

**THE CORRELATION BETWEEN STUDENTS' ATTITUDE TOWARDS
ENGLISH AND THEIR ENGLISH PROFICIENCY OF THE ELEVENTH
GRADE STUDENTS OF SMA N 1 PANGKALAN LAMPAM**



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DEDICATION

This thesis dedicated to:

- ⌘ My everything Allah Subhanawata'ala the Lord of this world. The Greatest of the greats who has given rahmat, blessing and patience is finishing this thesis.
- ⌘ My prophet Muhammad Shallahu'alayhi wa salam with his families, his friends and his followers.
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Motto :

IF YOU FAIL TO GET SOMETHING, JUST ONE THINGS YOU HAVE TO DO, TRY AGAIN!! DON'T EVER STOP

STATEMENT PAGE

I hereby,

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state that

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if none day, there is evidence of forgery in the above statement, I am willing to accept the academic saction of cancellation of my magister degree that I have received through this thesis.

Palembang, April 2017
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ABSTRACT

The main purposes of the present study were to empirically investigate the possible correlation and the influence between students' attitude towards English and their English proficiency of the eleventh grade students of SMA N 1 Pangkalan Lampam. The sample of this study was taken by using convenience sampling, consisting 120. The method used in this study was a correlational study. The data were collected by using the attitude questionnaire to measure students' attitude towards English and TOEFL Junior test to measure students' English proficiency. The data were analyzed by using pearson product moment correlation coefficient. The results showed that there was no significant correlation between students' attitude towards English and their English proficiency with r -obtained (.103) was lower than r -table (.178). This study could have implications for English teachers, course designers, parents, other researchers, and students.

Key words: Attitude towards English, English proficiency

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CHAPTER 1

INTRODUCTION

This chapter describes about (1) background, (2) research problems, (3) research objectives and (4) the significance of the study.

1.1 Background

Language is used by people to express and receive some information, message and emotions. English is an international language that is used almost all of the countries in the world as means of communication. English is now widely used all over the world in all aspects of life, such as diplomacy and international communication, tourism, business, education, science, computer technology, media and internet. Therefore, English is one of international languages used in daily life as a tool of communication. Harmer (2001, p. 1) states that:

“Although English is not the language with the largest number of native or ‘first’ language speakers, it has become a lingua franca. A lingua franca can be defined as a language widely adopted for communication between two speakers whose native language are different from each other’s and where one or both speakers are using it as ‘second’ language.”

The people all over the world cannot deny that the globalization will have a big impact on the nations of the world. In Indonesia, as one of the countries in the world cannot avoid from the influence of globalization. Indonesia must be ready to face the challenges of globalization by improving its human resources and maintaining stable condition of the country. According to the British Council (2010), at least one billion people speak or are trying to speak English and about 300 million people are actively studying the English language which as one of

requirements in facing the challenges of the globalization is proficiency English as an international language.

Students' English proficiency gets a lot of information easily, through English the students can also do communication with other people in the world. In Indonesia, English is learned as a foreign language because Indonesians communicate with other people by using Bahasa Indonesia. The main purpose of English teaching in Indonesia is to teach students to acquire ability in listening, speaking, reading, and writing in English. In addition, Depdiknas RI (2006) states that English subject is compulsory subject as part of curriculum. Further, English at junior and senior high school is as a compulsory subject. The aim of teaching English is that the students can compete in the future. It is also to prepare competent and professional students for national and international study. Meanwhile, the teaching of English has become increasingly important as a foreign language in Indonesia. It is a compulsory subject to be taught for three years at junior high school and for three years in senior high school (Lauder, 2008). The general standard objectives of English language teaching at senior high school in Indonesia are determined as follow: (1) Developing communicative competence both in oral and written in order to reach the level of information literacy; (2) Raising awareness of the nature of English as a Foreign language in order to compete with other countries in global community; and (3) Developing comprehension of students about the relation between language and culture (Depdiknas RI 2006). From the description above, it is clear that English is an important international language as a tool of communication among people the

world. Moreover, especially for students English as a compulsory subject which they have to proficiency in English.

Ironically, there are still very limited numbers of students who are able to communicate simple in English, although they have mastered in grammar. Astuti (2006, p. 90) states that there are many students are smart in grammar but their speaking skill is not improved. When they find a chance to speak English, they don't get use to do it even they have learnt English as a foreign language for more than seven years. In addition, English Proficiency Index (2016) claims that the Indonesian students are still weak in the English Language and their proficiency is still low. The parameter used to revise the English teaching program in well-design syllabus, lesson plans, and material design that the students' success or lack of success in EFL (English as Foreign Language) is judged by the accuracy of the language they produced (Mattarima, 2011, p. 288).

There are various factors that influences English proficiency in teaching and learning process. According to Shams (2008, p.139), in foreign language learning context, there are various factors that influence the English proficiency such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc. Attitude is one of the most important factors that impacts on English proficiency. Dehbozorgi (2012, p. 41) states that attitude is a directly unobserved hypothetical construct and must be inferred from measurable responses which reflect and evaluate positive or negative attitudes.

The students' attitude have to influence the all of the students' responses to the target, especially the students' attitude towards English. Dornyei (1998, p. 119) shows that attitudes exert a directive influence on behaviour since someone's attitude towards a target influences the overall pattern of the person's responses to the target. In addition, Oller (1979, p.138) claims that attitude is merely one of types of factors that give rise to motivation which eventually results in attainment of proficiency in a second language. According to Gowhary (2015, p. 241), attitude is crucial in language growth or decay, restoration or destruction. Attitude is internal states that influence what the learners likely to do. The internal state is some degree of positive/negative or favorable/unfavourable reaction towards an object.

According to Dalvit and Klerk (2004, p. 6), if someone has a positive attitude to a language, he or she is more likely to learn it well. Thus, attitude is one of the factors influence foreign language learning because how much effort students put into language learning depends partly on attitude. Further, Reid (2003, p. 33) declared that attitude is important because the students cannot be neatly separated from study. In short, achievement in a target language relies not only on intellectual capacity, but also the students' attitude which affected in learning English to enhance the language performance.

Further, Dornyei (2005, p. 67) states that attitude constitutes an important factor of language learning. Gardner (1985) also believed that attitude and other affective variables are as important as aptitude for language achievement. In addition, Syukur (2016, p. 124) states that:

“Attitudes can be viewed as a tendency to respond positively or negatively towards a certain thing, idea, person, situation etc. Attitudes could highly influence how individuals approach many situations in life, including foreign language learning. It is believed that individuals with positive attitudes usually progress more rapidly in foreign language learning.”

So, the students' positive attitude can encourage the student to learning language. Meanwhile, if the student have positive attitude make improving of the students language learning.

Based on the researchers's preliminary study at SMA N 1 Pangkalan Lampam by interviewing the English teacher, the researcher got some informations that the students still in lower level of English proficiency of their TOEFL score. The fact that the students did not understand when the teacher spoke English and did not know the meaning of the words in text content (See Appendix I). After that, the researcher gave questionnaire to students, the result were some students have negative attitude , the fact that they were not serious in studying for the English class oftentimes play during the lesson. From that reason, the researcher is interested in doing a research related to the correlation between students' attitude towards English and their English proficiency (See Appendix K).

Some studies have previously explored those related variables; Students' attitude towards English and their English proficiency. Bagheri (2015) found that there was a small positive correlation between medical students' attitude towards English language learning and English Language achievement. and Then, Ubonrat (2005) found that the relationship between students' attitude toward a study of English and their English proficiency were related. But, Herman (2011) found that

there was no correlation between attitude towards English and English proficiency.

In conclusion, the way to succeed in learning English varies according to various factors surrounding the students. If students are flexible in learning English, they can apply their knowledge in using English.

