theme will discuss students' affective aspect in learning English. Ostrom defines that "Affective response" refers to the psychological repercussions of coming

into contact with or thinking about an attitude object as well as the accompanying emotional responses. These feelings can be anything from joyful to unhappy or judgmental. Responses from respondents 1, 3, 6, and 8 provide insight into the student's affective aspect :

Respondent 1 "I always feel happy when learning English because I think English is easy to understand, I also hope that later I can communicate with various kinds of people using English in particular. That's the reason I like English. I like all the parts in English but I don't master it. "

Respondent 3 "My feelings are normal. I don't like English because I can't understand it enough. I'm also not interested in learning English. There is no part that I enjoy when learning English."

Respondent 6 "I feel happy learning English because English is an international language, and I am interested in learning it. I like English in the reading part."

Respondent 8 "I feel neutral because I don't know what makes me like learning English. But I am interested in learning English. The parts that I like are reading and listening."

Many of them said that they liked and were interested in learning English because English is an international language and very useful. However, some students said they did not like English because it was difficult to understand. This shows how the learning environment has an impact on the pedagogy used and the preferences of the students. This is how a teacher using multimedia educational resources might ascertain their students' opinions on a certain subject. Understanding student opinions on particular topics is crucial in this situation because those opinions heavily influence students' performance in class (Beyth-Marom, Saporta, dan Caspi 1005).

Based on the respondent's explanation, it appears that the respondent had a positive affective attitude towards learning English. Students like and are interested in learning

English because it is an international language that will later equip them to communicate with foreign citizens, continue their education, or for their jobs. As in Bown and White's theory, affect is defined as an emotional interpretation of L1 experiences and situations, and it is proposed that this interpretation can influence the dynamic process of language learning.

c.) Behavior Aspect

Attitude behavior is the object of attitude, open action. On the evaluative dimension, it ranges from sympathetic to dismissive. In this aspect, the researcher observes students' behavior when learning English takes place. Besides that, it is also supported by direct interviews with respondents. Most students show a positive attitude when learning English, and this is supported by the various activities provided. They like English with direct practice, not theory, because according to them, with

practice, they can better understand the material provided. In addition, the media used during learning is also very supportive of their enthusiasm. Like the answer from respondent 5 :

"In theory, I'm pretty happy, but I prefer to practice. I am also enthusiastic when I see other people speak English, but when I speak it myself, I lack confidence. I am quite excited when there is an English assignment, and I also practice English with friends. For learning media, I prefer to practice directly and also use games or audio."

These concepts are also comparable to those put out by Zacharias, whose content used in language classes encourages students to learn more about the material covered so they can become more proficient in language learning. This is related to the concept that student preferences will influence honorable acts or behavioral intentions toward the object and ultimately result in a positive attitude (Zacharias 1005).

2. The Characteristics of Good EFL Learners

The idea of "a good language learner" is one of the most researched topics in language acquisition. The theory is that those who perform well in second language classes might be more than simply students of more diligence than their peers; they might apply distinctive strategies and possibly be a special kind of person.

Based on the results of interviews and observations conducted with first-grade students, the research found several characteristics of good learners. Are as follows:

a.) Good Learners Work Hard to Understand

Good learners are willing to put in the time. They find out information and sometimes aspire to know everything there is to know about something. They read, analyze, and evaluate the information they find. They talk to other people, read more, study more.

A good learner is persistent. They don't give up easily. As answered by respondent 6 :

"I get excited when I get English assignments and also practice English with my friends. I like to use audio by reading English novels and hands-on practice."

This activity is one of the efforts made by students when they understand the material or are trying to understand it. Students who are always enthusiastic when learning English will find it easier to understand learning topics.

b.) Good Learners Have a Plan of what has been Learned

Having a goal in learning is one of the supporters of motivation in learning. Students who have learning goals will always have a positive attitude toward learning. As explained by respondent 8 :

"I hope to be able to study abroad."

The statement shows the hope of a student with goals when learning English. Students will always try to learn and understand it to achieve their goals.

c.) Good Learners Practice The Material

Learners may practice speaking words or constructing sentences. They will look for opportunities to use the language by finding native speakers, watching movies, or international news. They will start a conversation with the teacher or fellow students in English. They are willing to repeat. Students usually take every opportunity to speak in class; indeed, in one particular class, students stood out and were called on more often. As mentioned by respondent 1 :

"I am very enthusiastic to see other people speak English. I am excited

to practice English with friends and confident when speaking English."

The learners believed that the key to their ability to learn languages was having a readiness to adjust and shift to new characteristics of a second language (Sykes 1015).

B.Discussion

Considering the above-mentioned research findings, students' attitudes towards learning English which include cognitive, affective, and behavioral aspects show a positive attitude towards learning English. According to Gatie, pupils have good attitudes toward learning EFL. Positive social influences on students' views include peer groups, parents of learners, and native English speakers (Getie 1010). The difference between the two studies lies in the aspect studied, namely the affective aspect used in research on students' attitudes toward learning English. While the aspects used to examine students' learning attitudes toward English include cognitive, affective, and behavioral aspects.

