SKRIPSI

THE STUDENTS' ATTITUDE TOWARDS TEACHER'S STRATEGY IN TEACHING ENGLISH AT THE EIGHTH GRADE OF MTs AT'TAQWA JAMPUE PINRANG

By

<u>NURWANA AHMAD</u>
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ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

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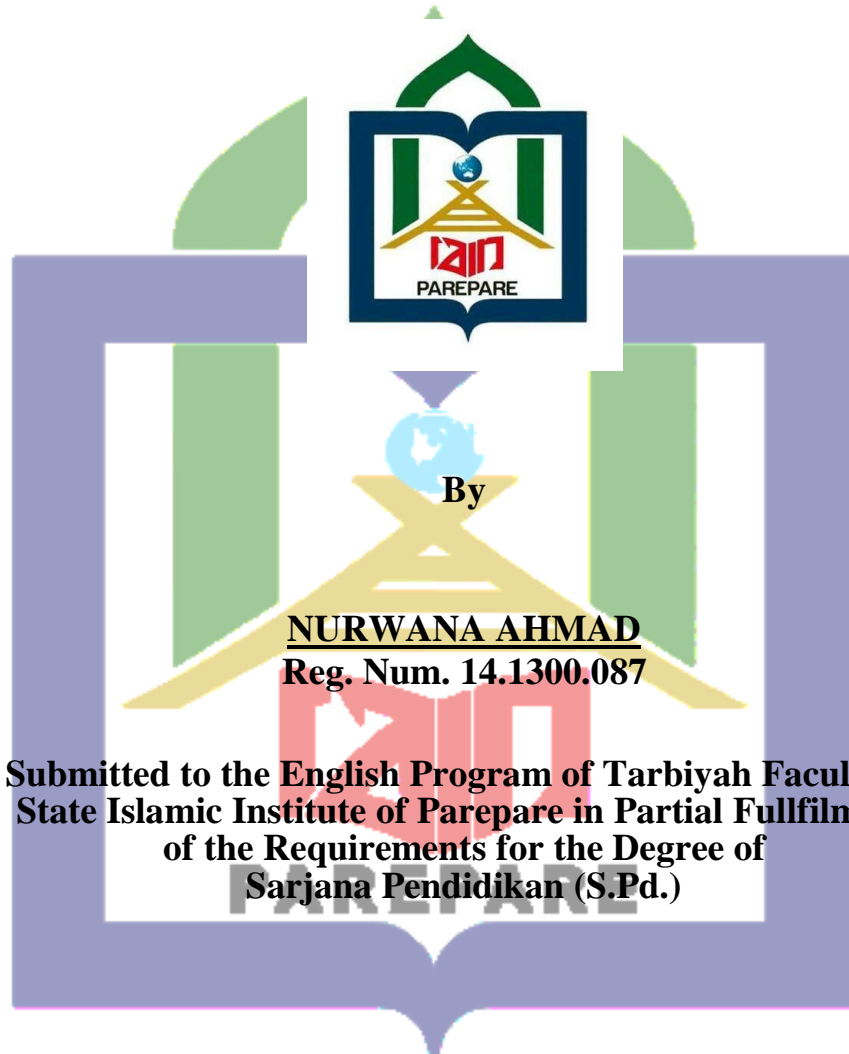
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**Submitted to the English Program of Tarbiyah Faculty of
State Islamic Institute of Parepare in Partial Fullfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.)**

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to

ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

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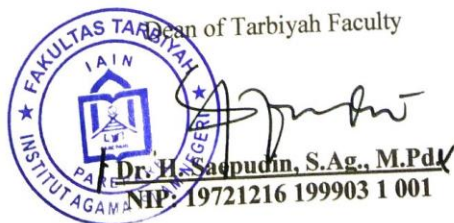
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SKRIPSI

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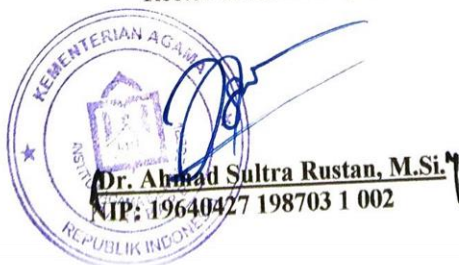
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بِسْـــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

In the name of Allah in the most merciful

Alhamdulillahi rabbil-'Alaamiin, all praises be to Allah, the single power, the Lord of the universe, master of the Judgment day, God all mighty, for all blessings and mercies so the researcher was able to finish this skripsi entitled " The correlation between students' attitude and teacher's strategy in teaching English at the eighth grade of MTs At'taqwa Jampue Pinrang". Peace be upon Prophet to Muhammad Sallallahu Alaihi Wasallam, the great leader and good inspiration of world revolution.

Since the researcher come in this college to learn and study until can finish her study, it cannot part from many people around her that give her supports. Without their supports and prayer the researcher cannot complete her study and this skripsi. That is way, the writer would like to express her genuine gratitude to:

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The researcher realized that this skripsi has not been far from perfect, therefore some constructive critical and suggestions are welcomed. May Allah subhana wata'ala always bless us.

Parepare, 24th December 2018

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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

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Stated this skripsi is her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 24th December 2018

The writer

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ABSTRACT

Nurwana Ahmad. *The Students' Attitude toward Teacher's Strategy in Teaching English at the Eighth Grade of MTs At'taqwa Jampue Pinrang. English Program of Tarbiyah and Adab Department, IAIN Parepare*. (Supervised by Hj. Nurhamdah and Ismail Latief).

The objective of this research that to investigate the students' attitude toward teacher's strategy in teaching English at the eighth grade of MTs At'taqwa Jampue Pinrang. The sample of the research consisted of 20 students at the eighth grade of MTs At'taqwa Jampue Pinrang, and the researcher used puposive sampling to get the data from the population

The research was used the descriptive research to answer the problems of this research. The data collecting technique that used were interview, observation and questionnaire. Interview to know the strategy that used by the teacher in teaching English and observation also and questionnaire to know students' attitude toward teacher's strategy when the teacher teach them English in classroom.

The researcher analyzed the data from interview, observation and questionnaire from the result of analyzed the researcher concluded that the strategy used by the teacher was students centered especially in cooperative teaching strategy and the students had positive attitude towards teacher's strategy used by the teacher in teaching English based on the result of questionnaire were 69,6% students had negative attitude and 79,66% students had positive attitude toward teacher's strategy in teaching English at the eighth grade of MTs At'taqwa Jampue Pinrang. It means that most of students had positive attitude toward teacher's strategy at the eighth grade of MTs At'taqwa Jampue Pinrang.

Keywords: students' attitude, teacher's strategy.

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CHAPTER I

INTRODUCTION

1.1   Background

Language as an education is the powerful tool which helps to modify the students' attitude according to the needs of the society. Attitude towards teaching strategy is believe to influence students' motivation and their attitude and finally can improve their achievement by choosing the good teaching strategies by used of the teacher as the effect of their positive attitude. The students' attitude will be varying from one to another. Students' attitudes can influence by the parents, because parents have the important role in teaching learning situation of the students itself. Students will face good result in learning if their parents are active in monitoring their children in their language performance.[1] Besides parents in relating with foreign language learning, the students' attitude towards learning English can be influence also by their English materials and English teacher's strategy. Teaching learning process can be interest because of teachers themselves, and how the teachers can arrange the materials for the students in the class through the good strategy.

Strategy is important and without strategy the objective of teaching process cannot be achieved effectively because strategy is a plan in teaching-learning process. Dauda support that strategy is a plan, method, or series activities for obtaining a specific goal or result in education.[2] Develop students' attitudes towards teachers'

[1]Gajalakshmi, "High School Students' Attitude towards Learning English Language", International Journal, vol. 3 no. 9 (September 2013), P. 1.
http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=books&cd=1&ved=0ahUKEwi3ufmOqo XbAhUG448KHYP1AvMQFggpMAA&url=http%3A%2F%2Fwww.ijsrp.org%2Fresearch-paper-0913%2Fijsrp-p2152.pdf&usg=AOvVaw0YJSPsuGuw3Vcft7YK8WBo (accessed on 2 April 2018).
[2]Yunus Dauda, *Managing Technology Innovation* (Germany: Peter Lang, 2009), p. 65.

strategy is considered to be one of the most important issue that should be take into account when discussing factors affecting the teaching-learning process. Students' attitude can defined as a collection of feelings regarding language use and their feeling when the students study in classroom. The feelings are good, bad and or negative attitudes or positive attitudes. They can nurture or hinder the learning process effectively. Therefore, positive attitude is important in learning English in order that the students can achieve the aim of learning English, the important role of attitudes in science education. In Joel Kresse research the purpose of his research show about discovering and building effective strategies for positively impacting the students' attitudes and interest in science. Establishing positive attitudes toward science is important because of the impacts of attitudes on achievement and career interest because the good strategy that used by the teacher.[3] Based on the result of research the researcher can conclude that when the teacher used the good strategy, it can make the students interest in learning English.

In this research the researcher wants to explore what is the students' attitude toward teachers' strategy in teaching English. The researcher think that to be a good teacher, people must have a potency and quantity, in other that teaching-learning process to be success and make students have positive attitude, from the cognitive, effective, and behavioral aspect. The researcher chooses MTs At'taqwa Jampue because the researcher ever does PPL in MTs At'taqwa Jampue. Based on the

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[3]Joel Kresse, "Effective Strategies for Positively Impacting Students' Attitude and Interest in Science"*(Published Thesis; Master in Teaching, The Evergreen State College, 2010), p. 106. http://download.eiie.org/SiteDirectory/hersc/Documents/2010%20T4SCL%20Staeholders%20Forum%20Leuven%20%20An%20Insight%20Into%20Theory%20And%20Practice.pdf (accesed on 25 April 2018).

experience of the researcher, the students' attitude is not enough to teach English because the use of strategy by the teacher is not appropriate in order that students have a negative attitude when the teacher teach them English in classroom. So that, the researcher will be focus on teacher's strategy when the teacher teach English and, the researcher want to know the students' attitude and teacher's strategy in teaching English at the eighth grade of MTs At'taqwa Jampue.

1.2 The Problem Statement

Based on the statement on the background previously, the researcher formulated the research question as follow:

1.2.1 What is the teacher's strategy in teaching English at the eighth grade of MTs At'taqwa Jampue Pinrang?

1.2.2 How is the students' attitude toward teacher's strategy at the eighth grade of MTs At'taqwa Jampue Pinrang?

1.3 The Objective of Research

Based on the problem question, the aim of this research are:

1.3.1 To know what is the strategy used by the teacher in teaching English at the eighth grade of MTs At'taqwa Jampue Pinrang.

