

ABSTRACT

STUDENTS' ATTITUDE TOWARD ENGLISH, LANGUAGE LEARNING, AND NATIVE SPEAKERS AT SECOND GRADE STUDENTS OF SENIOR HIGH SCHOOLS IN GISTING SUBDISTRICT

By
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This study investigated students' attitudes towards English, English language learning, and native speakers of English at second grade of senior high schools in Gisting subdistrict as the students' feedback of the teaching and learning that they encounter during academic career. It also explored factors that may have influenced students' attitudes toward those three variables mentioned earlier.

This research employed a mixed-method methodology where the quantitative phase precedes the qualitative phase. The data were collected from questionnaires and focus group interview. There were 120 students of 2014-2015 academic year from four senior high schools namely SMK Muhammadiyah, M.A. Mathla'ul Anwar, SMAN 1 Gunung Alip, and SMA Muhammadiyah. Survey through questionnaire was used to obtain students' attitude towards English, English language learning and English native speakers. Then, focus group interview was required to make the findings more comprehensible and represent the subject objectively and representatively.

The mean score of the population was 3.6684. It indicated that the students' attitude toward English, students' attitude toward English language learning, and students' attitude toward English native speakers is positive. Further classifications of attitude mean score was also presented. The interview findings revealed that the students' positive attitude shown toward three variables presented were may be caused by their motivation; instrumental and integrative. Regarding the their attitude toward English language and English language learning, the interview results provided evidence that instrumental motivation is the greater reason. On the other hand, integrative reason was the reason behind students' positive attitude toward English native speakers.

Based on research findings, English language courses should be designed according to the students' attitude. English teacher also should cover affective aims according to the students' needs and their individual differences to maintain the positive attitudes towards English, English language learning, and English native speakers.