According to Yosintha, the demand for English proficiency surely increase even stronger than before in

light of Industry 5.0's impending emergence, in which customers demand products that are more tailored to their individual demands, and the industry will be led by humans working alongside machines. Therefore, it's crucial to maintain students' favorable perceptions of EFL. According to this study's analysis of students' reactions to Industry 5.0, their attitudes regarding EFL appear to be sufficient (Yosintha 1010). The distinction between the two studies lies in the goal of having a positive attitude toward learning English.

The researchers found another purpose that has students learning English. The positive attitude possessed by students aims to continue their learning and future plans. Based on the results of interviews and observations conducted by researchers with several students, the research found that students who have sustainable future plans with English have enthusiasm and a good response when learning takes place. This shows the good character possessed by students. This study found the characteristics of good EFL learners, namely, good learners work hard to understand, good learners have a plan of what has been learned, and good learners practice the material. Meanwhile, students who

do not have future plans are neutral or even not interested in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

This is the last chapter of the research. In this chapter, the researcher presents a conclusion and suggestion of what has been discussed in the previous research.

A. Conclusion

Based on research findings and discussions of research on EFL students' attitudes toward learning English, can be concluded:

1. The student's attitude towards learning English is a positive attitude. It can be seen from three aspects, namely cognitive, affective, and behavioral aspects which show good results based on the results of interviews and observations of students. The respondent's cognitive attitude toward learning English answered that learning English is important and can also help them in other studies or knowledge. Many of them said that they liked and were interested in learning English

because English is an international language and very useful. However, some students said they did not like English because it was difficult to understand. Most students show a positive attitude when learning English, and this is supported by the various activities provided. They like English with direct practice, not theory, because according to them, with practice, they can better understand the material provided. In addition, the media used during learning is also very supportive of their enthusiasm. The importance of attitude in language learning supports the process and interest in learning. The three aspects of attitudes that students have as a learning process. Through the process can be used to evaluate understanding and significance. Thus, language attitudes relate to how a person understands and accepts a language, both his own and other people's languages. This is supported by the consistency of earlier research findings, namely, the use of a mother tongue or first language can hinder or

improve abilities in a foreign language or second language.

2. The characteristics of good EFL learners in Indonesian Senior High schools are:

a.) Good Learners Work Hard to Understand

b.) Good Learners Have a Plan for what has been Learned

c.) Good Learners Practice The Material

The three characteristics include internal evaluations of students' second-language skills, relative standing in the class, and attitudes toward English rather than students' external variables. These characteristics can produce a productive environment for learning in an EFL classroom. This is reinforced by previous compatibility research results showing that peer groups, parents of students, and native English speakers are positive social influences on students' learning process.

B.Suggestion

Based on the conclusion of this present research, a suggestion is proposed to :

1.) The students

The student should have their own learning goals so that student can reflect on their attitudes toward learning English.

2.) The Teacher

Teachers should make innovations during lessons and learning exercises. Because the learning environment has an impact on the pedagogy used and the preferences of the students.

3.) The other research

Researchers are conscious of the limits and shortcomings of this research. Because specific skills are not the focus of this research, and only students from one school level are examined. Future studies should concentrate on how

students' attitudes about certain English language skills and also with different levels.

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Appendix I Interviews Guideline

Cognitive Aspect	
No.	Question
1.	What is your opinion about learning English?
1.	In your opinion, is learning English important?
3.	Does learning English help you with other knowledge or subject?
4.	Have you ever experienced difficulties while learning English? If so, what difficulties did you experience?
5.	What skills do you have better in learning English? Is it reading, speaking, listening, or writing?
6.	What do you hope for the future when you have succeeded in learning English?

Affection Aspect	
No.	Question
7.	How do you feel when learning English?
8.	Are you interested in learning English?
9.	What are the reasons that make you like learning English?
10.	What part do you like when learning English?

11.	What are the reasons why you don't like learning English?
11.	What part did you dislike while learning English?

Behavior Aspect	
No.	Question
13.	Do you like learning English in theory?
14.	Do you like learning English in practice?
15.	Do you have enthusiasm when you see other people speak English?
16.	Are you confident when you speak English?
17.	Are you excited when given an English assignment?
18.	Are you excited to practice English with your friends?
19.	What media do you prefer in learning English? (E.g. hands-on practice, with games, with audio or video, etc.)