1.3.2 To know the students' attitude toward teacher's strategy at the eighth grade of MTs At'taqwa Jampue Pinrang.

1.4 The Significance of Research

The significance of the research is expected to give the knowledge and some advantage. The following present some possible ways:

1.4.1 For the teacher

To give the teacher knowledge about the important thing in used strategy to teach English in classroom. It is also expected to motivate the teachers to more creative, so the students will be more enthusiastic and have positive attitude in learning English in the class. The teacher should use more creative strategies to make the learning process effective and efficient. The teacher has to control the learning process well in order to investigate the students' attitude and their problem in learning English.

1.4.2 For the students

The result of this research is expected to give them the new experience in learning English, especially the use of strategy of the teacher in classroom.

1.4.3 For the researcher

The result of this research can develop her experience relate to her knowledge in research on education and strategy to use in teaching English. The researcher expects the next researcher to prepare the research's needs, before and during conducting the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1   Some Pertinent Ideas

2.1.1   The concept of Strategy in Teaching English

2.1.1.1 The Definition of Strategy

In Oxford Learner's pocket Dictionary the word strategy means a plan intended to achieve a particular purpose.[1] In addition, Hover and Schendel argue that, the basic characteristic of the match an organization achieves with it is environment is called strategy.[2] In context of teaching English as a foreign language, teacher's strategies are of special interest; the teacher's role in creating an enjoyable English language teaching experience for students in the classroom is very important. It is related the arguments that the score of teaching and learning success is dependent on teachers. English teaching English environment requires teacher with a special ability, especially to function with limited resources (physical resources such as printed materials, arte facts, audio- visual materials, and human or community resources and environment). Teachers must Endeavour to obtain diverse English teaching and learning resources in order to create an enjoyable learning atmosphere in the classroom. From the statement above the researcher can conclude that there are some meanings of word strategy, but in education strategy is a set of plan or manner taken by the teacher in order to make students understand the lesson, especially in English lesson, and help the students to solve the problem when they learn and

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[1]Victoria Bull, *Oxford Learner's Pocket Dictionary*, (China: Oxford University Press, 2003), p. 247.

[2]Andreas Rasche, *The Paradoxical Foundation of Strategic Management* (Heidelberg: Physica, 2008), p. 32.

strategy is one of the most important to make teacher success in teaching English in classroom. The teacher's strategy, not only demonstrates the teacher's physical actions, but also reflects what the teacher thinks, believes, and knows about teaching and learning activities in the classroom that may influence their teaching practices when achieving desired teaching objectives. Teacher's thoughts, beliefs, and knowledge relate to their practical knowledge. This kind of knowledge influences teacher's understanding of and perspectives on classroom practice Richards stated that, a teacher specific action in the classroom incorporate their perspectives and understanding of aspects of the teaching-learning processes. In general strategy that is a outline of the bow to act in an effort to achieve the target that have be determin. strategy can also be interpreted as a general pattern of activities of teachers and students in realizing teaching and learning activities to achieve goals that have been outlined.[3] In addition statement strategy is the different way to achieving the objective of teaching with the different situation.[4] On the other hand, strategy as versatile instructional tools that teacher and students can apply with a wide variety of materials and interaction goals. Strategies prepares of teacher for diverse teaching and learning English, most of the strategies also integrate language modes of listening, speaking, reading, and writing skills to build language fluency, accuracy, and comprehension.[5]

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[3]Abuddin Nata, *Perspektif Islam tentang Strategy Pembelajaran*, (Jakarta: Kencana, 2009), p. 206.

[4] Made Wina, *Strategi Pembelajaran Inovatif Kontemporer*, (Jakarta: Bumi Aksara, 2009), p. 5.

[5]Lydia Stack, et al., eds., *Srategies for Teaching English Language Literature and Content*, (USA: Wayzgoose, 2018), p. 1.

According to Sidjana S, In Ahdar's book said that strategy is the way used to get achievement. As we know that nowadays, there are many kinds of strategies can be used by a teacher in learning and teaching process order to the purpose of learning is achieve and useful.[6] In addition, one of the most important in teaching English for students is strategy. Strategy can affect the attitude of student to pay attention to the lesson by the teacher, or we can say that a strategy can be able to invite interest in learning the students specially in learning English in classroom. Learning strategies are specific actions taken by the teacher to make learning easier, faster and more enjoyable involving the target language. So that, teacher must be make their lesson interesting. This can be concluded that the relationships between a teacher and students could not be separated in process of learning and teaching. Based on the stated from the stated above the researcher can conclude that strategy is one of the way relationships between lecturer and students could not be separated in process of learning and teaching to make materials or lesson to be interesting, and make students have a positive attitude in learning English process in classroom.

According to Douglas Brown in his book entitled "Principles of Language Learning and Teaching, the strategy is specific methods of approaching a problem or task, modes of operation for achieving a particular and, planned designs for controlling and manipulating certain information. They are contextualized "battle plans" that might vary from moment to moment, or day to day, or year to year. Strategies vary intra individually, each of us has a whole host of possible ways to solve a particular problem and we choose one or several of those in sequence for a

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[6] Djamaluddin and Ahdar, *Strategi Belajar Mengajar*, (Makassar: Gudarma Ilmu, 2013), p. 1.

given problem.[7] In addition a strategy may be define as a particular method of approaching a problem or task, a mode of operation for achieving a particular end, a plan design for controlling and manipulating certain information. In language teaching can distinguish two basic categories of strategies, teaching strategies and communication strategies. A teaching strategy is a method of perceiving and storing particular items for later recall. A communication strategy is a method of achieving communication, of encoding or expressing meaning in a language.

2.1.1.2 The Types of Teaching Strategies

According to Colin Marsh there are two types of teaching strategies that can use by the teacher in teaching English in classroom, that is teacher centered and students centered.[8]

2.1.1.2.1 Teacher Centered Teaching Strategy

Teacher centered is one of strategy can use in the classroom, the strategy only focus on the teacher in classroom, where as the students just listening and pay attention to the teacher when the teacher teach them in the classroom. There are some types of teacher centered such us:

2.1.1.2.1.1 Problem Based Teaching Strategy

Problem based teaching according to Saving and Baden, Problem based is thus an approach to learning that is characterized by flexibility and diversity in the sense that it can be implemented in a variety of ways in across different subject and different to different people at different moments in time depending on the staff and students involved in the programmers utilized it. However, what will be similar will

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[7]H. Douglas Brown, *Principles of Language Learning and Teaching,* Second Edition (Sun Francisco: Education Company, 1994), p. 104.

[8]Suyono and Hariyanto, *Belajar dan Pembelajaran*, (Bandung: Remaja Rosdakarya, 2017), p. 21.

be focus of learning around problem scenario rather than discrete subjects.[9] In addition problem based is one of the strategies where the teacher conduce the students thought some practical problems as the way in learning.[10] In other statement problem based is one of strategy how to stimulate the students to thing in oriented situation and used the real word to the students learn.[11]

2.1.1.2.1.2 Expository Teaching Strategy

According to Wina, this strategy focus on teacher and the students just pay attention on the teacher and the teacher give explain the materials through verbal way.[12] In addition expository strategy where the teacher as the object or to be the active participant and the students as passive objects, instead of communicating the teacher issues communiqués and make deposit which the students patiently receive, memorize, and repeat.

2.1.1.2.1.3 Case Based Teaching Strategy

This teaching strategy that use decision forcing cases to put the students in the role of people who were faced with difficult decisions at some point in the past. In sharp contrast to many other teaching strategy, this strategy the teacher asking to the students to devise and defend solutions to the problems at of each case. The case

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[9]Manggi Savin and Baden, *A Practical Guide to Problem-based Learning Online* (New York: Rouledge, 2007), p. 10.

[10] Made Wina, *Strategi Pembelajaran Inovatif Kontemporer*, p. 91.

[11]Rusman, *Model-Model Pemebelajaran*, (Bandung: Rajagrafindo Persada, 2011), p. 241.

[12] Wina Sanjaya, *Kurikulum dan Pembelajaran,* (Jakarta: Kencana, 2011), p. 299.

strategy can give the students ability to quickly make some of a sense of a complex problem.[13]

2.1.1.2.2 Students Centered Teaching Strategy

Students centered are where the students work in both groups and individually to explore problems and become active knowledge workers rather than passive knowledge recipients.[14] In addition students centered is the strategy focus on the students in the learning process and the teacher as facilitator to the students, this strategy where the students get the new knowledge through experience and the teacher just give some problems to the students based on the materials and the students will analyzes the problems. There are some types of this strategy such us:

2.1.1.2.2.1 Discovery Teaching Strategy

Discovery teaching strategy is the strategy of teaching that focused on the benefit of available information to build knowledge as individually. The strategy can be done with give the assignment to students in order to get the materials of teaching from some source, such as, internet, book, magazine, and so on.

2.1.1.2.2.2 Cooperative Teaching Strategy

Cooperative teaching strategy is a very fashionable term or concept in education world. In the common perception of teachers it must be a present element, characteristic of any experimentation of innovative teaching. Cooperative strategies are used as a synonym of innovative that pursues constructive and not merely active,

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[13] Wikipedia, Case Study, (https://en.m.wikipedia.org/wiki/Banking-model-of -educational (accessed on 24, September 2018).

[14]Harsono, " Kearifan dalam Transformasi Pembelajaran: Dari Teacher-Centered ke Student-Centered Learning", Jurnal Pendidikan Kedokteran dan profesi Kesehatan Indonesia, vol. 1 no. 1 (March 2006), p. 2.

therefore, the innovations that choose bottom up teaching style rather than productive logics of traditional schooling.[15] Cooperative is one such activity whereby small terms of students work together to improve their understanding of the topic. Each team members is responsible for their own learning as well as learning of the other students within their term. Group members than critique one other's contributions and leadership of the group. There are some types of the cooperative learning that can use by a teacher in class room.[16]

Cooperative teaching Strategy is teaching as a group that is made by the teacher to find out the solution of problem. The group consists of some students that have many kinds of ability. The benefit of cooperative teaching is to help the students in order to make the students have responsibility sense, and to increase their confidence.

2.1.1.2.2.3 Self Directed Teaching Strategy

This strategy is the process of study that is done by student's initiative individually. The students make a plan, implementation, valuated toward the experience of study that have been take place and it is done by the all students. The teacher's role in this strategy is only as the facilitator. The teacher gives direction, guidance toward the students' achievement. In addition self directed is a teaching to give the students greater control, ownership, and accountability, and then allows the

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[15]Paolo M. Pumilla Cnarini, *Handbook of Research on Didactic Strategies and Technology for Education* (USA: Igi Global, 2013), p. 5.

[16]Mary Ellen Smith Glasgow, "New Direction in Nursing Education" Clinics Review Article, vol. 47 no. 4 (December 2012), p. 510.

students to make their own choices while they learn in order to make education much more meaningful, relevant and effective.[17]

The use of this strategy to make the students is conscious with their responsibility to study. The students are motivated to have responsibility toward their thinking and action that have been done.