Attitude toward English has impacted on the students' English proficiency. Students who have a positive attitude in learning English will get more English proficiency progress. On the other hand, students who have a negative attitude in learning English will get lower English proficiency progress. According to the explanations and the result of the informal interview and studies done by many experts above, the researcher is interested to find out if the students' low score English proficiency of SMA N 1 Pangkalan Lampam is related to the lack of students' attitude towards English. Therefore, the researcher conducted the research which discussed the correlation between students' attitude towards English and their English proficiency of the eleventh grade students of SMA N 1 Pangkalan Lampam.

1.2 Research Problems

The problems of this study are formulated in the following questions.

1. Is there any significant correlation between students' attitude towards English and their English proficiency of the Eleventh Grade Students of SMA N 1 Pangkalan Lampam?
2. Does students' attitude towards English significantly influence their English proficiency of the Eleventh Grade Students of SMA N 1 Pangkalan Lampam?

1.3 Research Objectives

The objectives of the study are:

1. to find out whether or not there is a significant correlation between students' attitude towards English and their English proficiency of the Eleventh Grade Students of SMA N 1 Pangkalan Lampam.
2. to find out whether students' attitude towards English significantly influences their English proficiency of the Eleventh Grade Students of SMA N 1 Pangkalan Lampam.

1.4 The Significance of the Study

It is hoped that this study will give some information on the development of language teaching and learning, especially understanding attitude towards English related to the students' English proficiency.

Hopefully, this study is expected to be beneficial to the following parties: The first, to the teacher of English, the results of this study are expected to be useful by knowing information about the description of attitudes toward English and students' English proficiency in learning English of SMA N 1 Pangkalan Lampam. It may provided a better understanding of students' internal factors that can influenced the succes in EFL learning. It may support English teacher to develop students good or positive attitudes toward English. The second, for the students, the result of this study will inform the students about their attitudes toward English who correlate with their English proficiency. It is hoped that the students will develop positive attitudes toward learning English as one of the factors of success in English proficiency. The third, For the researcher, it is

expected that makes his more understanding about attitude towards English is as one of the important factor affect in Language learning achievement. The last, for other researchers, this study is hopefully to be useful to conduct an educational research especially related to the correlation between attitude towards English and English proficiency and also make innovation on the research of English proficiency by knowing other motivation or can redo this research by improving the quality of the students' English proficiency.

CHAPTER 2

LITERATURE REVIEW

The review of literature in this part is focused on the studies which are related to the major aspects of the study: (1) correlation research, (2) the concept of attitude, (3) language attitude, (4) attitude in language learning, (5) the aspects of language attitude, (6) the concept of English proficiency, (7) previous related studies, (8) hypotheses and (9) criteria for testing hypotheses.

2.1. Correlation Research

Creswell (2012, p. 338) declares in correlational research design, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. Fraenkel, Wallen, & Hyun (2012, p. 331) state that the correlation study mainly focuses on the possibility of relationship between only two or more variables investigated without any attempts to influence them. In this design, the researchers do not attempt to control or manipulate the variables as in an experiment; instead, they relate, using the correlation statistic, two or more scores for each person. To know correlation result, there is correlation coefficient, which is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between

the two variables. If the is equal to +1.00 or equal to -1.00, the correlation is called perfect. Positive correlation means high scores on one variable tend to be associated with high scores on the other variable, while low scores on one are associated with low scores on the other variable. Negative correlation present when high scores on one variable are associated with low scores on the other variable, while low scores on one are associated with high scores on the other variable.

Below is the table showing the degree of correlation between the two variables based on Cohen, Manion and Morrison (2007, p. 536):

Table 1.

Correlation Coefficient

Interval Coefficient	Level of Correlation
0.20 – 0.35	Weak
0.35 – 0.65	Fair
0.65 – 0.85	Strong
Over 0.85	Very Strong

Source : Cohen, Manion and Morrison (2007, p. 536)

There are two primary types of correlational research design; explanation and prediction (Creswell, 2012, p. 340). The explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more than two. Creswell (2012, p. 340) shows that the

characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group one for each variable, report the use of the correlation statistical test (or an extension of it) in the data analysis, and make interpretations or draw conclusions from the statistical test results.

In a prediction design, researchers seek to anticipate outcomes by using certain variables as predictors (Creswell, 2012, p. 341). This design is useful because it helps anticipate or forecast future behavior. The purpose of this design is to identify variables that will positively predict an outcome or criterion. In this form of research, the investigator identifies one or more predictor variables and a criterion (or outcome) variable. A predictor variable is the variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted. Creswell (2012, p. 342) shows that the characteristics of this design are that the researchers typically include the word “prediction” in the title or research questions, measure the predictor variable(s) at one point in time and the criterion variable at a later point in time, and forecast future performance. In short, this study correlational research was used in terms of explanatory and prediction research design to find out the correlation between variables and explain and interpret the results that may appear. In addition, the minimum acceptable sample size for a correlational study is considered by most researchers to be no less than 30 (Fraenkel, Wallen & Hyun, 2012, p. 338).

2.2. The Concept of Attitude

In learning English and mastering the language, the students should have basics, namely; interest, motivation, and attitude. Attitude is one of basic when the students want to master language. The word attitude, which comes from the latin word “aptus” meaning suitability or adaptation, means behavior, state and line of conduct. There exist different definitions of the term “Attitude”, which is characterized as learned tendencies that prompt an individual to exhibit certain behaviors in front of certain people, things and situations (Demirel and Un, 1987, p. 94). In addition, Umre and Kamil (2012, p. 106) said attitude is the state of emotional and mental preparation, which is formed through experiences, that has a directive or dynamic influential power on an individual’s behaviors towards all things and situations. Attitude is “a word used to a general tendency of an individual tendency to act in certain condition”. The use of word attitude is based on what someone says or someone does and it based on visible behavior. It means that someone attitude toward something can be seen from the way they say and act related to the attitude object.

In *Longman’s dictionary* (2003), attitudes are the opinions and feelings that one usually has about something or someone. They can be positive or negative. Montano and Kasprzyk (2008, p. 71) state that attitude is determined by the individual’s beliefs about outcomes or attributes of performing the behavior (behavior beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior.

Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude. Furthermore, Asher and Simpson (1994, p. 254) defined attitude as a disposition or tendency to respond positive or negative toward certain things (idea, object, person, situation and so forth). An attitude concerning a class of objects is the meaning that class has for the person, with a stress on how the individual evaluates the class, whether positively or negatively.

Someone who has positive attitude will view the object is valuable, while someone with negative attitude will view that an object is not valuable. For example, someone who has positive attitude toward a particular subject (for example English subject); it means that he or she likes this subject and always talk about English whenever they always slip English into conversation, frequently study hard on English and never absent in English class, It shows that attitude is based on visible behavior because we can see it when people do such kind of behavior.

2.3. The Important of Attitude

Attitude is defined as a disposition or tendency to respond positively or negatively towards a certain thing (idea, object, person, situation). An attitude concerning a class of objects is the meaning that class has for the person, with a stress on how the individual evaluates the class, whether positively or negatively. Some versions of this conception hold that attitudes are encoded verbally in the brain and that when people say how they feel about something they are merely giving voice to words already held within their minds (Asher & Simpson, 1994,

p. 254). Furthermore, Brown (2007, p.192) shows that the second language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation and, in all likelihood, because of decreased input and interaction, to unsuccessful attainment of proficiency. Attitude can be measured through words and action. For example the students will have different actions, behaviors, and thoughts when they are studying English in the classroom. That's why attitude is one important factor for someone in doing something. Because attitude is the foundation behind everything persons do, say, and think. Humans' attitude flows out from our heart and soul. In daily life, it is hard for someone to do things she or he does not like.