Appendix II

Interviews' Transcript

a. **Respondent 1**

Q *: Apa pendapat anda tentang belajar bahasa Inggris?*

A *:Menurut saya belajar bahasa Inggris merupakan pelajaran yang menyenangkan dan saya sangat menyukainya.*

Q *: Menurut anda, apakah belajar bahasa Inggris itu penting? Apakah dengan belajar bahasa Inggris dapat membantu anda dengan pengetahuan atau pelajaran lain?*

A *: Ya, menurut saya belajar bahasa Inggris itu penting sekali, namun bagi saya bahasa Inggris tidak terlalu membantu dalam pelajaran lain.*

Q *: Apakah anda pernah mengalami kesulitan saat belajar bahasa Inggris? Jika ya, kesulitan apa yang anda alami?*

A *: Sejauh ini saya belum pernah mengalami kesulitan dalam belajar bahasa Inggris karena saya menyukainya.*

Q *: Keterampilan apa yang anda senangi atau kuasai dalam belajar bahasa Inggris? Apakah itu reading, speaking, listening, atau writing?*

A *: Sebenarnya saya menyukai semuanya tetapi saya tidak terlalu menguasainya.*

Q : *Apa yang anda harapkan di masa depan ketika anda telah berhasil belajar bahasa Inggris?*

A : *Saya berharap saya dapat berkomunikasi dengan berbagai macam orang dengan menggunakan bahasa Inggris khususnya.*

Q : *Bagaiman perasaan anda ketika belajar bahasa Inggris dan apa alasan yang membuat anda suka belajar bahasa Inggris?*

A : *Saya selalu merasa senang saat belajar bahasa Inggris karena menurut saya bahasa Inggris mudah dipahami. Itu yang menjadi alasan saya menyukai bahasa Inggris.*

Q : *Apakah anda tertarik untuk belajar bahasa Inggris?*

A : *Ya, saya sangat tertarik belajar bahasa Inggris.*

Q : *Apakah anda suka belajar bahasa Inggris dalam bentuk teori atau praktik?*

A : *Saya menyukai keduanya.*

Q : *Apakah anda memiliki antusiasme ketika anda melihat orang lain berbicara bahasa Inggris?*

A : *Ya saya sangat antusias melihat orang lain berbicara bahasa Inggris.*

Q : *Apakah anda percaya diri ketika anda berbicara bahasa Inggris?*

A : *Sangat percaya diri.*

Q : *Apakah anda bersemangat ketika mendapatkan tugas bahasa Inggris?*

A *: Ya, saya selalu bersemengat*

Q *: Apakah anda memiliki semangat untuk berlatih bahasa Inggris dengan teman-teman anda?*

A *: Sangat bersemangat*

Q *: Media pembelajaran apa yang anda sukai dalam belajar bahasa Inggris? (Misalnya, praktik langsung, dengan game, dengan audio atau video, dll.)*

A *: Saya suka membaca media berbahasa Inggris serta game, video, music, mengobrol, dan lainnya.*

b. Respondent 1

Q *: Menurut anda bagaimana pendapat anda tentang belajar bahasa Inggris?*

A *: Belajar bahasa Inggris merupakan pelajaran yang menyenangkan dan sangat bermanfaat untuk dipelajari.*

Q *: Menurut anda, apakah bahasa Inggris itu penting untuk dipelajari? Apakah dengan belajar bahasa Inggris dapat membantu anda dengan pengetahuan atau pelajaran lain?*

A *: Menurut saya bahasa Inggris itu penting untuk dipelajari karena banyak pekerjaan yang nantinya menggunakan bahasa Inggris, bagi*

saya bahasa Inggris juga dapat membantu dalam pelajaran atau pengetahuan lain.

Q *: Apakah anda pernah mengalami kesulitan saat belajar bahasa Inggris? Jika ya, kesulitan apa yang anda alami?*

A *: Ya saya pernah mengalami kesulitan ketika belajar bahasa Inggris. Saya merasa kesulitan jika ada kosakata yang masih asing dan pronoun yang sulit bagi saya.*

Q *: Keterampilan apa yang anda senangi atau kuasai dalam belajar bahasa Inggris? Apakah itu reading, speaking, listening, atau writing?*

A *: Reading.*

Q *: Apa yang anda harapkan di masa depan ketika anda telah berhasil belajar bahasa Inggris?*

A *: Yang saya harapkan pastinya dapat digunakan dalam dunia kerja atau mungkin untuk bepergian ke luar negeri.*

Q *: Bagaimana perasaan anda ketika belajar bahasa Inggris dan apa alasan yang membuat anda suka belajar bahasa Inggris?*

A *: Saya sih biasa saja. Namun hobi saya saat ini dan pekerjaan saya yang saya cita-citakan nantinya menggunakan bahasa Inggris. Sehingga saya ingin terus belajar.*

Q *: Apakah anda tertarik untuk belajar bahasa Inggris?*

A *: Ya.*

Q *: Apakah anda suka belajar bahasa Inggris dalam bentuk teori atau praktik?*

A *: Saya lebih menyukai dalam bentuk teori.*

Q *: Apakah anda memiliki antusiasme ketika anda melihat orang lain berbicara bahasa Inggris?*

A *: Tidak juga.*

Q *: Apakah anda percaya diri ketika anda berbicara bahasa Inggris?*

A *: Tidak terlalu.*

Q *: Apakah anda bersemangat ketika mendapatkan tugas bahasa Inggris?*

A *: Ya, saya bersemengat*

Q *: Apakah anda memiliki semangat untuk berlatih bahasa Inggris dengan teman-teman anda?*