2.1.1.2.2.4 Collaborative Teaching Strategy

Collaborative strategy is the strategy of teaching that focused on cooperation between the students based on consensus that build by the member of group. The source of problem is from the teacher the open ended nature. The all activities are made through the consensus between the members of group. In addition collaborative strategy the students engages with more capable others who provide assistance and guidance.[18]

2.1.2 The concept of students' attitudes

2.1.2.1 The Definition of Students' Attitude

Develop students' attitudes towards teacher's strategy is consider to be one of the most important issues that must be take into account when discussing factors affecting the teaching learning process. Attitudes towards teacher's strategy may also show what people feel about the teacher's strategy in teaching English. Based on the Psychologists define attitudes as a learned tendency to evaluate things in a certain way. This can include evaluations of people, issues, objects or events. While such evaluations are often positive or negative, they can also be uncertain at times. In

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[17] Wikipedia, Student-Directed Teaching (https://en.m.wikipedia.org/wiki/Banking-model-of -educational (accessed on 24, September 2018).

[18]H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition (San Francisco: A Pearson Company, 2001), p. 47.

addition, a positive attitude facilitates foreign language learning while a negative attitude acts as a psychological barrier against learning. This highlights the important role that a positive attitude towards the language being learned plays in learning as foreign language. Putting it another way, maintaining positive or negative feelings towards a language may increase the ease or difficulty of learning, respectively.[19]

Stated from Gardner and Lambert's in Brown's book about attitude, they say that extensive studies were systematic attempts to examine effect of attitude on language teaching. After studying the interrelationships of a number of different types of attitudes, they defined motivation as a construct made up of certain attitudes.[20] As we know that the most important of these is group specific, the students' attitude have toward the member of the cultural group whose language they are learning. Attitude is important because they cannot be neatly separated from study. According to Brown the teachers should recognize that all students possess positive and negative attitudes in varying degrees, and adds that the negative attitudes can be changed by thoughtful instructional methods, such as using materials and activities that help students achieve an understanding and appreciation of foreign culture, a fact that might be reflected in the process of learning the foreign language.[21]

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[19]Hasyem and Salem, "The Relationship between Saudi EFL Students' Attitudes towards Learning English and their Academic Achievement" International Journal of Education and Social Science, vol. 2 no. 1 (January 2015), p. 94. https://www.researchgate.net/publication/307967905_The_Relationship_between_Saudi_EFL_Stud *nts%27_Attitudes_towards_Learning_English_and_their_Academic_Achievement (accessed on 7 April 2018).*

[20]H. Douglas Brown, *Principles of Language Learning and Teaching* (USA: University of Illinois, 1980), p. 127.

[21]H. Douglas Brown, *Principle of Language Learning and Teaching*, Fourth Edition (Sun Francisco: Education Company, 2000), p. 181.

Attitude is considered as an essential factor influencing language performance. Achievement in a target language relies not only on intellectual capacity, but also on the students' attitudes towards language learning. This means that in teaching language must be approach primarily as a social and psychological phenomenon rather than as a purely academic one. Students with positive attitudes will spend more effort to learn by using strategies such as asking questions, volunteering information and answering questions. Fortunately, attitudes do not remain static; they can be changed through the learning process such as by using appropriate materials and teaching techniques or teaching strategy that used by the teacher. Attitudes, like all aspect of the development of cognition and a fact in human beings, develop early in childhood are the result of parents' and peers attitude of contact with people who are different in any number of ways, and of interacting affective factors in human experience. These attitudes form a part of one's perception of self, of others, and of the culture in which one is living.[22]

Based on the explanation above about attitude the researcher can conclude about the students attitudes in teaching English process that is, there are many factors students attitude and the factors the material and teacher strategy. Students' emotional aspect one of the factor students' attitude. It is affected by different emotional factors. Developing students' attitudes towards teacher's strategy is considered to be one of the most important issues that should be taken into account when discussing factors affecting the teaching-learning process. Attitude can help the students to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of learners influence their

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[22] H. Douglas Brown, *Principle of Language Learning and Teaching*, Fourth Edition, p. 181.

perspectives and their attitudes towards to the target language especially when the students learning English in classroom.

2.1.2.2 The Types of Attitudes

There are two types of attitude that is positive attitude and negative attitudes, attitudes will be highly influence how students approach many situations in life. It is believed that students with positive attitudes usually progress more rapidly in foreign language. The Positive attitude: like responsible, responsive, and etc. Negative attitude: like are laziness, rudeness, impolite, and etc. Attitude influence the behavior of individuals. It is a usual of doing things. Success and failure in life depend upon the behavior of the individual. If the attitudes are positive then the human relation will be positive.

Positive and negative attitudes may lead to decreases motivation and in all likelihood, because of decreased input and interaction, to unsuccessful attainment in proficiency. Accordingly the teacher needs to be aware that everyone has both positive and negative attitude can be changed, often by exposure to reality.[23] Attitude is rather permanent way of thinking, feeling or behaving towards someone or something, the students have response tendency by relatively way to people, thing or etc. with the positive or negative attitude. If the students have positive attitude, it becomes the good beginning for the learning and teaching process. In the other hand, when students build positive attitudes towards the subject, they become engaged in the material fact and are motivated to excel in the subject because they value it, enjoy it and are interested in the subject. In addition, a positive attitude facilitates foreign

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[23]H. Douglas Brown, *the Principle of Language Learning and Teaching*, Third Edition, p. 128.

language teaching while a negative attitude acts as a psychological barrier against teaching. Thus, attitudes, ranging through negative, natural, and positive states, determine a student's success or failure in his or her learning. This highlights the important role that a positive attitude towards the language being learned plays in learning a second language. Putting it another way, maintaining positive or negative feelings towards a language may increase the ease or difficulty of teaching, respectively.

2.1.2.3 The Aspects of Attitude

Based on statement of Aquinas, attitude consists three aspect that is, cognitive, affective, and then behavioral.[24] The same statement from Bloom and and Maria in Rusman's book, there are three aspect of attitude that are cognitive, affective, and then behavioral.[25] Attitudes can also be explicit and implicit. Explicit attitudes are those that we are consciously aware of and that clearly influence our behaviors and beliefs. Implicit attitudes are unconscious but still have an effect on our beliefs and behaviors.[26] In addition based on statement Rosenberg and Hovland they stated that attitudes are predispositions to respond to some class of stimuli with certain classes of response. Accordingly, the attitude concepts have three aspects there are,

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[24]PG Aquinas, *Organizational Behavior (concept, realities, applications, and challenge*s) (New Delhi: Excel Books, 2006), p. 79.

[25]Rusman, *Model-Model Pemebelajaran,* P. 171.

[26]Hasyem & salem, "The Relationship between Saudi EFL Students' Attitudes towards Learning English and their Academic Achievement" International Journal of Education and Social Science, vol. 2 issue 1(January 2015), p. 93. https://www.researchgate.net/publication/307967905_The_Relationship_between_Saudi_EFL_Stud *nts%27_Attitudes_towards_Learning_English_and_their_Academic_Achievement (accessed on 7 April 2018).*

cognitive, affective and behavioral. These tree attitude aspects are based on the three theoretical approaches of cognitivism, behaviorism, and humanism respectively.[27]

2.1.2.3.1   The cognitive aspect

Cognitive aspect is made up of the beliefs and ideas or opinions about the object. Includes the belief an individual is about a certain person, object, or situation. The belief that discrimination is wrong is a value statement. The cognitive are evaluative beliefs and are measured by attitude scales or by asking about thoughts. Cognitive aspect of attitude involves the beliefs of students about the knowledge that they receive and their understanding of the process of language teaching. The cognitive attitude will 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.

2.1.2.3.2   The affective aspect

The affective part refers to the feeling and emotions from the students towards an object: the 'likes' or 'dislikes' and the 'with' or 'against'. This aspect refers to the students feelings that result from their beliefs about person or teacher, object or situation, who belief hard work earns promotions may feel anger or frustration when they works hard but is not promoted. This aspect becomes stronger as an individual have more frequent and direct experience with a focal object, person or situation. Affective is the emotional aspect of an attitude. It refers to students fell about something or someone. Other effect is measured by physiological indicators such us galvanic skin response (changes in electrical resistance of skin which indicate

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[27]Eiser J. Richard, *Social Psychology Attitudes, Cognition, Social Behavior* (USA: Cambridge University Press, 1986), p. 53.

emotional arousal) and blood pressure. These indicators show changes in emotions by measuring psychological arousal. If an individual is trying to hide their feelings, this might be shown by a change in arousal.

2.1.2.3.3   The behavioral aspect

Behavioral aspect refers to students' consistent actions or behavioral intentions towards the object. An individual may complain, request a transfer, or be less productive because they feel dissatisfied with work. The behavioral aspect of an attitude refers to an intention to behave in a certain way toward someone or something. This component is the intention to behave in a certain way towards object or person. The behavioral aspect of an attitude is measured by observing behavior or intention.[28] Behavior or tendency of behaved towards an object attitude whether it is a verbal or nonverbal action. Behavioral tendency by an individual and it consists of actions or responses of an object.

The responses can be favorable or unfavorable to do something regarding the object. The response of this component is not always in form of behavior that directly can be measured but it can be in form of statements or words. So, the students who dislike English will not always show an action that the student will leave the class every meeting but rather to stay in the classroom, do not pay attention to the teacher and just copy homework from the students' friends. Those actions or behaviors are already shown a negative attitude in term of behavioral aspect. Or, a student might possess a positive attitude towards English language learning because of positive behavioral experiences that the student gets from the teacher or friends in the classroom.

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[28]Pg Aquinas, *Organizational Behavior concept, realities, applications, and challenge*s, p. 79.

2.1.2.4 The Measurements of Attitude

An attitude scale is a common way that is use in measure attitude. It is use to measure an individual's attitude toward a certain object.[29] In this research the attitude measurement is use to measure the students' attitude with the teacher's strategy in teaching English there are several kinds of scale that be use to measure attitude:

2.1.2.4.1   A Likert Scale

A likert scale asks an individual to responds to a series of statements by indicating whether she or he strongly agree (SA), agree (A), is undecided (U), disagree (D), or strongly, and disagree (SD). Each response is associated with a point of value, and an individual's score is determined by summing up the point values for each statement. The point values for positive statements might be: SA=5, A=4, U=3, D=2, and SD=1. For the negative statements the values might be: SA=1, A=2, U=3, D=4, and SD=5.

2.1.2.4.2   A Thurston Scale

A thursone scale asks an individual to select from a lot of statement that represent different points of view those with which he or she is in agreements

2.1.2.4.3   A guttman scale

A guttman scale also asks respondents to agree or disagree with a number of statements, this scale attempt to determine whiter an attitude is one dimensional. It is one dimensional if it produces a cumulative scale. In a cumulative scale, a respondent who agree with a given statements will also have agreed with all related preceding statements.[30]

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[29] Nana sudjana, *penilaian Hasil Proses Belajar Mengajar*, p. 23.