The term of attitude cannot be separated from psychology because attitude is a qualitative psychological phenomenon. It is not easy to give a perfect definition and limitation of it. However, several definitions are provided by psychologist. First, Ruggiero (1998, p. 74) defines an attitude as a habitual emotional response driven by belief. Beliefs are ideas we hold to be true. Unlike feelings and tendencies, they can be clearly identified and articulated. Then, Scholl (2002, p. 2) defines an attitude as a mental predisposition to act that is expressed by evaluating a particular entity with some degree of favor or disfavor. Because beliefs purport to represent reality, they are subject to the rules of logic. In other words, unlike feelings and tendencies, they can be tested for reasonableness.

According to Ahmed (2015, p.7), 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. In addition, Ibnian and Al-amadani (2015, p. 94) affirm that attitudes are crucial in language growth or decay and restoraton or destruction. Attitudes are internal states that influence what the learners are likely to do. The internal state is some degree of positive/negative or favorable/unfavorable reactions towards an object. Attitude differ in intensity or strength Language attitude is an important concept because it plays a key role in language learning and teaching.

From many definition above, it can be inferred that an attitude is a mental process of a person toward an object or situation on the basis of her/his beliefs and feelings. The mental process itself influences the person to act positively or negatively toward something. In language learning, this is the mental position or feeling toward what language learned. In this case, English is the object to be felt or thought by the students mentally.

2.4. Language Attitudes

Learning a language is closely related to the attitudes towards the languages (Starks & Paltridge, 1996 p. 218). In addition, In the Longman Dictionary of Applied Linguistics (1992, p.199) ‘ language attitude’ is defined as follows:

“The attitude which speakers of different languages or language variety have towards each others’ languages or to their own language. Expression 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.”

The students' attitude towards a language may also show what the student feel about the speakers of that language. In addition, Holmes (1992, p. 10), people develop attitudes towards languages which reflect their view about those who speak the languages, and the contexts and functions with which they are associated. A positive attitude toward learning the English language is one of the leading predictors of success in gaining fluency. Therefore, Csizer and Dornyei (2005) conclude that attitude as an important factor in language learning in their study on the internal structure of language learning motivation and its relationship with language choice and learning effort, which was put forward previously as the process Model of foreign language motivation. Moreover, Dornyei (1988) proposes a process-oriented approach to the understanding of student motivation which broke down the motivational process. Attitude, moods, self-concept, and social awareness affect all of our feelings. The environment of the physical education class affects the feelings of every students. Teachers who encourage and appreciate individual differences will foster desirable attitudes towards physical education. Many educational psychologists believe it is far more important to promote positive attitudes in students than to ensure that master verbal information, intellectual skills, cognitive strategies, or motor skills, It seems clear that the second or foreign language learner benefits from positive attitudes and that negative attitudes may lead to decreased motivation and in all likelihood unsuccessful attainment of proficiency.

2.5. Attitude in Language Learning

Learning is as the acquisition of information and knowledge, of skills and habits, and attitudes and beliefs. According to Gardner (1985, p. 8), attitude is an

evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. Attitudes are said to have cognitive, affective, and conative components. The cognitive component refers to the individual's belief structure, the affective to emotional reactions, and the conative to the tendency to behave toward the attitude object. Dalvit (2004, p. 27) states that attitude is a mental or neural state of readiness, organized through experience, exerting a directing or dynamic influence through the individual's response to all objects and situations with which it is related. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.

According to Grantham and Vaske (1993, p. 112), there are several characteristics of attitude. Here are the following characteristics:

1. An attitude is relatively enduring: an attitude is relatively enduring because it is learned. Since it is learned, it can be taught. Liking or disliking a foreign language is learned. There is no student who is born liking or disliking it. Reinforcement and imitation processes are believed to represent the processes which are involved in the learning of attitude.
2. An attitude is situational: an attitude is influenced by situation and can therefore be generalized. This means that the situation affects the students' attitudes. Language, teacher, and assignments, for example, are within school situation.

3. An attitude is an organization of beliefs: an attitude is not a basic and irreducible element within personality, but represents a cluster of two or more interrelated elements. This element is in the form of underlying belief rather than expressed opinion. A belief is a predisposition inferred consciously from what one says or does. The content of belief may describe an object as true or false, correct or incorrect; evaluate it as good or bad; and promote certain action as desirable or undesirable. All beliefs are predispositions to an action, and an attitude is a set of interrelated predispositions to an action organized in certain situations.
4. An attitude acts as an intervening variable: an attitude is not an observable phenomenon, but is introduced to explain behavior as observed. A student can be said to have a positive attitude toward English, but the attitude itself cannot be observed. What is observed is the presence of behavior that indicates acceptance of English and the absence of rejecting behaviors, like ignoring English assignments, not participating actively in class or dropping English subject. From this behavior, the attitude is inferred and explains a person's behavior. It also represents an intervening variable which operates on a behavior.

From the statements of many experts above, it is important to summarize that an attitude is a mental process of a person toward an object. The mental process itself influences the person to act toward something. In language learning, this is the mental position or feeling toward what language is learned. In this case, English is the object that is felt or thought by the students mentally.

2.6. Aspects of Language Attitude

Learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one has learned a specific subject, he or she is supposed to think and behave in a different manner and one's beliefs have been distinguished (Kara, 2009, p. 101). Furthermore, learning process has social as well as psychological aspects besides the cognitive approach. Attitude concept can be viewed from these three dimensions. Each one of these dimensions has different features to bring out language attitude results. The attitude concept has three components i.e, behavioral, cognitive and affective.

2.6.1. Behavioral Aspect of Attitude

The behavioral aspect of attitude involves the person's overt behavior directed toward a situation, object, or person. For example, the behavioral aspect of attitude would be related to how often a person had used that certain language, and what kind of experience he had. Persons who routinely used English use English would be more likely to have positive attitudes toward English and be less anxious, than would others who have fewer experiences with English. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community. Kara (2009, p. 102) states that:

“Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. such students are also observed to be more eager to solve

problems, to acquire the information and skill useful for daily life and to engage themselves emotionally”.

2.6.2. Cognitive Aspect of Attitude

This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive aspect of attitude would be based on how much a student knows about English and his/her level of understanding of English. For example, the students could be connected previous knowledge to new one as the new knowledge which could be used in variety situations. In addition, Alzwari, et. al. (2012, p. 122) state that the cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.

2.6.3. Emotional Aspect of Attitude

Learning process is an emotional process. It is affected by different emotional factors. Emotional aspect of attitude deals with someone's emotions towards an object, with or against, likes or dislikes. Emotional aspect of attitude is said to consist of a person's evaluation of, liking of, or emotional response to some situation, object or person. For example, for the language attitude in learning English, the emotional aspect would be a person's liking of the language itself and his/her feeling of excitement or dread, when she or he uses or learns it.

2.7. The Concept of English Proficiency

English proficiency means the degree of skill in English listening, speaking, reading and writing. The conceptualization of the nature of language proficiency has a major impact on a variety of practical and policy issues in

education (Allen, Swain, Cummins and Harley, 1990, p. 7). Proficiency is defined as the ability of an individual to speak or to perform in an acquired language. Chamber (2007, p. 88) defines language proficiency as the language ability or ability in language use. Therefore, English proficiency could be defined as the ability to understand English as it is spoken and written. In other words, English proficiency could be defined as quality of having or showing the four skills or mastery of specific language behaviours in the usage of English language.

2.7.1. Test Purpose of TOEFL Junior Standard Test

The *TOEFL Junior* Standard test is an objective and reliable measure of your English communication skills. While the ETS university-level *TOEFL* test continues to set the standard for the measurement of English-language proficiency worldwide, the *TOEFL Junior* Standard test measures the degree to which students in middle school and lower levels of high school have attained proficiency in the academic and social English-language skills representative of English-medium instructional environments (TOEFL Junior Handbook, 2015).