A *: Ya.*

Q *: Media pembelajaran apa yang anda sukai dalam belajar bahasa Inggris? (Misalnya, praktik langsung, dengan game, dengan audio atau video, dll.)*

A *: Secara teori saja dengan buku dan rumus atau aturan-aturannya.*

c. **Respondent 3**

Q : *Bagaimana pendapat anda tentang belajar bahasa Inggris?*

A : *Bagi saya sih biasa saja.*

Q : *Menurut anda, apakah penting belajara bahasa Inggris? Apakah dengan belajar bahasa Inggris dapat membantu anda dengan pengetahuan atau pelajaran lain?*

A : *Ya penting, menurut saya bahasa Inggris juga membantu saya untuk mengetahui pengetahuan yang lain.*

Q : *Apakah anda pernah mengalami kesulitan saat belajar bahasa Inggris? Jika ya, kesulitan apa yang anda alami?*

A : *Saya susah memahami materi yang dijelaskan dan susah membaca teks berbahasa Inggris.*

Q : *Keterampilan apa yang anda senangi atau kuasai dalam belajar bahasa Inggris? Apakah itu reading, speaking, listening, atau writing?*

A : *Saya tidak memliki keterampilan itu semua.*

Q : *Apa yang anda harapkan di masa depan ketika anda telah berhasil belajar bahasa Inggris?*

A : *Tidak berharap apa-apa sih.*

Q : *Bagaimana perasaan anda ketika belajar bahasa Inggris dan apa alasan yang membuat anda suka atau tidak belajar bahasa Inggris?*

A : *Biasa saja, saya tidak menyukai bahasa Inggris karena saya kurang bisa memahaminya.*

Q : *Apakah anda tertarik untuk belajar bahasa Inggris?*

A : *Tidak.*

Q *: Apakah anda suka belajar bahasa Inggris dalam bentuk teori atau praktik?*

A *: Suka keduanya kalau materi yang diberikan saya memahaminya.*

Q *: Apakah anda memiliki antusiasme ketika anda melihat orang lain berbicara bahasa Inggris?*

A *: Tidak.*

Q *: Apakah anda percaya diri ketika anda berbicara bahasa Inggris?*

A *: Tidak percaya diri.*

Q *: Apakah anda bersemangat ketika mendapatkan tugas bahasa Inggris?*

A *: Tidak.*

Q *: Apakah anda memiliki semangat untuk berlatih bahasa Inggris dengan teman-teman anda?*

A *: Ya.*

Q *: Media pembelajaran apa yang anda sukai dalam belajar bahasa Inggris? (Misalnya, praktik langsung, dengan game, dengan audio atau video, dll.)*

A *: Tidak ada yang saya sukai.*

d.　　**Respondent 4**

Q : *Apa pendapat anda tentang belajar bahasa Inggris?*

A : *Bagus dan baik. Bermanfaat juga pada suatu saat*

Q : *Menurut anda, apakah bahasa Inggris itu penting untuk dipelajari? Apakah dengan belajar bahasa Inggris dapat membantu anda dengan pengetahuan atau pelajaran lain?*

A : *Penting terutama untuk berkomunikasi dengan orang asing. Bahasa Inggris juga lumayan membantu saya dengan pengetahuan atau mata pelajaran lain.*

Q : *Apakah anda pernah mengalami kesulitan saat belajar bahasa Inggris? Jika ya, kesulitan apa yang anda alami?*

A : *Ya pernah, saya mengalami kesulitan dalam mengartikan kata-kata yang berat.*

Q : *Keterampilan apa yang anda senangi atau kuasai dalam belajar bahasa Inggris? Apakah itu reading, speaking, listening, atau writing?*

A : *Saya suka reading dan listening*

Q : *Apa yang anda harapkan di masa depan ketika anda telah berhasil belajar bahasa Inggris?*

A : *Bisa berkomunikasi lancar dengan orang asing.*

Q : *Bagaimana perasaan anda ketika belajar bahasa Inggris dan apa alasan yang membuat anda suka belajar bahasa Inggris?*

A : *Lumayan senang. Karena bagi saya keren.*

Q : *Apakah anda tertarik untuk belajar bahasa Inggris?*

A : *Tertarik.*

Q : *Apakah anda suka belajar bahasa Inggris dalam bentuk teori atau praktik?*

A : *Saya lebih menyukai dalam bentuk praktik.*

Q : *Apakah anda memiliki antusiasme ketika anda melihat orang lain berbicara bahasa Inggris?*

A : *Ya.*

Q : *Apakah anda percaya diri ketika anda berbicara bahasa Inggris?*

A : *Lumayan percaya diri.*

Q : *Apakah anda bersemangat ketika mendapatkan tugas bahasa Inggris?*

A : *Tidak juga.*

Q : *Apakah anda memiliki semangat untuk berlatih bahasa Inggris dengan teman-teman anda?*