[30] L.R, Gay, *Educational Research for Analysis and Application*, (Usa: A Bell & Howell Company, 1981), p. 126-127.

2.2 Some Previous Related Research Findings

In constructing this research skripsi, the researcher would consider some previous finding to support the researcher's skripsi

2.2.1   Thesis Teachers' Strategies in Using Teaching and Learning Resources to Facilitate Students' English Language Learning by Adzanil Prima Septy, this study examined Indonesian teachers' strategies for using English teaching and learning resources in the context of English as a foreign language-an elective subject-as taught in West Sumatran primary schools, study data were based on a questionnaire, interviews and classroom observation sessions, the conclusion of the study was importance of students' respond and also discuss to reflect the effective of the teachers' strategies, because students' responses are include in the teachers' classroom management system. The students' responses-reflecting their language development and acquisition process, personalities in classroom interactions, and learning strategies-give the teachers insights into approach to lead young students to become independent learners. The independent learners, indicate by their active participation in the classroom interaction, would make attainment of desired teaching objectives easy.[31]

2.2.2 Eris Setianengsih in her research article an entitled "a survey on the rural students' attitude towards English language learning in SMAN 2 Pontianak" stated that the students investigate the rural students' attitude towards English language

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[31]Adzanil Prima Septy, "Teachers' Strategies in Using Teaching and Learning Resources to Facilitate Students' English Language Learning: A Focus in West Sumatran Primary Schools, Indonesia" (Published Thesis; University of Tasmania: Malang, 2004), p. 269.https://eprints.utas.edu.au/21537/1/whole_SeptyAdzanilPrima2004_thesis.pdf (accessed on 25 April 2018).

learning in term of affective, behavioral and cognitive aspect. In order to collect data, a language questionnaire designed with thirty closed questions. The questions were put in Likert Scale and focused on the repertory grid technique for studying attitudes towards school subject. The grid will interest, difficulty, freedom of expressing idea and social benefit that connected with three aspects of attitude. The study took place at one of rural School in Paloh, Sambas regency. The participants were fifty-five students from grade tenth and eleventh at SMAN 2 Paloh. This study would conduct use a survey method. In the end of the study, the collected data analyzed by using formulas designed for attitude. Based on the calculation, the mean score for the affective aspect was reached 76.25%, behavioral was 60.76% and cognitive was 67.82%. Based on the interpretation score, the students' result ranked positive. In conclusion, the rural students' of SMAN 2 Paloh had positive attitude towards English language learning in term of affective, behavioral, and cognitive aspects.[32]

From the research above the researcher can conclude that strategy was very important toward teaching-learning process based on the research above the researcher can conclude that the study is important of students' responses will also discuss to reflect the effective of the teacher's strategy, because students' responses are included in the teacher's classroom management system. Based on Research from some researcher above is different from the future research and in this research the researcher get the data from three aspect of the students, such as cognitive, effective

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[32]Eris Setianengsih, "Attitude Toward English Language Learning" Research Article (Pontianak:2017)https://www.google.com/search?q=214885-attitude-towards-english-language learni&ie=utf8&oe=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-aget&channel=fflb (accessed on 5 April 2018).

and behavioral aspect, when the students learning English in classroom, and have positive attitude through teacher's strategy .

2.3 Conceptual Framework

Teaching Strategy

Teacher Centered		Students Centered

1.Problem Based teaching strategy 2.Ekspository teaching strategy 3.Case based teaching strategy.	1.Discovery teaching Strategy 2.Cooperative teaching Strategy 3.Self Directed teaching Strategy 4.Collaborative teaching Strategy

Cognitive	Students' Attitude	Affective

Behavioral

Positive attitude	Negative attitude

Based on the conceptual framework, the researcher did the research that focused on teaching English. In the process teaching English, the researcher would do the research toward the strategy that is used by the teacher in teaching English. Generally, there are two kinds of strategies can use by the teacher in teaching, that are teacher centered strategy and students centered strategy. There are some kinds of teacher centered that are problem based teaching strategy, expository teaching strategy and case based teaching strategy, and some kinds of students centered strategy that are discovery teaching strategy, cooperative teaching strategy, self directed teaching strategy, collaborative teaching strategy. From the both of strategies the researcher would find strategy that used by the teacher in teaching English, and then the researcher would find out about the students' attitude toward teacher's strategy in teaching English. In this case, the student's attitude in cognitive, affective behavioral, aspect whether is positive attitude or negative attitude.

2.4   Research Variable and Operational Definition of the Research

2.5.1   Variable of the Research

There are two variables involved in this research, namely independent and dependent variable, were;

2.4.1.1 Independent variable (X): Teacher's strategy in teaching English

2.4.1.2 Dependent variable (Y): Students' attitude toward teacher's strategy in teaching English

2.4.2 Variable and Operational Definition

The definition of variable:

2.4.2.1 The students' attitude means that how the students responds from three aspect cognitive, affective, behavioral. The cognitive aspect it is about the think or idea of

the students about subject or the teacher's strategy. Affective aspect is about feel of the students, and behavior aspect that is about students' response to the teacher when the teacher, from the three aspect the researcher will found the students have positive attitude or negative attitude when the teacher teach them by using strategy in teaching English in their classroom .

2.4.2.2 The teacher's strategy means to be a good teacher, people must be used a good strategy to handle the classroom specially when the teaching-learning process, because strategy can make the students have a positive attitude when the teacher teaching English in classroom. There are two strategies can be used by the teacher to make students have a positive attitude such us students centered strategy or teacher centered strategy, where teacher and students centered have some specific strategy also. There are some kinds of teacher centered that are problem based teaching strategy, expository teaching strategy and case based teaching strategy, and some kinds of students centered strategy that are discovery teaching strategy, cooperative teaching strategy, self directed teaching strategy, collaborative teaching strategy.
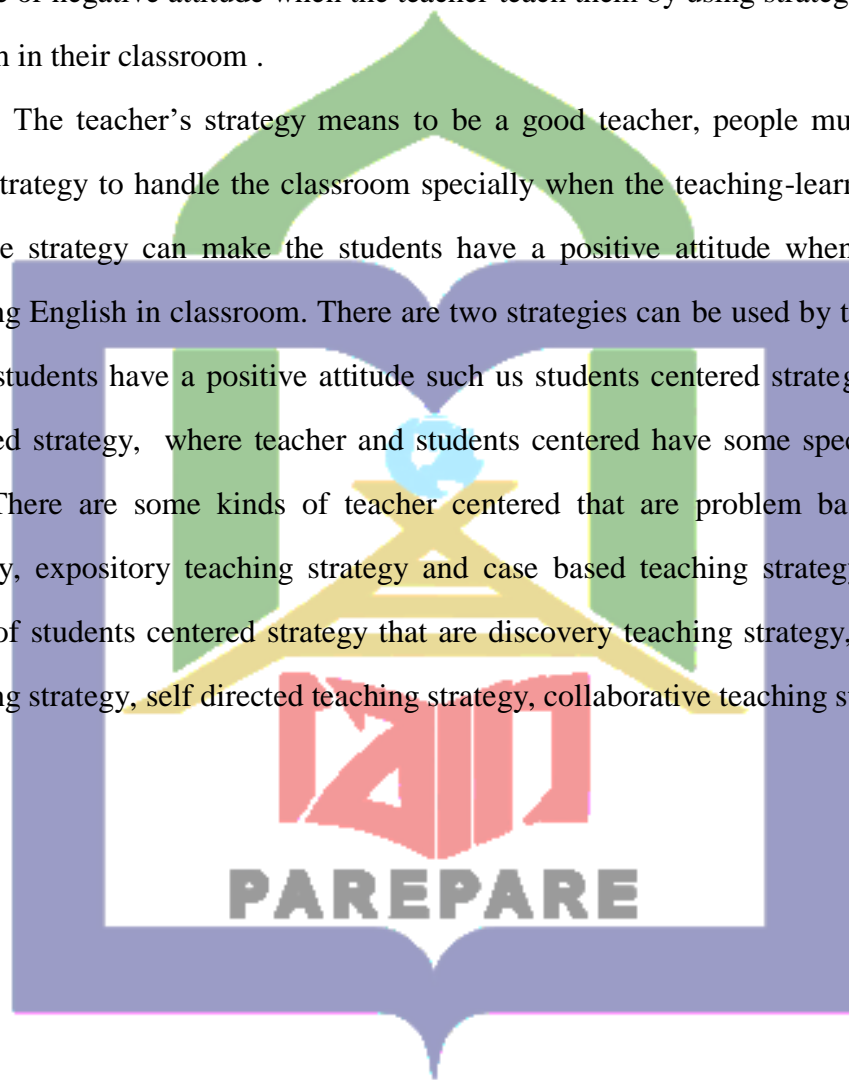
CHAPTER III

METHODOLOGY OF RESEARCH

3.1 Design of Research

In this research, design of the research used descriptive research. Descriptive research involves a collection of technique used to specify, delineate. It aims to find the students' attitude toward teacher's strategy at the eighth grade of MTs At'taqwa Jampue Pinrang.

3.2 Location and Duration of the Research

The location of this research conducted at the eighth grade of MTs At'taqwa Jampue Pinrang and focused to students at the eighth grade of MTs At'taqwa Jampue Pinrang. The duration of this research was needed around one month in doing this research and need several times to collect the data.

3.3 Population and Sample

3.3.1 Population

The population of this research was the eighth grade students of MTs At'taqwa Jampue Pinrang in academic year 2018/2019.

Table 1.2 Data of Population

No	Class	Male	Female	Total	Total of population
1.	VIII$_1$	20	0	20	45
2.	VIII$_2$	0	25	25	

3.3.2 Sample

Based on the population, the researcher used purposive sampling. The purposive sampling it means to show the sample characteristics or certain properties

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that are considered have a close relation to the characteristic. Sample was a portion of the number and characteristics possessed by the popolation.[1] The researcher used the purposive sampling because the researcher focus at the eighth grade of MTs At'taqwa Jampue Pinrang, because the students of class VIII$_1$ have the different attitude in other class, because one of the characteristic of this sampling based on the statement of Nana Sudjana, the pulling sample must little from the population.

The participants of this research are Nur Alam as teacher of the eighth grade of MTs At'taqwa Jampue Pinrang and the students at the eighth grade of MTs At'taqwa Jampue Pinrang. The researcher taken VIII$_1$ class as sample, and the students of the class VIII$_1$ there are 20 students. The researcher taken in class VIII$_1$ because in this class have few students, so that the researcher can focused and analyzed to all students in classroom and the researcher would got the best result.