Usually these students are ages 11+. However, the test may be appropriate for other students. The appropriateness is based on the English-language proficiency of the students. It is an English-language proficiency test that is not based on or limited to any specific curriculum. The *TOEFL Junior* Standard test may not be appropriate for students who have not yet attained a basic level of proficiency (TOEFL Junior Handbook, 2015). The junior high school students were average 14 years old after graduated from junior high school. And then, the senior high school students were average from 15 to 19 years old. So, TOEFL

Junior test is not only suitable for the senior high school students, but also suitable for all of students who were more than eleven years old.

2.7.2. Test Structure of TOEFL Junior Standard Test

The *TOEFL Junior* Standard test is a paper-based test consisting of 126 multiple-choice questions. It includes three sections — Listening Comprehension, Language Form and Meaning, and Reading Comprehension. Each section contains 42 four-choice questions with a total testing time of 1 hour 55 minutes. Some of the questions in the test may not count toward the section or total scores. Of the questions that count, each correct answer counts equally toward the score for that section (TOEFL Junior Handbook, 2015)

Table 2.
Summarizes the Structure of the Test

Section	Question	Time
Listening Comprehension	42	40 minutes
Language Form and Meaning	42	25 minutes
Reading Comprehension	42	50 minutes

Source : TOEFL Junior Handbook, 2015

2.7.3. TOEFL Junior as Measurement of English proficiency

Hinkel (2005, p. 3) argues that TOEFL score to evaluate your English language proficiency and to determine whether your language skills are sufficient for you to do well in professional setting. TOEFL is the test which evaluates non-native English speakers' skills in three parts. It consists of: The first, the Listening Comprehension section measures your ability to listen to and understand English for interpersonal purposes, navigational purposes, and academic purposes. The second, the Language Form and Meaning section measures your ability to

demonstrate proficiency in key enabling English skills such as grammar and vocabulary in context. The last, the Reading Comprehension section measures your ability to read and understand academic and nonacademic texts written in English (TOEFL Junior Handbook, 2015).

2.8. Previous Related Studies

The research is focused on attitude towards English and English proficiency. Those related researches are explained as follow:

1. The Relationship between Medical Students Attitude towards English Language Learning and Their English Language achievement by Bagheri (2015).

This study was an attempt to examine the relationship between medical students' attitude towards English language learning and their English language achievement. The attitude of medical students was taken into consideration. The researcher also examined the effect of medical students' gender on their attitude towards English language learning. To do so, Oxford Placement Test and an adopted attitude questionnaire were administered to 155 medical students of Mazandaran University of Medical Sciences in Sari, Arab Saudi. The participants were required to answer all the 30 items in the questionnaire about attitude towards English language learning. The items were put in a 5-point Likert scale format. The findings of the study disclosed that there was a small positive correlation between medical students' attitudes towards English language learning and their English language proficiency.

2. The Relationship between the Students' Attitudes and English Proficiency of Mathayomsuksa 2 Students in Nakprasith School in Nakhon Pathom Province was written by Ubonrat (2005).

The purpose of this study was to substantiate the hypothesis that there is a significant relationship between the students' attitudes and English proficiency of Mathayomsuksa 2 students in Nakprasith School in Nakhon Pathom Province, Thailand. The research samples were composed of 300 Matthayomsuksa 2 students divided into 8 classes in this grade in the academic year of 2005 in Nakprasith School, Nakhon Pathom Province, Thailand. The data were collected in Sep 2005. The research instruments consisted of an English language attitude questionnaire and an English proficiency test. The questionnaire explored the students' attitude towards studying English that including four skills of English proficiency: listening, speaking, reading, and writing. The students were scored on a 1-5 rating scale. The results were analyzed by mean of percentage and using correlation co- efficient. The results of this research showed that the attitude of students' studying English and their English Proficiency were related.

3. The Correlation among Students Attitude towards English, Academic Achievement, and Their English Proficiency was written by Herman (2011).

This research report was written to find out the objectives of this study. They were, the first; The attitude of the six semester students of POLSRI towards English, the second; Whether or not there was students of POLSRI, the thirds; Whether or not there was a significant correlation between the attitude of the six

semester students of POLSRI towards their academic achievement and their English proficiency in Palembang, Indonesia. In this study, stratified random sampling was applied and it involved 230 POLSRI students. The method of the study used was correlational method and questionnaire. Copies of students' current GPA, and TOEFL test were as the instruments to collect the data. The results show that there was a significant relationship between students' academic achievement and their English proficiency. However, there was no significant correlation between the students' attitude towards their academic achievement, and there was also no correlation between attitude and proficiency of POLSRI students.

Based on the three previous related studies above, it can be concluded that there are some similarities and differences among the three previous studies and the researcher's present study. The similarity between those previous studies and researcher's present study is correlation study. Meanwhile, the differences are on the correlated variables, population and sample.

2.9. Hypotheses

According to Fraenkel, Wallen and Hyun (2012, p. 83) a hypothesis is, simply put, a prediction of the possible outcomes of a study. The hypotheses of this study are as follows:

1. **H₀** : There is no correlation between students' attitude and their English proficiency of the eleventh grade students of SMA N 1 Pangkalan Lampam.

H_a :There is a correlation between students' attitude and their English proficiency of the eleventh grade students of SMA N 1 Pangkalan Lampam.

2. **H₀** :Students' attitude does not significantly influence their English proficiency of the eleventh grade students of SMA N 1 Pangkalan Lampam.

H_a : Students' attitude significantly influences English proficiency of the eleventh grade students of SMA N 1Pangkalan Lampam.

2.10. Criteria for Testing Hypotheses

These hypotheses tested in order to know whether the correlation coefficient score is significant or not. In testing hypotheses, there are some criteria from Cohen, Manion and Morrison (2007), Creswell (2012, p. 188-189) and Fraenkel, Wallen, and Hyun (2012, p.228-232). Those are in the following:

1. If the p-output is higher than 0.05, H₀ is accepted and H_a is rejected. So, there is correlation between attitude towards English and English proficiency.
2. If p-output is lower than 0.05, H₀ is rejected and H_a is accepted. So there is no correlation between attitude towards English and English proficiency.

CHAPTER 3

METHODOLOGY

This chapter discusses: (1) research design, (2) research variables, (3) operational definition, (4) population and sample, (5) data collection, (6) validity and reliability and (7) data analysis.

3.1. Research Design

In this study, a correlational method is used by the researcher to investigate the relationships between the independent variables and the dependent variable. A correlation study is a quantitative method of research in which the researcher has two or more variables, and the researcher is trying to determine if there is a relationship between those variables. According to Fraenkel, Wallen, and Hyun (2012, p. 331), the correlation study mainly focuses on the possibility of relationships between only two or more variables investigated without any attempts to influence them. The researcher conducted correlational research design was used in terms of explanatory and prediction research design to find out the correlation between variables, explain and interpret the results that may appear. The procedure was that, first; the researcher identified the students' attitude towards English by using questionnaire. Second, by using TOEFL Junior, the students' English proficiency was obtained. Third, the researcher found the correlation and influenced between variables was analyzed through Statistical Package for Social and Science (SPSS) based on the results of the questionnaire and TOEFL Test. Last, explanation and interpretation of the results were discussed.