A : *Ya.*

Q : *Media pembelajaran apa yang anda sukai dalam belajar bahasa Inggris? (Misalnya, praktik langsung, dengan game, dengan audio atau video, dll.)*

A : *Kalau saya sih lebih senang jika praktik langsung dan juga menggunakan games.*

e. Respondent 5

Q *: Bagaimana pendapat anda tentang belajar bahasa Inggris?*

A *: Menyenangkan.*

Q *: Menurut anda, apakah bahasa Inggris itu penting untuk dipelajari? Apakah dengan belajar bahasa Inggris dapat membantu anda dengan pengetahuan atau pelajaran lain?*

A *: Penting, bahasa Inggris juga membantu saya dalam mengetahui pengetahuan lain.*

Q *: Apakah anda pernah mengalami kesulitan saat belajar bahasa Inggris? Jika ya, kesulitan apa yang anda alami?*

A *: Pernah, saya sering kesulitan dalam mengartikan kalimat dan juga sulit memahami susunan katanya.*

Q *: Keterampilan apa yang anda senangi atau kuasai dalam belajar bahasa Inggris? Apakah itu reading, speaking, listening, atau writing?*

A *: Writing dan reading.*

Q *: Apa yang anda harapkan di masa depan ketika anda telah berhasil belajar bahasa Inggris?*

A *: Dapat berbincang dengan orang luar.*

Q *: Bagaimana perasaan anda ketika belajar bahasa Inggris dan apa alasan yang membuat anda suka belajar bahasa Inggris?*

A *: Sebenarnya senang tetapi terkadang saya malas belajar. Alasan saya suka bahasa Inggris supaya bisa lancar berbicara bahasa Inggris.*

Q : *Apakah anda tertarik untuk belajar bahasa Inggris?*

A : *Tertarik tetapi sedikit malas juga.*

Q : *Apakah anda suka belajar bahasa Inggris dalam bentuk teori atau praktik?*

A : *Kalau teori sih lumayan senang tetapi lebih senang praktik.*

Q : *Apakah anda memiliki antusiasme ketika anda melihat orang lain berbicara bahasa Inggris?*

A : *Ya.*

Q : *Apakah anda percaya diri ketika anda berbicara bahasa Inggris?*

A : *Tidak begitu percaya diri.*

Q : *Apakah anda bersemangat ketika mendapatkan tugas bahasa Inggris?*

A : *Lumayan bersemengat*

Q : *Apakah anda memiliki semangat untuk berlatih bahasa Inggris dengan teman-teman anda?*

A : *Ya lumayan*

Q : *Media pembelajaran apa yang anda sukai dalam belajar bahasa Inggris? (Misalnya, praktik langsung, dengan game, dengan audio atau video, dll.)*

A : *Lebih senang kalau praktik langsung dan juga menggunakan game atau audio.*

f. Respondent 6

Q : *Menurut anda bagaimana pendapat anda tentang belajar bahasa Inggris?*

A : *Menyenangkan karena bisa mengetahui bahasa internasional.*

Q : *Menurut anda, apakah bahasa Inggris itu penting untuk dipelajari? Apakah dengan belajar bahasa Inggris dapat membantu anda dengan pengetahuan atau pelajaran lain?*

A : *Iya penting. Menurut saya bahasa Inggris juga banyak membantu dalam pelajaran lain.*

Q : *Apakah anda pernah mengalami kesulitan saat belajar bahasa Inggris? Jika ya, kesulitan apa yang anda alami?*

A : *Tidak pernah sih.*

Q : *Keterampilan apa yang anda senangi atau kuasai dalam belajar bahasa Inggris? Apakah itu reading, speaking, listening, atau writing?*

A : *Saya lebih menyukai reading dan speaking*

Q : *Apa yang anda harapkan di masa depan ketika anda telah berhasil belajar bahasa Inggris?*

A : *Saya pengen bisa traveling ke mancanegara.*

Q *: Bagaimana perasaan anda ketika belajar bahasa Inggris dan apa alasan yang membuat anda suka belajar bahasa Inggris?*

A *: Senang karena bahasa Inggris adalah bahasa internasional.*

Q *: Apakah anda tertarik untuk belajar bahasa Inggris?*

A *: Ya tertarik.*

Q *: Apakah anda suka belajar bahasa Inggris dalam bentuk teori atau praktik?*

A *: Saya lebih menyukai ketika praktik.*

Q *: Apakah anda memiliki antusiasme ketika anda melihat orang lain berbicara bahasa Inggris?*

A *: Ya saya antusias.*

Q *: Apakah anda percaya diri ketika anda berbicara bahasa Inggris?*

A *: Ya.*

Q *: Apakah anda bersemangat ketika mendapatkan tugas bahasa Inggris?*

A *: Bersemengat*

Q *: Apakah anda memiliki semangat untuk berlatih bahasa Inggris dengan teman-teman anda?*

A *: Ya tentunya.*

Q *: Media pembelajaran apa yang anda sukai dalam belajar bahasa Inggris? (Misalnya,*

praktik langsung, dengan game, dengan audio atau video, dll.)