3.4 The Instruments of Research

To make this research become easy and get better result, the researcher used three kinds of instruments to collect the data such as, interview, questionnaire, and observation. According to Sukardi, descriptive research used some instruments such as, interview, questionnaire to collect the data that have take from respondent, and observation also used descriptive research.[2] Based on the statement above, the researcher used interview, questionnaire, and observation to get the data.

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[1] Nana sudjana and Ibrahim, *Penelitian dan Penilaian Pendidikan* (Jakarta: Sinar Baru Algensindo, 2001), p. 96-97.

[2]Sukardi, *Metodologi Penelitisn Pendidikan-Kompetensi dan Praktiknya*, (Jakarta: PT Bumiaksara, 2003), p. 158.

Interview was a sense, an oral questionnaire.[3] Through this interview the researcher would know the strategy that used by the teacher in teaching English based on some questions of the researcher. There are 15 questions in interview, the questions about teacher centered and about students centered, and the teacher answered the questions by researcher.

Observation can be defined as process of monitoring and recording the appearing phenomenon of the object systematically.[4] In addition observation as a form of data collection was the process of gathering open ended, firsthand information by observing people and place at a research site by a researcher.[5] The researcher can concluded that observation was collected the data in systematic way to understand and interpret actions, interaction or the meaning of students' attitude. This instrument used to collect information about the teacher's strategy in teaching English and then to know students' attitude when the teacher used strategy in teaching English in their classroom. This instrument used of the researcher to get the data from cognitive, effective and from the behavioral aspect of the students in teaching in classroom through notebook.

Questionnaire was a relatively popular means of collecting the data, it was enables the researcher to collect the data in field settings, and the data themselves are more amenable to quantification than discursive data such as free form field notes,

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[3] L.R, Gay, *Educational Research for Analysis and Application*, p. 164.

[4]Margono, *Metodologi Penelitian Pendidikan Komponen MKDK*, (Jakarta: Rineka Cipta, 2009), p. 158.

[5]Haris Herdiansyah, Wawancara, *Observasi, dan Fokus, Groups*, (Jakarta: Rajawali Perss, 2013), p. 129.

participants observers' journals, the transcript of oral language.[6] In addition questionnaire was one of the instruments which consist of some questions and other prompts for the purpose of gathering information from respondents. The researcher used this instrument to know the correlation between students' attitude and teacher's strategy in teaching English. In questionnaire sheets there are 30 statement, where 10 questions for cognitive, 10 questions for affective and 10 question for behavioral aspect. Whereas 15 positive statement and 15 negative statement. The researcher used this instrument to measure students' attitude from cognitive, affective and behavioral aspect, especially from cognitive and affective aspect of the student in classroom.

3.5   The Procedure of Collecting Data

In process of collecting data was very important step, because the data collect used for problem solving that was in hypothesis, the researcher collect the data in chronological order as follow:

3.5.1   Interview

1. The researcher visited the school and meets with the teacher, and discuss about the time to do interview, the interview doing face to face with the teacher.

2. The researcher gives the teacher some questions and the researcher asks the teacher and the teacher answer the questions from the researcher.

3. The researcher pays attention to the teacher's explanation and records the explanation of the teacher, and collects it.

3.5.2   Observation

1. The researcher prepares the observation sheet.

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[6]David Nunan, *Research Methods in Language Learning*, (Australia: Cambridge University Press, 1992), p. 143.

2. The researcher joined in the classroom.

3. The researcher observed when the teacher teaching in English subject, and students' attitude toward teachers' strategy when the teacher teaching in their class.

4. The researcher write field note from the result during observation.

3.5.3 Questionnaire

1. The researcher visits to the school and meets the teacher, and discuss about the time to meet with the students.

2. The researcher meets to the students in the classroom and gives the questionnaires' sheet to the students

3. After the students answer the questionnaires' sheet, the researcher collects it.

3.6 Technique of Data Analysis

In this research, data analysis was very important to the research, because the data analyzed can find problem in this research. Obtain the data was analyst to find out the students' attitude toward teacher's strategy in teaching English at the eighth grade of MTs At'taqwa Jampue Pinrang. The procedure to collect the data as follow:

3.6.1 Interview

The researcher concludes from all of answer from the teacher based on some questions from the researcher and the researcher find out the strategy that used of the teacher in teaching English, and then the researcher would score the answer from the teacher.

3.6.2 Observation

Observation was the activity of the data collection by conducting research on the environmental conditions of the research object or the students' activity when a teacher teach English in classroom with strategy, so that it can be delineate in terms

the condition of the research, the researcher have a note book and write down the activity of the students and the teacher in teaching English in the classroom.

3.6.3 Questionnaire

1. The percentage of the students answer by using the formula of likert scale as followed:

Table 1.2 The likert Scale Rating

Classification	Scale (+)	Scale (-)
SA	5	1
A	4	2
U	3	3
D	3	4
SD	1	5

2. The rating score of category:

Table 1.3 Rating score of questionnaire

Score	Classification
81 – 100	Very positive
61 – 80	Positive
41 – 60	Enough
21 – 40	Negative
0 – 20	Very negative

3. To measure the students questionnaire score trough the formula as followed:

$$P = \frac{F}{N} \times 100$$

Where: P = Percentage   F = Frequency   N = Number of students

4. Collecting the main score of the students' answer of questionnaire by using formula as follows:

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

Where: X = Percentage $\sum x$ = Frequency   N = Number of students[7]

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[7] L, R. Gay, *Educational Research: Competence for Analysis and Application*. P. 267

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

The objective of this research was to find out the students' attitude toward teacher's strategy in teaching English at the eighth grade of MTs At'taqwa Jampue Pinrang. In order to achieve the objective of this research, the researcher did some step to collect the data. The first step was interview, observation and questionnaire.

In teacher's strategy, the researcher got it by using interview in which the researcher does the interview toward English teacher at MTs At'taqwa Jampue Pinrang and also observation through notebook. The researcher conducted the research by using questionnaire in the class of VIII$_1$ at MTs At'taqwa Jampue Pinrang for getting attitude score, this class consists of 20 students and the researcher takes this class by using purposive sampling. Finally, the researcher analyzed the data to know the students' attitude toward teacher's strategy in teaching English. The steps the researcher got it by using interview, observation and questionnaire.

4.1.1 Teacher's Strategy in Teaching English

The teacher's strategy as Y variable and the result of teacher's strategy took from the interview and also observation, in interview there are 15 questions were the researcher ask to the English teacher. Nur Alam, S.Pd as English teacher of MTs At'taqwa Jampue Pinrang. The process of interview and observation by the researcher as below:

1. In process interview the researcher ask some questions about the condition in MTs At'taqwa Jampue Pinrang, to make the relax situation when the researcher doing interview, and after that the researcher ask the teacher based

on some list questions and the researcher ask the teacher about the questions on by one and the teacher answer the question from the researcher and the researcher write the answer from the teacher in notebook.

In interview the teacher explain that the teacher always used strategy in teaching English at the eighth grade of MTs At'taqwa Jampue Pinrang based on the situation and the materials, the teacher explain also the reason the teacher always used strategy because the strategy can helps the teacher to handle the students and control the class, the teacher also explain the strategy that used by the teacher in teaching English was used students centered, the reason of the teacher used students centered because the teacher wants to make the students had creativity and solidarity, and after that the researcher ask the teacher how to the implementation of the strategy in classroom, the teacher explain that the implementation the strategy, the teacher make small groups in the classroom in the other word the teacher used cooperative strategy, the teacher explain why the teacher make small groups in the classroom because the teacher more easy to control the students in teaching English, and also this strategy the teacher can applied in all of skills of English such as, reading, writing, listening and speaking, and also based on the observation by the researcher when the teacher teaching English in the classroom.

2. In this observation, the subjects of observation are the teacher and students' activities on teaching. It focuses on the teacher's strategy in teaching English at the eighth grade of MTs At'taqwa Jampue Pinrang. The researcher observed the teacher and the students while they were teaching English in the

classroom. The observation had purpose to find out the teacher's strategy in teaching English. The researcher collected the data on teacher's strategy in teaching English at the eighth grade of MTs At'taqwa Jampue Pinrang by using note, the note was used to write down the important information from the teacher and the condition in the class. The researcher did these observation four meetings.

The researcher did observation for the first meeting for doing interview with the English teacher at the eighth grade of MTs At'taqwa Jampue Pinrang, and the second observation the researcher comes to the class with Nur Alam as the English teacher, after entering the class the teacher allowed the researcher to sit on the back of the classroom to observe the teaching English process. The first meeting in the classroom the teacher teaching about reading were the teacher bring a laptop and speaker, and the teacher show the students a short movie, but before that the teacher divided the students four groups, were there are five students in one groups, and the teacher gives some instructions and task to the students to wrote the activity and concluded the short movie. The students very enthusiast to watching the short movie and sit with their groups, after finished the short movie the students choose one of their friends to present their task in front of class and the others groups pay attention to their fried and give a score.

The third observation the teacher teaching listening and speaking it was like in teaching reading, where the teacher bring a laptop and speaker and the teacher played the conversation in the laptop to the students, and the students pay attention and listening the conversation and the students wrote in

their book about conversation, after that the teacher would choose one of groups to presented and the students doing conversation with their version.

In the next meeting in the classroom when the teacher teaching English the researcher had the same result when the researcher doing observation in the third meeting, because the four meeting was continued from the third meeting, after the all of group show their conversation, the teacher gives some correction to the students such as their pronounce and their performance.

From the interview the researcher can conclude the strategy that used by Nur Alam as the English teacher of MTs At'taqwa Jampue Pinrang was students centered, and from the observation, the way of the teacher applied the strategy through small group or in the other word the teacher used cooperative strategy in teaching English to make the process of teaching English to be effective.

4.1.2 The Students' attitude score

In teaching process one of the important thing was strategy, where the good strategy that used by the teacher can change the negative to be positive attitude of the students. In regard the students had the difference attitude. In general attitude can be interpreted students positive or negative attitude. The researcher observe attitude directly but infer them by individual's self report such fulfilling some questions of questionnaire which has distributed by the researcher.