The following is the research design:

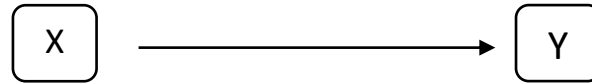


Figure Research Design:

X : Students' attitude towards English

Y : Students' English proficiency

3.2. Research Variables

According to Cresswel (2014), a variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied. Fraenkel, Wallen, and Hyun (2012, p.80) assert that a common and useful way to think about variables is to classify them as *independent* or *dependent*. In addition, Cohen, Manion and Marrison (2007, p. 504) state that research often concerns relationships between variables (variable can be considered as a construct, operationalized construct or particular property in which the researcher is interested). An independent variable is an input variable, that which causes, in part or in total, a particular outcome; it is a stimulus that influences response, an antecedent or a factor which may be modified. A dependent variable, is the outcome variable, that which is caused, in total or in part, by the input, antecedent variable. In this study, the independent variable was attitude towards English as X variable at SMA N 1 Pangkalan Lampam, while the dependent variable was their English proficiency as Y variable.

3.3. Operational Definition

To avoid misunderstanding, some key words need to be defined. There were three keywords that need to be defined: correlation, attitude toward English, and English proficiency.

1. Correlation is a relationship between two or more variables in the research.
2. Attitude is a way of feeling or acting toward a person, thing or situation.

In this study, it focused on the students attitude towards English. To know respond positive or negative the students' attitude towards English was measured by using the attitude questionnaire.

3. English Proficiency is the students' achievement of listening comprehension skill, structure and written expression and reading comprehension skill. In this study, the students' English proficiency was measured by applying a TOEFL Junior test.

3.4. Population and Sample

3.4.1. Population of the Study

Fraenkel, et al (2011,p.105) state that the term population, as used in research, refers to all members of a particular group. The total number of population of this study were all of the eleventh grade students of SMA N 1 Pangkalan Lampam in academic 2016/2017 that consist of 295 students from seven classes. There were 120 students from science classes and 175 students from social classes. The data can be seen in table 3 below:

Table 3.

**The Population Of Eleventh Grade Students Of SMA N 1 Pangkalan
Lampam**

No	Classes	Total
1	XI IPA 1	40
2	XI IPA 2	40
3	XI IPA 3	40
4	XI IPS 1	46
5	XI IPS 2	43
6	XI IPS 3	44
7	XI IPS 4	42
TOTAL		295

(Source: SMA N 1 pangkalan lampam in academin year 2016/2017)

3.4.2. Sample

According to Cresswell (2012, p. 142), sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. He also said that the sample can be selected from individuals who are representative of the entire population. Fraenkel et al. (2012, p. 91) state that sample is the selection of the group who will participate in the study.

The sample is taken by convenience sampling. According to Fraenkel et.al (2012, p. 99), describe a convenience sample is a group of individuals who (conveniently) are available for study. Convenience sampling – or, as it is sometimes called, accidental or opportunity sampling – involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and

accessible at the time (Cohen, Manion & Marisson, 2007, p. 113). The sample is showed in the following table:

Table 4.
The Sample

No.	Class	Total
1	XI IPA 1	40
2	XI IPA 2	40
3	XI IPA 3	40
Total		120

The total sample of this study were 120 students. The researcher took sciences class because based on recommendation from the English teacher and headmaster of SMA N 1 Pangkalan Lampam that the all of the science class were available to select the sample of this study.

3.5. Data Collection

In this study, two instruments were used to gather the needed data. The instruments consisted of one questionnaire and a test. One set of questionnaire was used to collect the data about the students' attitude towards English and a test to determine of the students' English proficiency by using TOEFL Junior. Techniques for collecting data were (1) distributing questionnaire and a test to the sample, and (2) testing the sample. These techniques require the attitude questionnaire and TOEFL Test.

3.5.1. Attitude Questionnaire

This study used a ready-made questionnaire, the researcher adopted by Abidin, Mohammadi and Alzwari (2012), they developed of this questionnaire, the items were partly they adapted from the attitude questionnaire test employed in a study by Boonrangsri et al. (2004), and other items were taken from attitude and motivation test battery (AMTB) designed by Gardner (1985). Furthermore, there were some items based on their experiences in teaching English. On the whole, there were 45 items concerning language attitudes in terms of: behavioral, cognitive, and emotional aspects of attitude. First, 15 items of behavioral aspect, they were 5,6,7,13,17,18,19,25,26,35,37,38,42, and 45. Second, 15 items of cognitip aspect, they were 1,2,8,9,20,21,22,29,30,31,34,36,39,40, and 41. Last 15 items of emotional aspect, they were 3,4,10,11,14,15,16,23,24,27,28,32,33,43, and 44. Overall, 30 items were positive and 15 items were negative (table 5). The items were put in a 5-point Likert scale from strongly agree to strongly disagree (table 6). The purpose of questionnaire was to find out in which type of attitudes the students were. Scoring of the scale by summing up the weight for the option selected, the maximum score would be 225 and the minimum score would be 45. And then, deviding by the total number of item, if student getting score lower than 3.0 was considered having negative attitude and if student getting score equal or higher than 3.0, a positive attitude. This judgement was constructed by Borich and Kubiszyn (1993, p. 177) to determine or judge students' attitudes toward English in this study (table 10).

Table 5.
specification of attitudes toward English questionnaire items

No	Statements	Statement number	total
1	positive	1,2,3,4,6,7,8,9,10,11,12,13,14,15,17,18 ,20,23,27,28,29,30,32,34,35,36,37,41,4 3,& 44	30
2	Negative	5,16,19,21,22,24,25,26,31,33,38,39,40, 42, & 45	15
Total			45 items

Table 6.
the scoring system of attitudes toward English questionnaire

Positive statement	Score	Negative statement
Strongly agree	5	Strongly disagree
Agree	4	disagree
Neutral	3	Neutral
Disagree	2	agree
Strongly disagree	1	Strongly agree

Source : Borich & Kubiszyn (1993, p. 176)

Students' attitudes toward English score in this study was classified into two categories. They were positive and negative attitude. However, the scoring system used this following formula:

$$\text{Attitude toward English Score} = \frac{\text{Student' attitudes toward English score}}{\text{The total number of items}}$$

3.5.2. TOEFL Junior

Students' English proficiency was measured with TOEFL Junior. There are three sections of test, 126 items of three sections in multiple choice form. The time for administration the test was 1 hour 55 minutes in three sections. And then, before to do the research, the researcher check audio and readiness students to follow test, the researcher would be explanation procedures of during the test. the researcher was explained to the students when to start and stop each section. If the students have finished one section early, the students may not go on to the next section, and the students may not go back to a section you already worked on.

After that, starting of the first section in TOEFL test was the listening comprehension section. There were 42 multiple-choice questions the testing time were 40 minutes. Then, the second section was language form and meaning, the section contains 42 questions. The testing time for this section were 25 minutes. Last, the reading comprehension section tested a student's ability to read and comprehend both academic and non-academic texts written in English. There were 42 questions in this section of the test. The testing time for this section were 50 minutes.

To students' TOEFL Junior score, the researcher used scoring from TOEFL Junior (Handbook: 2015, p, 23), each correct answer counts equally toward the score for that section. The number of correct responses on each section is converted to a scaled score that ranges from 200 to 300 in increments of 5. The

total scale score is a sum of the three sections, and, therefore, ranges from 600 - 900 points in increments of 5. The following a table 5 & 6 below :

Table 7.
The Scoring Scale for Measuring of Test

Number of the Correct Answers	The Scaled Score
41 – 42	300
39 – 40	296 – 299
37 – 38	291 – 295
35 – 36	286 – 290
33 – 34	281 – 285
31 – 32	276 – 280
29 – 30	271 – 275
27 – 28	266 – 270
25 – 26	261 – 265
23 – 24	256 – 260
21 – 22	251 – 255
20 – 21	246 – 250
18 – 19	241 – 245
16 – 17	236 – 240
14 – 15	231 – 235
12 – 13	226 – 230
10 – 11	221 – 225
8 – 9	216 – 220
6 – 7	211 – 215
4 – 5	206 – 210
2 – 3	200 – 205
0 – 1	200 – 205

(Source: TOEFL Junior Research Report, 2015)

Table 8.
Range Score of Test

Test Section	Score Range
Listening comprehension	200 – 300
Language form & meaning	200 – 300
Reading comprehension	200 – 300
Total Score	600 - 900

3.6. Data Instrument Analysis

3.6.1. Validity Test

Before the questionnaire was administered, the researcher has been checked validity and reliability. Fraenkel, et al. (2012, p. 146) state that validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes. They also state that reliability refers to the consistency of scores or answers from one administration of an instrument to another and from one set of items to another. Validity refers to the accuracy of the inferences or interpretations made from the test scores, while reliability refers to the consistency or stability of the test scores. But, attitude questionnaire and TOEFL Junior test were valid and reliable.