A *: Saya suka menggunakan audio, dengan membaca novel berbahasa Inggris, dan praktik langsung.*

g. Respondent 7

Q *: Apa pendapat anda tentang belajar bahasa Inggris?*

A *: Belajar bahasa Inggris itu menyenangkan.*

Q *: Menurut anda, apakah bahasa Inggris itu penting untuk dipelajari? Apakah dengan belajar bahasa Inggris dapat membantu anda dengan pengetahuan atau pelajaran lain?*

A *: Menurut saya penting dan juga membantu.*

Q *: Apakah anda pernah mengalami kesulitan saat belajar bahasa Inggris? Jika ya, kesulitan apa yang anda alami?*

A *: Ya, saat membuat suatu kalimat atau kata.*

Q *: Keterampilan apa yang anda senangi atau kuasai dalam belajar bahasa Inggris? Apakah itu reading, speaking, listening, atau writing?*

A *: Listening.*

Q *: Apa yang anda harapkan di masa depan ketika anda telah berhasil belajar bahasa Inggris?*

A *: Biar bisa jalan-jalan keluar negeri tanpa adanya hambatan bahasa.*

Q : *Bagaimana perasaan anda ketika belajar bahasa Inggris dan apa alasan yang membuat anda suka belajar bahasa Inggris?*

A : *Senang, salah satu alasan saya agar dapat mempunyai teman dari luar negeri.*

Q : *Apakah anda tertarik untuk belajar bahasa Inggris?*

A : *Sangat tertarik.*

Q : *Apakah anda suka belajar bahasa Inggris dalam bentuk teori atau praktik?*

A : *Saya lebih suka praktik karena mungkin tidak akan membosankan.*

Q : *Apakah anda memiliki antusiasme ketika anda melihat orang lain berbicara bahasa Inggris?*

A : *Ya sangat.*

Q : *Apakah anda percaya diri ketika anda berbicara bahasa Inggris?*

A : *Masih kurang percaya diri.*

Q : *Apakah anda bersemangat ketika mendapatkan tugas bahasa Inggris?*

A : *Lumayan.*

Q : *Apakah anda memiliki semangat untuk berlatih bahasa Inggris dengan teman-teman anda?*

A : *Ya saya memilikinya.*

Q *: Media pembelajaran apa yang anda sukai dalam belajar bahasa Inggris? (Misalnya, praktik langsung, dengan game, dengan audio atau video, dll.)*

A *: Menggunakan game dan video.*

h. Respondent 8

Q *: Apa pendapat anda tentang belajar bahasa Inggris?*

A *: Saya merasa netral.*

Q *: Menurut anda, apakah bahasa Inggris itu penting untuk dipelajari? Apakah dengan belajar bahasa Inggris dapat membantu anda dengan pengetahuan atau pelajaran lain?*

A *: Penting karena bahasa Inggris adalah bahasa internasional. Ya membantu.*

Q *: Apakah anda pernah mengalami kesulitan saat belajar bahasa Inggris? Jika ya, kesulitan apa yang anda alami?*

A *: Sedikit kesulitan di bagian grammar.*

Q *: Keterampilan apa yang anda senangi atau kuasai dalam belajar bahasa Inggris? Apakah itu reading, speaking, listening, atau writing?*

A *: Saya senang dengan semua.*

Q *: Apa yang anda harapkan di masa depan ketika anda telah berhasil belajar bahasa Inggris?*

A *: Harapan saya agar bisa kuliah di luar negeri.*

Q *: Bagaimana perasaan anda ketika belajar bahasa Inggris dan apa alasan yang membuat anda suka belajar bahasa Inggris?*

A *: Netral, karena saya tidak tau apa yang membuat saya suka belajara bahasa Inggris.*

Q *: Apakah anda tertarik untuk belajar bahasa Inggris?*

A *: Ya tertarik.*

Q *: Apakah anda suka belajar bahasa Inggris dalam bentuk teori atau praktik?*

A *: Lebih senang praktik.*

Q *: Apakah anda memiliki antusiasme ketika anda melihat orang lain berbicara bahasa Inggris?*

A *: Tidak terlalu.*

Q *: Apakah anda percaya diri ketika anda berbicara bahasa Inggris?*

A *: Tidak terlalu percaya diri.*

Q *: Apakah anda bersemangat ketika mendapatkan tugas bahasa Inggris?*

A *: Ya.*

Q *: Apakah anda memiliki semangat untuk berlatih bahasa Inggris dengan teman-teman anda?*

A *: Yes.*

Q *: Media pembelajaran apa yang anda sukai dalam belajar bahasa Inggris? (Misalnya,*

praktik langsung, dengan game, dengan audio atau video, dll.)