Students' attitude as X variable in this research and to get the score, the researcher conducted the research through questionnaire in the class of $VIII_1$ as the sample. In questionnaire sheets there are 30 statement, where 10 questions for

cognitive, 10 questions for affective and 10 question for behavioral aspect. Whereas 15 positive statement and 15 negative statement, the researcher used likert scale to measure the students' attitude where the all questions have some options such as strongly agree (SA), agree (A), is undecided (U), disagree (D), or strongly, and disagree (SD). Each response was associated with a point of value, and an individual's score was determined by summing up the point values for each statement. The point values for positive statements might be: SA=5, A=4, U=3, D=2, and SD=1. For the negative statements the values might be: SA=1, A=2, U=3, D=4, and SD=5. At this part analyzed about tabulates and analyzed the data from questionnaire into percentage as follow:

Table 1: that easy to students understand material trough explanation by the teacher.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	5	15	75
2.	Agree	4	2	8
3.	Undecided	3	0	0
4.	Disagree	2	3	6
5.	Strongly Disagree	1	18	0
	Total		20	89

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   0      20      40      60      80  89  100
   |       |       |       |       |   |   |
<----------------------------------------------->
          SD      D       U       A       SA
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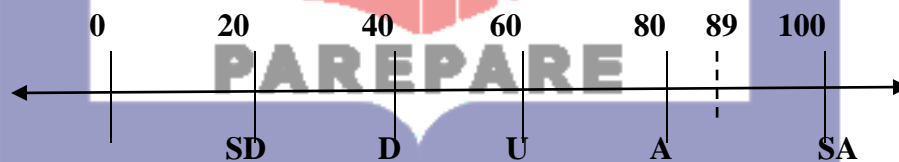
It means that the students easy to understand the material trough explanation by the teacher, namely $63/100 \times 100 = 63$, it was categorized very positive.

Table 2: the students difficult to understand about the material trough teacher centered.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	1	5	5
2.	Agree	2	3	6
3.	Undecided	3	1	3
4.	Disagree	4	6	24
5.	Strongly Disagree	5	5	25
	Total		20	63
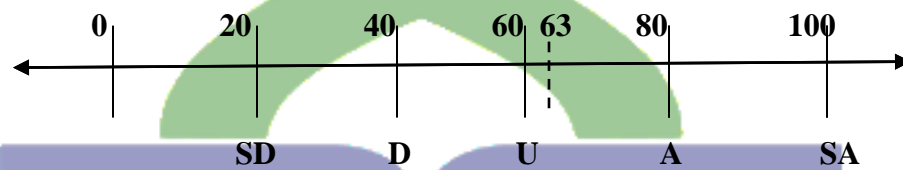
It means that the students difficult to understand the material trough teacher centered explanation by the teacher, namely $63/100 \times 100 = 63$, it was categorized positive.

Table 3: the students were easy to solve the problems in teaching English trough cooperative strategy.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	5	4	25
2.	Agree	4	3	12
3.	Undecided	3	1	3
4.	Disagree	2	6	18
5.	Strongly Disagree	1	5	5
	Total		20	63
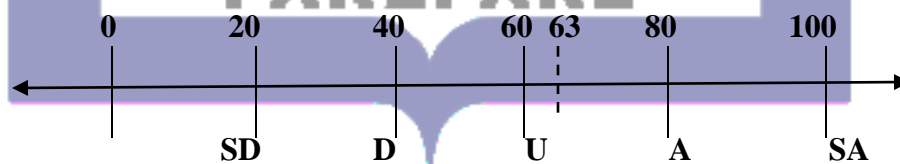
It means the students were easy to solve the problems in teaching English trough cooperative strategy, namely $63/100 \times 100 = 63$ it was categorized positive.

Table 4: the students were difficult to solve the problems in teaching trough cooperative strategy.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	1	3	3
2.	Agree	2	-	-
3.	Undecided	3	3	9
4.	Disagree	4	11	45
5.	Strongly Disagree	5	3	15
	Total			72

It means the students were difficult to solve the problems in teaching trough cooperative strategy, namely $72/100 \times 100 = 72$ it was categorized positive.

Table 5: the students were more creative trough cooperative strategy in teaching English

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	5	10	50
2.	Agree	4	8	32
3.	Undecided	3	1	3
4.	Disagree	2	0	0
5.	Strongly Disagree	1	1	1
	Total		20	86
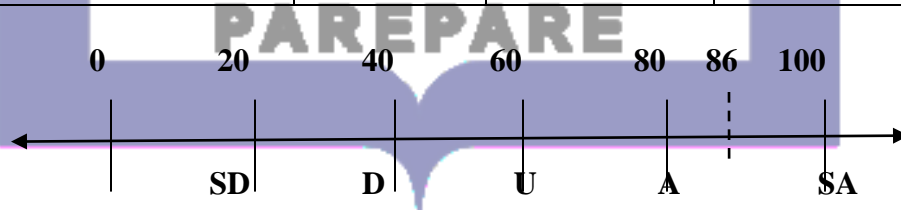
It means, the students were more creative trough cooperative strategy in English, namely $86/100 \times 100 = 86$ it was categorized very positive.

Table 6: the students were easy to share their opinion with each other trough cooperative strategy.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	5	11	55
2.	Agree	4	6	24
3.	Undecided	3	0	0
4.	Disagree	2	2	2
5.	Strongly Disagree	1	0	0
	Total		20	83
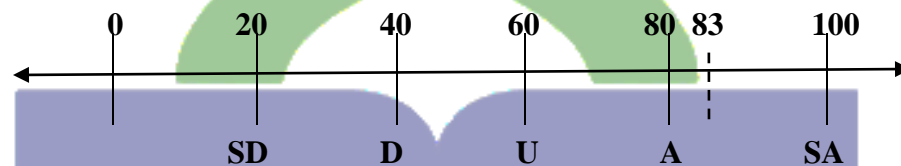
It means, the students were easy to share their opinion with each other trough students centered, namely $83/100 \times 100 = 83$ it was categorized very positive

Table 7: the students feel enjoy to sharing their problem trough cooperative.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	5	1	5
2.	Agree	4	9	36
3.	Undecided	3	6	18
4.	Disagree	2	3	5
5.	Strongly Disagree	1	1	1
	Total		20	65
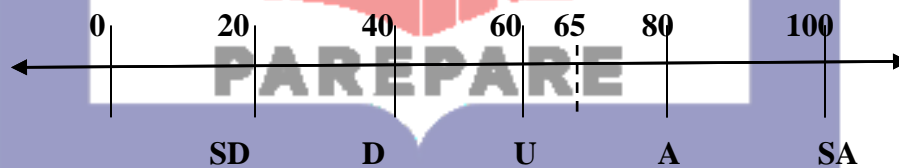
It means, the students feel easy to finish their problem trough individually, namely $65/100 \times 100 = 65$ it was categorized positive.

Table 8: the students cannot share their opinion with each other trough cooperative.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	1	2	2

2.	Agree	2	5	10
3.	Undecided	3	1	3
4.	Disagree	4	8	32
5.	Strongly Disagree	5	4	20
	Total		20	67
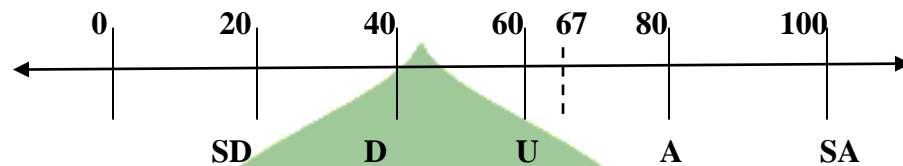
It means, the students cannot share their opinion with each other trough cooperative, namely $67/100 \times 100 = 67$ it was categorized positive.

Table 9: the students like study trough individually.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	5	1	5
2.	Agree	4	9	36
3.	Undecided	3	6	12
4.	Disagree	2	3	8
5.	Strongly Disagree	1	1	2
	Total		20	63
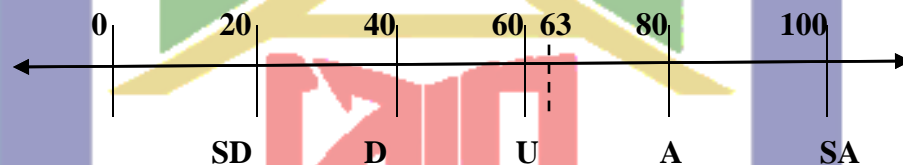
It means, the students like study trough individually, namely $63/100 \times 100 = 63$ it was categorized positive.

Table 10: the students feel not easy in teaching English trough collaborative strategy.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	1	2	2
2.	Agree	2	1	2
3.	Undecided	3	2	6
4.	Disagree	4	12	48
5.	Strongly Disagree	5	2	10
	Total		20	68
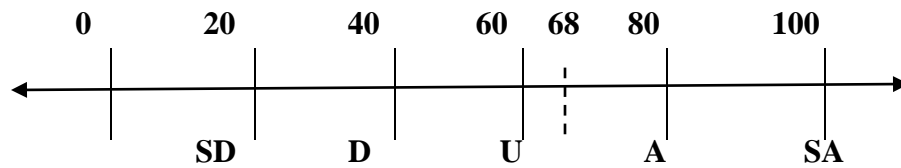
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   0      20      40      60  68   80      100
                              ┊
←────┼───────┼───────┼───────┼────┼───────┼────→
        SD      D       U         A        SA
```
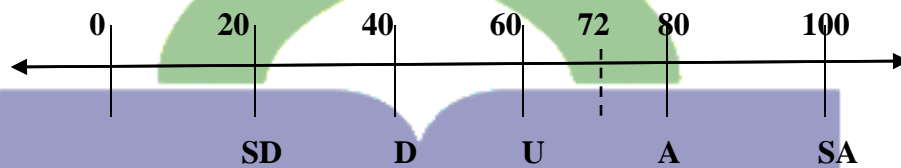
It means, the students feel not easy in teaching English trough collaborative

strategy, namely $68/100 \times 100 = 68$ it was categorized positive.

Table 11: the students feel happy in teaching English trough students centered.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	5	11	55
2.	Agree	4	4	16
3.	Undecided	3	4	12
4.	Disagree	2	1	2
5.	Strongly Disagree	1	-	-
	Total		20	72

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   0      20      40      60  72   80      100
                              ┊
←────┼───────┼───────┼───────┼────┼───────┼────→
        SD      D       U         A        SA
```
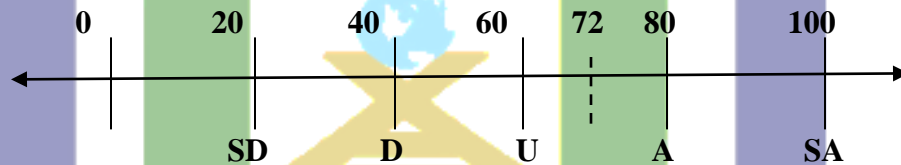
It means, the students feel happy in teaching English trough students centered,

namely $78/100 \times 100 = 78$ it was categorized positive.

Table 12: the students feel bored in teaching English trough teacher centered.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	1	4	4
2.	Agree	2	2	4
3.	Undecided	3	4	12
4.	Disagree	4	6	24
5.	Strongly Disagree	5	4	20
	Total		20	64

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   0      20      40      60 64   80      100
                             ┊
←────┼───────┼───────┼───────┼───┼───────┼────→
        SD      D       U        A        SA
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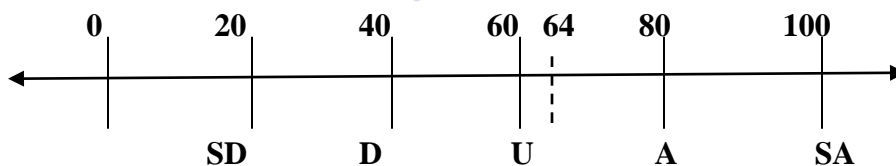
It means, the students feel bored in teaching English trough teacher centered, namely $68/100 \times 100 = 68$ it was categorized positive.