3.6.1.1. Validity Test of the Questionnaire

Fraenkel, et al. (2012, p. 254) state that validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure). Based on Creswell (2012, p. 159).

in addition to reliability, you should examine whether the scores from the instrument (not the instrument itself) are valid. In this study, the researcher used attitude questionnaire, the questionnaire was ready-made adopted from Alzwari, Mohammadi and Abidin (2012), the questionnaire were given to two specialist, a psychologist and an expert in TEFL, chosen from the teaching staff of University of Science Malaysia. Their comments this attitude questionnaire were valid and reliable to investigate the research objectives. In conducting this study, the researcher used content validity.

3.6.1.1. Construct Validity

According to Fraenkel, et.al. (2012), construct validity refers to the nature of psychological construct or characteristic being measured by the instrument. To make easy and understand the students fill out the questionnaire, It was translated in Bahasa Indonesia. Then, the translated questionnaire were consulted to three validators of lecturers to know translation of the questionnaire was valid or not. The validators hold master degree of English Department, TOEFL score should be at least 500, and have more than 2 years experience in teaching English. The researcher asked three validators to estimate questionnaire translation. The three validators were asked the researcher to revise some statements. Moreover, all of expert accepted the questionnaire of English questionnaire with several corrections based one EYD (Indonesian Spelling) to make the translation clearer. The result showed that the translation of questionnaire were appropriate.

3.6.1.2. Validity of the TOEFL Test

In this study, the researcher was used TOEFL Junior from EST (*Educational Testing Service*). TOEFL test is international instrument commonly used to measure ability of English speakers or learners of English by institution like senior high school or university. TOEFL Junior standard test (2005, p.2) mention the TOEFL Junior standards test was an objective and reliable measure of your English communication skills. TOEFL Junior test used in more than 50 countries including Indonesia.

3.6.2. Reliability Test

In this research, the attitude questionnaire and TOEFL Junior test were stable and consistent to do the research activities.

3.6.2.1. Reliability Test of the Questionnaire

According to Creswell (2012,p.159), reliability means that scores from an instrument are stable and consistent. Freankel, et al. (2012,p.234) state that reliability a goal of good research is to have measures or observations that are reliable. To assess the reliability of the scores, the consistency of the instrument must be consistent when the instrument would be measured with other sample. To know the questionnaire was reliable, whenever the reliability coefficient of test score should be at least 0.70, and preferably higher (Cohen, Manion & Marrison, 2007, p. 506). The researcher was used the ready-made attitude questionnaire by Alzwari, Mohammadi & Abidin (2012) with Cronbach alpha 0.878 which show acceptable consistency of reliability. Moreover, it was also proven by two specialists, they were a psychologist and expert in TEFL, chosen from the teaching staff of University of science Malaysia. Their commens were taken into

consideration and they advocated that the items of the questionnaire were valid and reliable to investigate the research objectives.

3.6.2.2. Realibility Test of TOEFL Junior test

TOEFL Junior is international instrument that already to research activities. According to TOEFL Junior standard test (2015, p. 2) TOEFL Junior standards test was an objective and reliable measure of your English communication skills. The reliability coefficients of the four TOEFL Junior standard scores, in the group of all test takers, were estimated to be as follows:

Table 9.

Reliability Score

Realibility Estimates of the TOEFL Junior standards test score	
Listening comprehension	.87
Language form & Meaning section	.87
Reading comprehension	.89
Total	.95

Source:TOEFL Junior Handbook, 2015.p.29

The reliability coefficients of TOEFL Junior was .95. It means that the instrument was reliable.

3.6. Data Analysis

In analyzing the data, the researcher used SPSS (Statistical Package for the Social Sciences) 20.0 version to compute the descriptive data in order to analyze the data that obtained from questionnaire and test. Moreover, the researcher used and described some techniques, as follows:

3.6.1. Analysis of Questionnaire

The data from questionnaire would be analyzed to determine the students' attitude towards English. The total number of the questions are 45 items, it

included positive statement were 30 items and negative statement were 15 items. Those items five point Likert-scale, “strongly disagree”, “disagree”, “Neutral”, “agree”, and “strongly agree”.

After distributing the questionnaire to the students. The first, the questionnaire calculated based on the students respond or answer, the total score would be 45 – 225 points and then deviding the total by number of items. The second, knowing positive or negative the students’ attitude towards English level, if students score equal or higher than 3.0, it could be concluded that student have positive attitude towards English and if the students score lower than 3.0, it means that the students have negative attitude towards English.

Table 10.
The classification system for attitude judgement

Score	Classification
< 3	Negative
Equal or > 3	Positive

Source : Borich & Kubiszyn (1993, p. 177-178)

3.6.2. Analysis of English ProficiencyTest

English proficiency is analyzed by using TOEFL Junior score. Of the questions that count, each correct answer counts equally toward the score for that section. The total item of TOEFL Junior are 126, each sections were 42 items. TOEFL Junior handbook (2015, p. 23) claims that TOEFL Junior standard test score are determined by the number of questions a student has answered correctly. Some of the questions in the test may not count toward the section or total scores. Of the questions that count, each correct answer counts equally toward the score

for that section. The number of correct responses on each section is converted to a scaled score that ranges from 200 to 300 in increments of 5. The total scaled is a sum of the three section scores, and, therefore, ranges from 600 – 900 points in increments of 5. Then, the scaled score are determined by scoring system from TOEFL Junior Handbook.

Further, after knowing where is the student scaled – score, then, the score will be depicted in score descriptors. It is useful for knowing the student’s proficiency level according to TOEFL Junior. The table below are the the score descriptors:

Table 11.
The Descriptor of English Proficiency

Overall score level	Total scale score	TOEFL Junior standard overall performance descriptors
		These descriptions represent performance in middle schools that use English for instruction. A typical student at this level
5 Superior	845 - 900	Consistently demonstrates comprehension of complex written and spoken materials, drawing on knowledge of complex language structures and vocabulary.
4 Accomplished	785 - 840	Often demonstrates comprehension of complex written and spoken materials, drawing on knowledge of complex language structures and vocabulary.

3 Expanding	730 - 780	Demonstrates comprehension of some complex written and spoken materials and most basic materials, drawing on knowledge of basic language structures and vocabulary.
2 Progressing	655 - 725	Occasionally demonstrates comprehension of basic written and spoken materials, drawing on knowledge of basic language structures and vocabulary.
1 emerging	600 - 650	Can comprehend some very basic written and spoken texts, drawing on knowledge of basic language structures and vocabulary, but needs to further develop these language skills and comprehension abilities

Source : TOEFL Junior Handbook (2015, p.24)

3.7. Data Description

3.7.1. Distribution of Frequency Data

In distribution of frequency data, the score from attitude questionnaire and English proficiency was analyzed, SPSS used to get the result of frequency data.

3.7.1.1. Descriptive Statistic

In descriptive statistic, number of sample, the score of maximal, the score of minimum, mean, standard deviation, and standard error of mean were obtained. Descriptive statistic has got from the scores attitude questionnaire and English proficiency. Then, SPSS *Statistics Program Version 19* is used to get the result of analysis of descriptive statistic.