A *: Game, video, praktik langsung, dan juga membaca.*

i. Respondent 9

Q *: Bagaimana pendapat anda tentang belajar bahasa Inggris?*

A *: Belajar bahasa Inggris sama saja belajar bahasa internasional.*

Q *: Menurut anda, apakah bahasa Inggris itu penting untuk dipelajari? Apakah dengan belajar bahasa Inggris dapat membantu anda dengan pengetahuan atau pelajaran lain?*

A *: Penting dan juga membantu.*

Q *: Apakah anda pernah mengalami kesulitan saat belajar bahasa Inggris? Jika ya, kesulitan apa yang anda alami?*

A *: Pernah, saat mempelajari grammar.*

Q *: Keterampilan apa yang anda senangi atau kuasai dalam belajar bahasa Inggris? Apakah itu reading, speaking, listening, atau writing?*

A *: Listening, karena lebih simple daripada harus membaca atau menulis yang harus dengan grammar yang benar dan sesuai.*

Q *: Apa yang anda harapkan di masa depan ketika anda telah berhasil belajar bahasa Inggris?*

A *: Jika bekerja di bidang internasional dapat menggunakan bahasa Inggris dengan lancar.*

Q : *Bagaimana perasaan anda ketika belajar bahasa Inggris dan apa alasan yang membuat anda suka belajar bahasa Inggris?*

A : *Saya tertarik belajar bahasa Inggris karena menurut saya bahasa Inggris sangat bermanfaat untuk masa depan.*

Q : *Apakah anda tertarik untuk belajar bahasa Inggris?*

A : *Ya tertarik.*

Q : *Apakah anda suka belajar bahasa Inggris dalam bentuk teori atau praktik?*

A : *Suka keduanya.*

Q : *Apakah anda memiliki antusiasme ketika anda melihat orang lain berbicara bahasa Inggris?*

A : *Ya.*

Q : *Apakah anda percaya diri ketika anda berbicara bahasa Inggris?*

A : *Tentu percaya diri.*

Q : *Apakah anda bersemangat ketika mendapatkan tugas bahasa Inggris?*

A : *Lumayan bersemengat*

Q : *Apakah anda memiliki semangat untuk berlatih bahasa Inggris dengan teman-teman anda?*

A : *Ya.*

Q *: Media pembelajaran apa yang anda sukai dalam belajar bahasa Inggris? (Misalnya, praktik langsung, dengan game, dengan audio atau video, dll.)*

A *: Saya biasanya menggunakan film yang berbahasa Inggris.*

j.Respondent 10

Q *: Bagaimana pendapat anda tentang belajar bahasa Inggris?*

A *: Menurut saya bahasa Inggris mudah dipahami daripada bahasa Arab karena bahasa Inggris merupakan bahasa universal.*

Q *: Menurut anda, apakah bahasa Inggris itu penting untuk dipelajari? Apakah dengan belajar bahasa Inggris dapat membantu anda dengan pengetahuan atau pelajaran lain?*

A *: Penting, karena dalam kehidupan sehari-hari banyak menggunkan bahasa Inggris seperti pada handphone. Jadi bahasa Inggris sangat juga sangat membantu dalam pengetahuan lain.*

Q *: Apakah anda pernah mengalami kesulitan saat belajar bahasa Inggris? Jika ya, kesulitan apa yang anda alami?*

A *: Ya, terkadang saya belum mengetahui arti kalimat yang sedang saya pelajari.*

Q *: Keterampilan apa yang anda senangi atau kuasai dalam belajar bahasa Inggris? Apakah itu reading, speaking, listening, atau writing?*

A *: Writing dan listening.*

Q *: Apa yang anda harapkan di masa depan ketika anda telah berhasil belajar bahasa Inggris?*

A *: Dapat bermain ke luar negeri tanpa harus ada penerjemah.*

Q *: Bagaimana perasaan anda ketika belajar bahasa Inggris dan apa alasan yang membuat anda suka belajar bahasa Inggris?*

A *: Senang karena biar keren.*

Q *: Apakah anda tertarik untuk belajar bahasa Inggris?*

A *: Lumayan tertarik*

Q *: Apakah anda suka belajar bahasa Inggris dalam bentuk teori atau praktik?*

A *: Lumayan suka dengan keduanya.*

Q *: Apakah anda memiliki antusiasme ketika anda melihat orang lain berbicara bahasa Inggris?*

A *: Ya.*

Q *: Apakah anda percaya diri ketika anda berbicara bahasa Inggris?*

A *: Sedikit percaya diri.*

Q *: Apakah anda bersemangat ketika mendapatkan tugas bahasa Inggris?*

A *: Ya lumayan.*

Q *: Apakah anda memiliki semangat untuk berlatih bahasa Inggris dengan teman-teman anda?*

A *: Ya.*

Q *: Media pembelajaran apa yang anda sukai dalam belajar bahasa Inggris? (Misalnya, praktik langsung, dengan game, dengan audio atau video, dll.)*

A *: Menonton film dan mendengarkan music barat.*

Appendix III

Field Notes

Kode   : 01

Lokasi : SMA Islam Al Azhar 16 BSB Semarang

Waktu : 29 Mei 2023

Observer : Peneliti

Catatan :

Pada hari Senin, 29 Mei 2023 peneliti melakukan observasi model pembelajaran Bahasa Inggris di SMA Islam Al Azhar 16 BSB Semarang. Pada observasi ini bertujuan untuk mengetahui model pembelajaran yang digunakan.