Table 13: the students difficult to understand trough teacher centered.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	1	-	-
2.	Agree	2	2	4
3.	Undecided	3	4	12
4.	Disagree	4	12	48
5.	Strongly Disagree	5	2	10
	Total		20	74
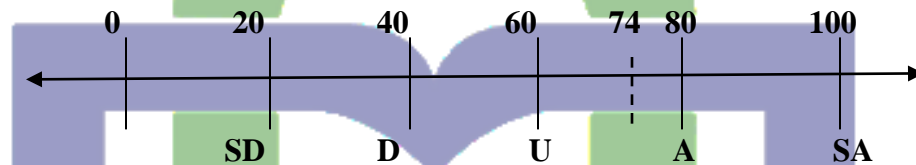
It means, the students difficult to understand trough teacher centered, namely $74/100 \times 100 = 74$ it was categorized positive.

Table 14: the cooperative strategy makes the students tell their opinion.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	5	12	60
2.	Agree	4	6	24
3.	Undecided	3	1	3
4.	Disagree	2	1	2
5.	Strongly Disagree	1	-	-
	Total		20	89
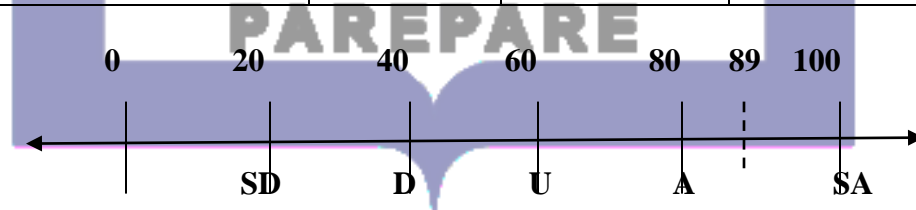
It means, cooperative strategy makes the students tell their opinion, namely $89/100 \times 100 = 89$ it was categorized very positive.

Table 15: teacher centered strategy makes the students afraid to ask the materials.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	1	-	-
2.	Agree	2	2	4
3.	Undecided	3	4	13
4.	Disagree	4	9	36
5.	Strongly Disagree	5	5	25
	Total		20	77
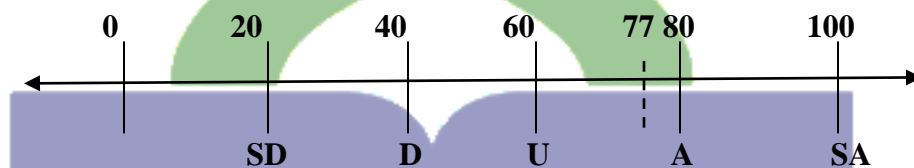
It means, teacher centered strategy makes the students afraid to ask the materials Table, namely $77/100 \times 100 = 77$ it was categorized positive.

16: cooperative strategy makes the students were interest in teaching English.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	5	6	30
2.	Agree	4	14	56
3.	Undecided	3	-	-
4.	Disagree	2	-	-
5.	Strongly Disagree	1	-	-
	Total		20	86

It means, cooperative strategy makes the students were interest in teaching English, namely $86/100 \times 100 = 86$ it was categorized very positive.

Table 17: teacher centered strategy make the students bored in teaching English.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	1	-	-
2.	Agree	2	5	10

3.	Undecided	3	4	12
4.	Disagree	4	6	24
5.	Strongly Disagree	5	5	25
	Total		20	71

It means, teacher centered strategy make the students bored in teaching English, namely $71/100 \times 100 = 71$ it was categorized positive.

Table 18: teacher centered strategy make the students enjoy in teaching English.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	5	7	25
2.	Agree	4	9	36
3.	Undecided	3	3	9
4.	Disagree	2	1	2
5.	Strongly Disagree	1	0	-
	Total		20	82
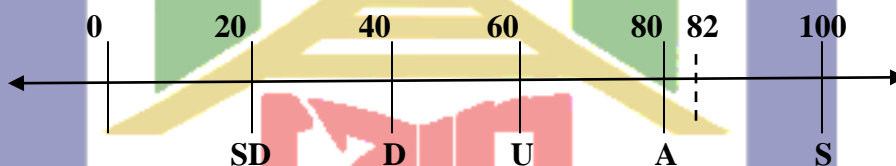
It means, teacher centered strategy make the students enjoy in teaching English, namely $82/100 \times 100 = 82$ it was categorized very positive.

Table 19: cooperative strategy makes the students were bored in teaching English.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	1	-	-
2.	Agree	2	-	-
3.	Undecided	3	4	12
4.	Disagree	4	11	44
5.	Strongly Disagree	5	6	30
	Total		20	86
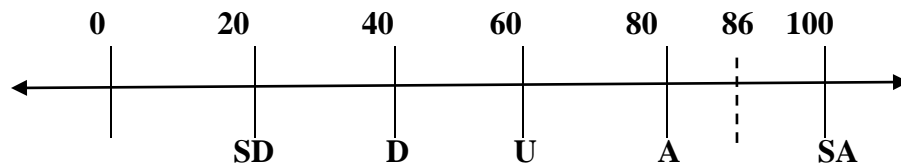
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   0      20      40      60      80    86  100
   |       |       |       |       |    :   |
◄──┼───────┼───────┼───────┼───────┼───────┼──►
          SD      D       U       A   :   SA
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It means, cooperative strategy makes the students were bored in teaching English, namely $86/100 \times 100 = 86$ it was categorized very positive.

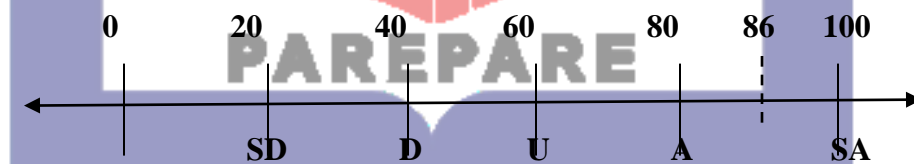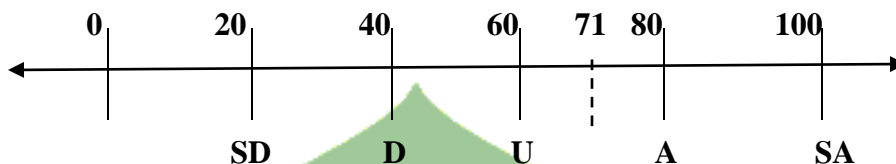**Table 20: teacher centered strategy make the students happy to learn English trough collaborative strategy in teaching English.**

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	5	10	50
2.	Agree	4	8	32
3.	Undecided	3	2	6
4.	Disagree	2	-	-
5.	Strongly Disagree	1	-	-
	Total			88

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   0      20      40      60      80    88  100
   |       |       |       |       |    :   |
◄──┼───────┼───────┼───────┼───────┼───────┼──►
          SD      D       U       A   :   SA
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It means, teacher centered strategy make the students happy to learn English trough collaborative strategy in teaching English, namely $88/100 \times 100 = 88$ it was categorized very positive.

Table 21: cooperative strategy make the students were diligent to do their task

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	5	9	45
2.	Agree	4	10	40
3.	Undecided	3	1	3
4.	Disagree	2	-	-
5.	Strongly Disagree	1	-	-
	Total			88

0	20	40	60	80	88	100
	SD	D	U	A		SA
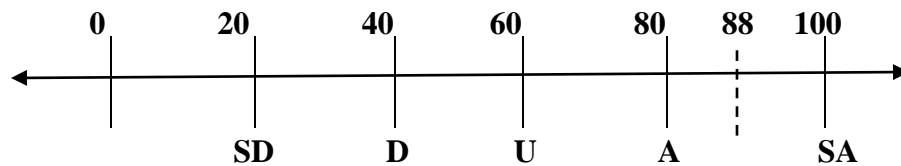
It means, cooperative strategy make the students were diligent to do their task, namely $88/100 \times 100 = 88$ it was categorized very positive.

Table 22: cooperative strategy makes the students never do their task in teaching English.
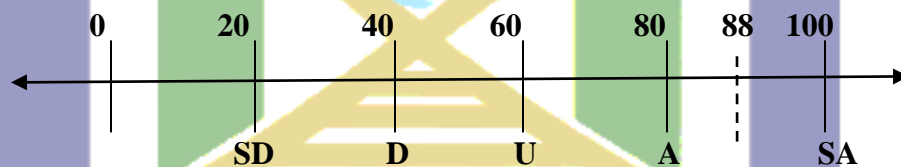
No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	1	4	4
2.	Agree	2	1	2
3.	Undecided	3	-	-
4.	Disagree	4	4	16
5.	Strongly Disagree	5	11	55
	Total		20	73
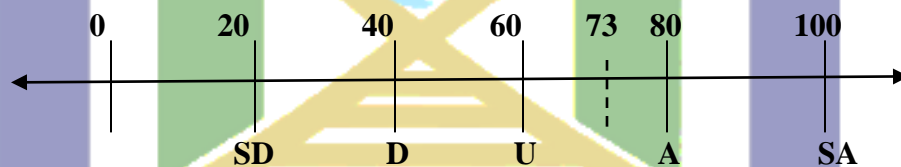
0	20	40	60	73	80	100
	SD	D	U		A	SA

It means, cooperative strategy makes the students never do their task in teaching English, namely $73/100 \times 100 = 73$ it was categorized positive.

Table 23: the students were brave to ask question about material when the teacher explains the material in front of the class.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	5	1	5
2.	Agree	4	11	44
3.	Undecided	3	6	18
4.	Disagree	2	2	4
5.	Strongly Disagree	1	-	-
	Total		20	71
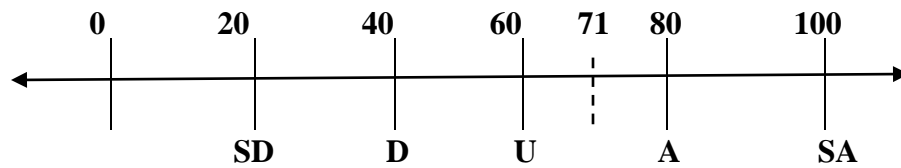
It means, the students were brave to ask question about material when the teacher explains the material in front of the class, namely $71/100 \times 100 = 71$ it was categorized positive.

