

**THE CORRELATION BETWEEN ATTITUDE TOWARDS  
ENGLISH AND ENGLISH PROFICIENCY OF ELEVENTH  
GRADE STUDENTS OF SMA MUHAMMADIYAH 1  
PALEMBANG**

**A THESIS**

**By**

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**Student Number: 06011181320031**

**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**INDRALAYA**

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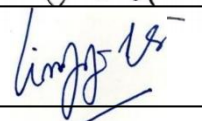
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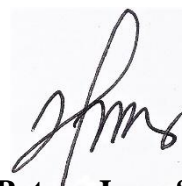
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# THE CORRELATION BETWEEN ATTITUDE TOWARDS ENGLISH AND ENGLISH PROFICIENCY OF ELEVENTH GRADE OF SMA MUHAMMADIYAH 1 PALEMBANG

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**Abstract:** The objectives of this study were to find out (1) whether or not there was a significant correlation between students' attitude towards English and their English proficiency and (2) the significant contribution of students' attitude to their English proficiency. This article reports on a study conducted in SMA Muhammadiyah 1 Palembang that 236 eleventh grade students became the sample. An adapted questionnaire consists of five dimension and an English proficiency test were given to the participants in order to identify the correlation between their attitude towards English and their English proficiency. The Pearson correlation and regression analysis were used in data analysis using SPSS 26. Results indicated that the significant (2-tailed) value is 0.000 and it was higher than 0.05 thus there was a significant correlation between students' attitude towards English and students' English proficiency. The result of this study also showed that the correlation value was 0.673 and it was a strong correlation. The null hypothesis (H0) is rejected and the research hypothesis (H1) is accepted.

**Keywords:** Attitude, English proficiency, English Achievement, Students of English Education

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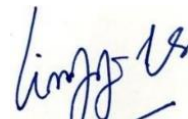
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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents: (1) the background, (2) the problems, (3) the objectives, and (4) the significance of the study.

#### **1.1 Background**

English is used as a global language for communication, business, science, technology, media, and education. In Indonesia, English is a foreign language which is a compulsory subject. English is taught from junior high school level to university level. Furthermore, mastering English has become one of the required abilities for university graduates. Therefore, learning English is essential for the students.

Interest is important in the world of education. To measure the success of teaching learning process, all of factors related to students should be considered. Students' good behavior in learning process indicates their interest towards the lesson. Interest has a big deal for the students and give a big effect through their attitude and behavior. According to Slameto (cited in Angmalisang, 2013) learning is more successful when students have interest. For example, a student who hates numbers would not like Mathematics and tend to have worse results than the one who loves it. Thus, one should consider his/her interest seriously before taking a further study since interest may take part in determining a better result. Students' interest to a subject is part of students' attitude towards it.

Attitude is a mental process in that individuals organize their perceptions, beliefs and feelings towards a particular object which orientates their behavior (Allport, 1935). Behavior will be controlled by students' personal thoughts. If they think that English is difficult to learn or that the teacher is boring, they would do tasks reluctantly. Attitudes have cognitive component, that is the individual's beliefs, ideas or opinions about the object of the attitude, an affective component, that is the individual's feeling and emotions towards an object, and a behavioral component, that is the individual's consisting actions or behavioral intentions

towards an object (Wenden, 1991). Furthermore, As cited in Gómez and Pérez (2015), attitudes cannot be observed directly but have to be inferred from observed consistency in behaviour. A person holding a favourable attitude toward an object, for example a language would be expected to perform favourable behaviours and not unfavourable ones towards the object.

English language proficiency is the ability of an individual to communicate effectively in English. According to The Council of Chief State School Officers as cited in Vecchio and Guerrero (1995), a fully English proficient student is able to use English to ask questions, understand teachers, reading materials, and to challenge what is being asked in the classroom. In other words, English proficiency can be defined as an ability which is arranged of elements such as listening, vocabulary, grammar, etc. According to County of Santa Barbara (2013) There is a condition called Limited English Proficient (LEP), LEP is a person who uses English as a second or foreign language and has a limited ability to speak, read, write, or understand English. LEP individuals may be competent in certain types of communication (e.g. reading or writing), but still be LEP in other elements (e.g. speaking). An individual may possess sufficient English language skills to be used in one condition, but these skills may be insufficient in other situations.

In a foreign Language learning context, there are various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc. (Shams, 2008). The matter of learner's attitude is acknowledged as one of the most important factors that impact on learning language (Fakeye, 2010). A study done by Kara (2009) shows that learners' attitudes, apart from opinions and beliefs, towards learning strongly affect their learning behaviors and consequently on their performance. In other words, if a student has a positive attitude towards English, he/she will make learning English activity interesting to do. Furthermore, attitude can affect students' English proficiency through their performance. This study will focus on students' attitude since it is a crucial factor which influences the learning process.

Supposing that students have positive attitudes towards a subject, they would study with pleasure.

Positive or negative attitude towards English would impact the English learning result. On the other hand, there would be a situation where students show a neutral feeling towards English language learning when they have no choice but to learn the language in order to complete their school's requirement.

There are previous related studies that had been conducted by other researchers. First, Study conducted by Singh (2014) entitled *Attitudes Towards English Language Learning and Language Use among Secondary School Students*. The objective of the study was to examine the attitude of the respondents towards English language learning and English in general. The result of this study showed that not only parents and teachers affect language learning, attitude towards English also plays an important role in language learning. In line with that, Habibullah (2002) did a study entitled *The Correlation between Students' attitudes towards English as a Foreign Language and Their Learning Achievement of English at SMU PGRI 1 Inderalaya* indicated that there was a significant correlation between students' attitude toward English and their learning achievement in English. Another study conducted by Gómez and Pérez (2015) entitled *Chilean 12th graders' attitudes towards English as a foreign language* indicated that the students' attitudes towards English are favourable; however, the dimensions related to attitudes towards learning English and English as a subject at school obtained unfavourable responses. These findings reassert the notion that students appreciate English as a global language, but they are not committed to learning it at school.

Based on the background of the study stated above, the writer conducted a study to know whether student's attitude towards English play a big role on SMA muhammadiyah 1 Palembang eleventh grade students' English proficiency by conducting a research entitled "The Correlation between Attitude Towards English and English Proficiency of Eleventh Grade Students of SMA Muhammadiyah 1 Palembang".

## **1.2 The Problems of the Study**

The problem of the study is formulated in the following question: “Is there any significant correlation between attitude towards English and English proficiency of eleventh grade students of SMA Muhammadiyah 1 Palembang?”

## **1.3 The Objective of the Study**

Based on the problem mentioned above, the objective of the study is to find out whether or not there is any significant correlation between attitude towards English and English proficiency of eleventh grade students of SMA Muhammadiyah 1 Palembang.

## **1.4 The Significance of the Study**

It is expected that the result of this study will give meaningful contribution not only to the English teachers but also to students, other researchers for further study and the researcher himself. Hopefully, the findings of this study will help both teachers and researchers to concern more about the role of attitude towards English in developing English teaching and learning activities in the future. For students, it is hoped to help them to be successful in English learning. Furthermore, it is also hoped that this study can be a source for further study. For the researcher, this study will be valuable experience to increase knowledge in conducting a research.

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