Dari hasil pengamatan yang diperoleh peneliti mendapatkan informasi mengenai model pembelajaran yang digunakan salah satunya yakni pendekatan TPACK (Technological Pedagogical and Content Knowladge) yaitu model pembelajaran yang mengenalkan teknologi pada siswa seperti pengenalan terhadap Google Classroom, Google Form, dsb. Selain itu, peneliti juga

mengamati para siswa. Dengan adanya teknologi tersebut para siswa semakin memahami pelajaran yang didapat melalui teknologi.

Kode   : 02
Lokasi : SMA Islam Al Azhar 16 BSB Semarang
Waktu : 30 Mei 2023
Observer : Peneliti

Catatan :

Pada hari Selasa, 30 Mei 2023 peneliti melakukan observasi kegiatan belajar mengajar Bahasa Inggris di SMA Islam Al Azhar 16 BSB Semarang. Pada observasi ini bertujuan untuk mengetahui sikap siswa terhadap pembelajaran Bahasa Inggris.

Berdasarkan pengamatan peneliti, siswa perempuan cenderung lebih tertarik dan aktif mengikuti kegiatan belajar mengajar pada mata pelajaran Bahasa Inggris. Para siswa lebih tertarik jika guru menggunakan model pembelajaran berbasis teknologi diantaranya menampilkan vidio pembelajaran dan juga kuis menggunakan aplikasi, sikap positif siswa juga ditunjukkan ketika praktik pembelajaran, salah satunya praktik percakapan di depan kelas dengan teman sebangkunya.

Kode   : 03
Lokasi : SMA Islam Al Azhar 16 BSB Semarang
Waktu   : 31 Mei 2023
Observer : Peneliti

Catatan :

Pada hari Rabu, 31 Mei 2023 peneliti melakukan wawancara dengan siswa kelas sepuluh yang terdiri dari lima siswa perempuan dan lima siswa laki laki di SMA Islam Al Azhar 16 BSB Semarang. Wawancara ini bertujuan untuk mengetahui sikap siswa terhadap pembelajaran Bahasa Inggris.

Wawancara dilakukan selama lima sampai enam menit setiap siswanya. Peneliti menggunakan instrumen wawancara sebagai pedoman. Siswa menjawab berdasarkan pendapat mereka sendiri.

Dari hasil wawancara diperoleh data bahwasannya lebih banyak siswa yang meyukai dan memiliki sikap postif terhadap pembelajaran Bahasa Inggris. Siswa memiliki jawaban yang berbeda mengenai alasan tertarik dan menyukai Bahasa Inggris. Alasan tersebut diantarnya karena bahasa inggris merupakan bahasa

internasional, karena bahasa inggris mudah dipahami, karena ingin melanjutkan pendidikan atau pekerjaan di luar negeri, dsb.

Appendix IV

Interview and Observation Documentation

Appendix V

Research Documents

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024–7615387
www.walisongo.ac.id

Nomor : 2576/Un.10.3/D1/TA.00.01/05/2023   Semarang, 23 Mei 2023
Lamp : -
Hal   : Mohon Izin Riset
a.n.   : Larasati Hayuni M
NIM   : 1903046053

Yth.
Kepala Sekolah SMA Islam Al Azhar 16 BSB Semarang di
Semarang

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama   : Larasati Hayuni Muktitama
NIM   : 1903046053
Alamat   : Jl. Kalikangkung RT.01/RW.01, Gondoriyo, Ngaliyan, Semarang
Judul skripsi : EFL Students Attitudes Towards Learning English: A Case at Indonesian
               Senior High School

Pembimbing :
1. Agus Mutohar, MA, Ph.D

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset
dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 7-14
hari, mulai tanggal 29 Mei 2023 sampai dengan tanggal 5 Juni 2023.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

MAHMUD JUNAEDI

Tembusan :
Dekan FITK UIN Walisongo Semarang (sebagai laporan)

CURRICULUM VITAE

Personal Data

Name	: Larasati Hayuni Muktitama
Place of Birth	: Kudus
Date of Birth	: 08th May 2000
Religion	: Islam
Gender	: Female
Adress	:Sanggrahan RT.01 RW.01, Lodoyong, Ambarawa Kab.Semarang
Email	: larasathayuni@gmail.com

Formal Education

1. Bachelor Degree of English Education Department, Faculty of Education and Teacher Training, Walisongo State Islamic University Semarang.
2. SMA Negeri 1 Bergas
3. SMP Negeri 1 Wonopringgo
4. SD Negeri 1 Karangsari

Semarang, 11th September 1013
The Writer

Larasati Hayuni Muktitama
1903046053