3.7.2. Pre-requisite Analysis

3.7.2.1. Normality Test

Normality test is used to see if the distribution all data were normal or not; the data are from questionnaire and test. The data can be classified into normal whenever the p-output is higher than 0.05. In analyzing the normality test, *Kolmogorov-Smornov* formula was applied.

3.7.2.2. Linearity Test

In measuring the data linearity, test for linearity was applied. It measured whether students' attitude towards English score and students' English proficiency data were linear or not. The data linearity is found whenever the p-output was higher than 0.05, and F-value was lower than F-table.

3.8. Hypotheses Testing

3.8.1. Correlation Analysis

In finding the correlation between attitude towards English and English proficiency of the study, Pearson Product Moment Coefficient used. It is also applied for investigating the correlation between each type of the students' attitude towards English and their English proficiency. To interpret the correlation coefficient, the following criterion from Cohen, Manion and Morrison (2007, p. 536) used.

Table 12.

The Interpretation of the Correlational Coefficient

Interval Coefficient	Level of Correlation
0.20 – 0.35	Weak
0.35 – 0.65	Fair
0.65 – 0.85	Strong
Over 0.85	Very Strong

3.8.2. Regression Analysis

In order to know the contribution of attitude towards English to English proficiency of the eleventh grade students of SMA N 1 Pangkalan Lampam, regression analysis will be applied to the study. In the correlation study, the analysis estimated a statistical process of the correlations between variables or between one or more predictor variables and the criterion variable. The, the result of the analysis indicated the percentage of the predictor variables that contributed to the criterion scores. In addition to, all the staisically calculation above will be completed by SPSS (Statistical Package for Social Science).

CHAPTER IV

FINDING AND INTERPRETATIONS

This chapter presents (1) research finding, (2) statistical analyses, and (3) interpretations.

4.4. Research Findings

There were two kinds of research findings in this study: (1) the result of students' attitude towards English and (2) the result of students' English proficiency.

4.1.1 Results of Attitude Questionnaire

The total active students in the eleventh grade students of SMA N 1 Pangkalan Lampam were 295 students. 120 students participated in this study. The 45 items of attitude questionnaire were used to investigate the participants' attitude towards English. 30 items were positive and 15 items were negative (table 5). The items were put in a 5-point Likert scale from strongly agree to strongly disagree (table 6). Scoring of the scale by summing up the weight for the option selected and then dividing by the total number of items. The students score equal or higher than 3 that means positive attitude, the students had negative attitude when getting lower than 3.

The descriptive statistical analysis of attitude for the participants is shown below. The maximum score is 4.6, and the minimum score is 2.0. The mean of the attitude scores for the participants is 3.345 and the standard deviation is 0.5460.

Table 13.
Descriptive Analysis of Attitude

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Attitude	120	2.0	4.6	3.345	.5460
Valid (listwise)	N 120				

It was revealed that from the questionnaire, the two categories of attitude were all perceived by the students with different numbers. Based on the data analysis, it was found 102 students had positive attitude toward English with the percentage of 85%. Meanwhile, 18 students had negative attitude toward English with percentage of 15% (See Appendix 3). The details are as follow:

Table 14.
Distribution of Attitude

Score	Category	Frequency	Percentage
Equal/ > 3	Positive Attitude	102	85%
< 3	Negative Attitude	18	15%
Total		120	100%

4.1.2. Result of Students' English Proficiency

The descriptive statistic analysis of English proficiency for the participants is shown below. The maximum score is 757, and the minimum score is 623. The mean of the English proficiency scores for the participants is 690.26 and the standard deviation is 28.106. This mean score indicates that the level of English proficiency of participants is progressing.

Table 15.
Descriptive Statistics of English proficiency

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
English	120	623	757	690,26	28.106
Valid (listwise)	N 120				

Based on the result, it was found the three categories of students' English proficiency was measured through their TOEFL score (see appendix 4). 12 students had expanding, it means that 10% students of demonstrates comprehension of some complex written and spoken materials and most basic material. 94 students had progressing category with percentage 78.3%, it means that the students of SMA N 1 Pangkalan Lampam in level occasionally demonstrates comprehension of basic written and spoken materials, drawing on knowledge of basic language structures and vocabulary. And then, 14 students had emerging category with the percentage of 11.6%, it means that the students can comprehend some very basic written and spoken texts, drawing on knowledge of basic language structures and vocabulary, but needs to further develop these

language skills and comprehend abilities. The distribution of English proficiency is presented in the following table 16:

Table 16.
Descriptor of English Proficiency

Interval	Students	Category	Percentage
845 – 900	-	Superior	0%
785 – 840	-	Accomplished	0%
730– 780	12	Expanding	10%
655 – 725	94	Progressing	78.3%
600 – 650	14	Emerging	11.6%

4.2. Statistical Analyses

There were three statistical analyses that the researcher applied in this study:

1. The statistical analysis of normality and linearity
2. The statistical analysis of correlation analysis between students' attitude towards English and their English proficiency in all participants.
3. The statistical analysis of regression analysis between students' attitude towards English and their English proficiency in all participants.

4.2.1. Normality test and Linearity test

Normality test and linearity test were conducted prior to data analysis through SPSS 19th version for windows. As parametric statistics, in term of

correlation and regression were used in this research, it was fundamental to see if the distribution of data were normal for each variable and linear between variables.

4.2.1.1. The Result of Normality Test

The data are interpreted normal if $p > 0.05$. If $p < 0.05$, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table below indicated that the data from each variable were all normal and appropriate for data analysis with coefficients 0.090 for attitude and 0.184 for English proficiency.

Table 17.
Normality Test

One-Sample Kolmogorov-Smirnov Test

		Attitude	English
N		120	120
Normal Parameters ^{a,b}	Mean	3.345	690.26
	Std. Deviation	.5460	28.106
Most Extreme Differences	Absolute	.114	.100
	Positive	.113	.059
	Negative	-.114	-.100
Kolmogorov-Smirnov Z		1.246	1.092
Asymp. Sig. (2-tailed)		.090	.184

One-Sample Kolmogorov-Smirnov Test

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Differences	Positive	.113	.059
	Negative	-.114	-.100
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Asymp. Sig. (2-tailed)		.090	.184

a. Test distribution is Normal.

b. Calculated from data.

The normal Q-Q plot of each variable is illustrated in the following figures

Figure 1. Distribution of Attitude Towards English Data

Normal Q-Q Plot of Attitude towards English

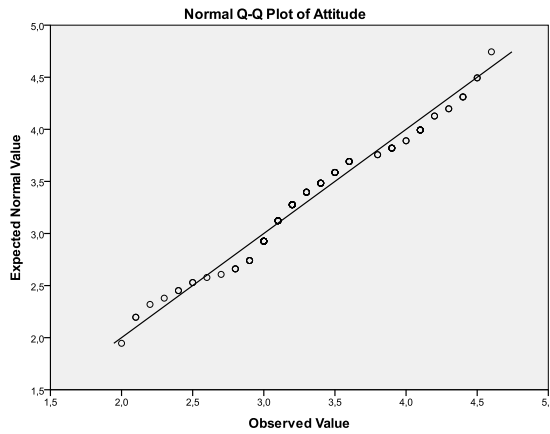
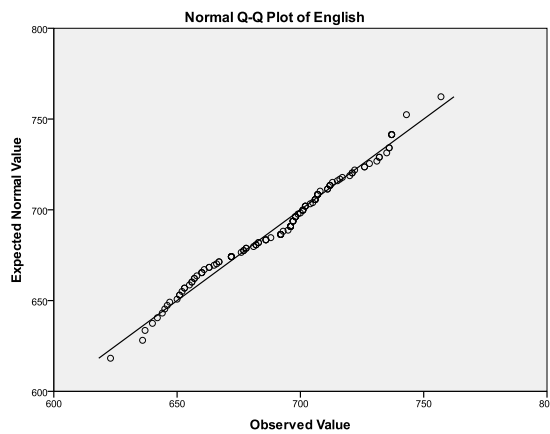


Figure 2. Distribution of English Proficiency Data

Normal Q-Q Plot of English Proficiency



4.2.1.2. The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If probability is more than 0.05, the two variables are linear. The results showed that, the deviation from linearity between attitude and English proficiency was 0.441. To sum up all the data were linear for each correlation and regression.

Table 18.

Linearity Test

ANOVA Table

		Sum of Squares	Df	Mean Square	F	Sig.
Attitude * English	Between (Combined)	19.469	64	.304	1.045	.435
	Groups Linearity	.373	1	.373	1.282	.262
	Deviation from Linearity	19.096	63	.303	1.041	.441
	Within Groups	16.008	55	.291		
	Total	35.477	119			

4.3. The Correlation between Attitude towards English and English Proficiency

This section answer the first research problem. By analyzing the result of desriptive statistics for the attitude and English proficiency. Based on Pearson Product Moment Correlation Coeficient, the result indicated that there was no significant correlation between attitude towards English and English proficiency. The correlation coefficient or the r -obtained (0.103) was lower than r -table (0.178). Then the level of probability (p) significance (sig,2-tailed) was 0.265. It means that p (0.265) was higher than 0.05. Thus, there was no significant correlation between the students' attitude towards English and their English proficiency.

Table 19.
Correlation between Attitude and English Proficiency

Correlations

		Attitude	English
Attitude	Pearson Correlation	1	.103
	Sig. (2-tailed)		.265
	N	120	120
English	Pearson Correlation	.103	1
	Sig. (2-tailed)	.265	
	N	120	120

4.5. Interpretation

In order to strengthen the value of this study the interpretations are made based on the result of data analyses. According to the findings, there was no significant correlation between students' attitude towards English and their English proficiency. Also, there was no significantly influence of students' attitude towards English on their English proficiency.

The result can happen because some factors in each side of the variables. From students attitude towards English side, students of SMA N 1 Pangkalan Lampam had two kind of attitudes (positive or negative attitudes). It could not always affect their language learning, another factor like their intelligences also could influence students' English proficiency. Dehbozorgi (2012, p. 44) states that the learners had positive attitude could not guarantee their proficiency level, but also there are other factors that affect students' English proficiency such as their intelligence or thrive for learning. Meanwhile, Gardner and MacIntyre (1993, p.

159) declare that internal factor such as attitude and motivation will influence the outcomes of learning.

The result can also happen since students' attitude towards English was not only one factor that influenced English proficiency. The result not only occurred because attitude was not only one factor affecting the students English proficiency, but also since it was not the most dominant factor affecting the students English proficiency. The researcher assumed that there were the other factors influencing students English proficiency. Motivation is the most dominant factor because when doing the research, the researcher seen that the most of students had low motivation during the test. This assumption is also supported by Chou (2007, p. 4) that motivated learners learn more because they seek input, interaction, and instruction. When motivated learners encounter the target language input, they may pay attention and actively process language learning. And then, students' self confidence also cause them to have difference English proficiency. Du (2009, p.164) declares that self-confidence is the most important one to affected students' target language. As well, another factor that should not be neglected was the condition of the students when joining the test. According to Chou (2007, p. 87-94), learners' beliefs about language learning, learning strategies, and motivation were factors that affected their English proficiency.

The finding of this study was contrasted to Herman (2011) that there was no significant correlation between attitude toward English and English proficiency. The result of his data, academic achievement and language proficiency were correlated significantly. The higher the students' academic

achievement is, the better their language proficiency becomes. This could happen because most of the lectures are delivered in English and also most of the books they read are written in English. It requires the students to understand the books they read, examinations they have. Without ability to fully comprehend what they read, listen, write, and speak, the students will find problem in their study which will result in their low motivation and disappointing achievement. Although the students had positive attitude toward English, there was no strong evidence that the students attitude correlates with the academic achievement and language proficiency. It is caused by various factor such as the students' English background, need, and interest. In addition the regulation made by POLSRI that the length of time and chance to study English at every department is different.

On the contrary, Bagheri and Andi (2015) that there was correlation between medical students attitude toward English language learning and their English language proficiency. Attitude is considered as one of the most important elements of language learning. Concerning the learners' attitude towards English language learning, it seems that learning English is a required subject for most of the learners in EFL contexts. The results of this study indicated that there was a small positive correlation between medical students' attitudes towards English language learning and their English language proficiency. Thus, it could be concluded that in this particular case medical students' attitudes towards English language learning were related to their English language proficiency, though the relationship was not that strong.

Finally, the results of this study showed that there were no significant correlation and influence between students' attitude towards English and their English proficiency of the eleventh grade students of SMA N 1 Pangkalan Lampam. It was possible to happen because every student has their own attitude when they are learning English and comprehend it well and will influence the result they get. So, could not ignored that students' attitude towards English is one of factor can be affected their belief toward language learning process. Ruggiero (1998, p. 1) states that attitudes are governed by beliefs, the key to improving students' attitudes is to guide them to think critically about the associated beliefs, where warranted, and change them. Although attitude is one of factor can be influenced students belief toward language learning process, but also students intelligence is dominant one.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents, (1) conclusions, and (2) suggestions based on the findings of the research.

5.1 Conclusions

After conducting the study in two variables (Attitude towards English and their English proficiency) and analyzing the data findings, several conclusions are presented.

Most of the eleventh grade students of SMA N 1 Pangkalan Lampam were in progressing category in English proficiency. Based on the findings of the study, two conclusions are drawn. First, the students' attitude towards English had no significant correlation to students' English proficiency. The finding showed that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected. It could be seen from the result of the correlation coefficient or r -obtained (0.103) was lower than r -table (0.178) then the level of probability (p) significance (sig.2-tailed) was 0.265. It means that p (0.265) was higher than 0.05. It means there was no significant correlation between the students's attitude towards English and their English proficiency of the eleventh grade students of SMA N 1 Pangkalan Lampam.

Second, the students' attitude towards English did not significantly influence students' English proficiency. This finding means that students' attitude towards English did not give impact to the students' English proficiency of eleventh grade students of SMA N 1 Pangkalan Lampam because attitude is not

only one factors that influence students' English proficiency, but there are some factors that affecting students English proficiency such as motivation, intelligence, aptitude, self-confident, anxiety, etc.

5.2 Suggestions

From the conclusion above, some suggestions can be given. For the teacher, it is important for the teacher to give examples of good character, behavior, motivation, and attitude towards English to the students. Furthermore, the teacher should focus on other factors that influence students English proficiency such as motivation, learning experience, background knowledge, vocabulary, methodology in teaching English, and the tools.

For the students, it is suggested that the students will develop their positive attitudes toward English. They have to be aware and explore themselves in the certain learning so that they can achieve more in learning English.

For other reserachers, who have interest in this subject and there are possibilities to correlate them with other variables since there are still many unexplained factors that can give contribution for students' English proficiency. It is recommended to find out more specifically the causes of attitude among foreign language learners and provide interventions to reduce the negative effect of attitude on the performance of language students. More importantly, realizing the advantages of approach teacher should still consider their existence in improving students' English proficiency. The researcher is also suggested that similar study can be conducted with bigger sample and large population in order to gain better result in the future.

5.3. Limitation of Study

Considering there are limitations of the study which only involved small number of samples, it is recommended that the next research related students' attitude to English proficiency, also involves social class to make it more representative. Besides, it is expected that future research also conducts informal interview with more than one English teacher of the school to get more information about students' attitude and their English proficiency.

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