Table 24: the students were afraid to ask the question about the material when the teacher explains the material in front of the class.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	1	3	3
2.	Agree	2	1	2
3.	Undecided	3	6	18
4.	Disagree	4	9	36
5.	Strongly Disagree	5	1	5
	Total		20	64
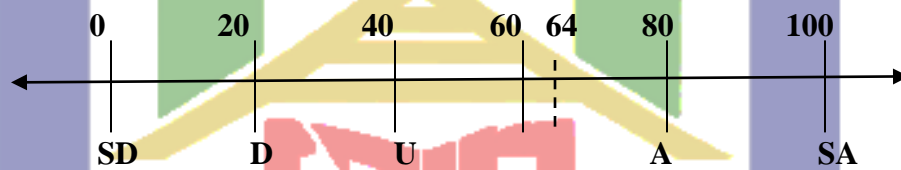
It means, the students were afraid to ask the question about the material when the teacher explains the material in front of the class, namely $64/100 \times 100 = 64$ it was categorized positive.

Table 25: cooperative strategy make the students pay attention.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	5	8	40
2.	Agree	4	8	32
3.	Undecided	3	4	12
4.	Disagree	2	-	-
5.	Strongly Disagree	1	-	-
	Total		20	84

| 0	20	40	60	80	84	100
	SD	D	U	A		SA
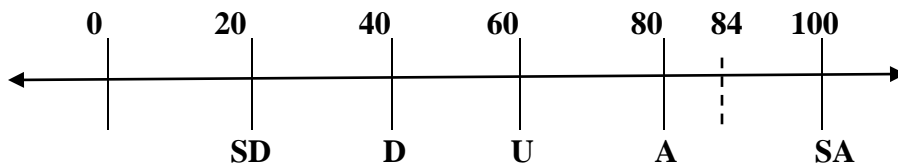
It means, cooperative strategy make the students pay attention, namely $84/100 \times 100 = 84$ it was categorized very positive.

Table 26: the students do not pay attention when the teacher explains the material in front of the class.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	1	5	5
2.	Agree	2	-	-
3.	Undecided	3	-	-
4.	Disagree	4	5	20
5.	Strongly Disagree	5	10	50
	Total		20	75

0	20	40	60	75	80	100
	SD	D	U		A	SA
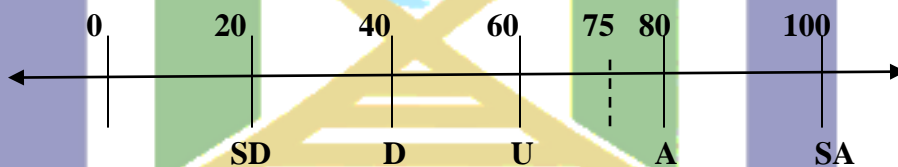
It means, the students do not pay attention when the teacher explains the material in front of the class, namely $84/100 \times 100 = 84$ it was categorized positive.

Table 27: teacher centered make the students were active in the class.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	5	12	60
2.	Agree	4	4	16
3.	Undecided	3	3	9
4.	Disagree	2	-	-
5.	Strongly Disagree	1	1	1
	Total			86

0	20	40	60	80	86	100
	SD	D	U	A		SA
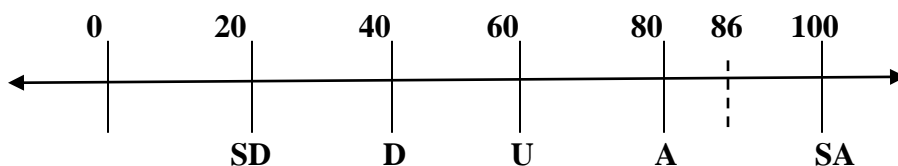
It means, teacher centered make the students were active in the class, namely $86/100 \times 100 = 86$ it was categorized very positive.

Table 28: teacher centered make the students were feel bored in teaching English.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	1	1	1
2.	Agree	2	4	8
3.	Undecided	3	5	15
4.	Disagree	4	7	28
5.	Strongly Disagree	5	3	15
	Total		20	67
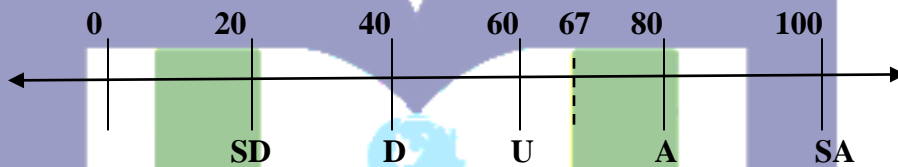
It means, teacher centered make the students were feel bored in teaching English, namely $67/100 \times 100 = 67$ it was categorized positive

Table 29: the students were not sleepy in the process of teaching English.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	1	6	6
2.	Agree	2	10	20
3.	Undecided	3	-	-
4.	Disagree	4	-	-
5.	Strongly Disagree	5	4	20
	Total		20	46
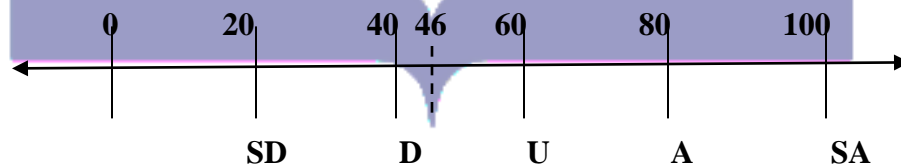
It means, the students were not sleepy in the process of teaching English, namely $46/100 \times 100 = 46$ it was categorized enough.

Table 30: Cooperative strategies make the students disturb their friends.

No	Classification	Score	Frequency	Sum of score
1.	Strongly Agree	1	0	-
2.	Agree	2	4	8
3.	Undecided	3	4	12
4.	Disagree	4	6	24
5.	Strongly Disagree	5	6	30
	Total		20	74
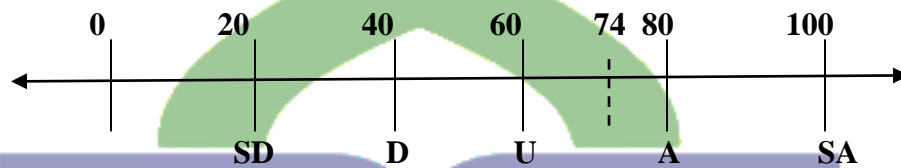
It means, Cooperative strategies make the students disturb their friends, namely $74/100 \times 100 = 74$ it was categorized positive.

Determine the mean score of positive attitude of the students at the eighth grade of MTs At'taqwa Jampue Pinrang above:

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

$$X = \frac{1195}{15}$$

$$X = 79,66$$

The mean score of positive attitude of the students' was 79,66

Determine the mean score of negative attitude of the students' at the eighth grade of MTs At'taqwa Jampue Pinrang above:

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

$$X = \frac{1044}{15}$$

$$X = 69,6$$

The mean score of negative attitude of the students was 69,6.

4.2 Discussion

The result in findings the researcher using three instruments to get the result, where the researcher using interview and also observation for get the answer of the teacher about the teacher's strategy, the researcher using questionnaireand also observation to support the data from questionnaire to know the attitude of students when the teacher using students centered and applied in small group or in the other words was cooperative strategy at the eighth grade of MTs At'taqwa Jampue Pinrang.

4.2.1 Teacher's strategy in teaching English

One of important think in teaching English was teacher's strategy, according to Dauda. Strategy was a plan, method or series activities for obtaining a specific goal or result in education.[1] So that why Nur Alam, S,Pd as English teacher of MTs At'taqwa Jampue Pinrang always using strategy in teaching english because, strategy can help the teacher in managing class and control the students. Where the teacher using student centered strategy based on the situation and materials of English, according to Mars, there are two types of teaching strategy that are teacher centered and students centered.[2]

The Teacher centered only focus on the teacher and the students just pay attention to the teacher, and students centered according to Harsono the students work

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[1] Yunus Dauda, *Managing Technology Innovation.* P 65.

[2] Suyono and Hariyanto, *Belajar dan Pembelajaran*, p. 21.

in both or individually to explore problem and become active knowledge workers.[3] Students centered had some specific and one of the specific was cooperative teaching strategy according to Pumilla, cooperative teaching strategy was a teaching as group that was made by the teacher to find out the solution of problem. The group consists of some students that have many kinds of ability. The benefit of cooperative teaching to help the students in order to make the students have responsibility sense, and to increase their confidence.[4]

The reason of the teacher using teacher centered especially cooperative strategy because, the teacher wants to make the students more creatively, and feel enjoy when the teacher teaching English in the classroom from three aspects such cognitive, affective and behavioral aspect, and then make the students had confidence, and because this strategy can help the teacher in managing class and then controlling students in the classroom, according to Brown in the strategy was specific methods of approaching a problem or task, modes of operation for achieving a particular and, planned designs for controlling and manipulating certain information and something.[5]

In the process of observation when the teacher teaching English at the eighth grade of MTs At'taqwa Jampue Pinrang, the researcher want to know the implementation of students centered in the classroom and the researcher got that the teacher make small group in the class, and there are five students in one of groups.

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[3] Harsono, " *Kearifan dalam Transformasi Pembelajaran: Dari Teacher-Centered ke Student-Centered Learning*, p. 2.

[4] Paolo M. Pumilla Cnarini, *Handbook of Research on Didactic Strategies and Technology for Education*, p. 5.

[5] H. Douglas Brown, *Principles of Language Learning and Teaching,* p. 104.

In teaching reading the teacher bring a laptop and speaker and the teacher show the students a short movie, but before that the teacher divided the students four groups, were there are five students in one groups, and the teacher gives some instructions and task to the students to write the activity and concluded the short movie. The students are very enthusiast to watching the short movie and sit with their groups, after finished the short movie the students choose one of their friends to present their task in front of class and the others groups pay attention to their fried and give a score.

In the other observation the teacher teaching listening and speaking it was like in teaching reading, where the teacher bring a laptop and speaker and the teacher played the conversation in the laptop to the students, and the students pay attention and listening the conversation and the students wrote in their book about conversation, after that the teacher would choose one of groups to presented and the students doing conversation with their version.

4.2.2 Students attitude toward teacher's strategy in teaching English

The research was conducted at the eighth grade of MTs At'taqwa Jampue Pinrang. The researcher conducted to get the accurate data and quantify the students' attitude toward teacher's strategy in teaching English in term of affective, behavioral and cognitive aspect. The attitude of the students found out by using questionnaire and also observation that was designed properly for knowing the students attitude in term of those three aspects.

To know the students' attitude toward teacher's strategy in teaching English, the researcher gives the students questionnaires sheet, in questionnaire there are 30 statements, were 10 statement about cognitive, 10 statements about affective and 10

statements about behavioral aspect, and then there are 15 positive statements and 15 negative statements. The students were asked to answer the questionnaire based on the students' personal feelings, experiences and opinions about teacher's strategy in teaching English, after collecting and counting the questionnaire that has been answered by the students, the frequency of the students answer for every perception and the mean score of the students' attitude towards teacher's strategy in teaching English can be known.

The result of the questionnaire, the researcher concluded the students' attitude of MTs At'taqwa Jampue Pinrang had difference attitude when the teacher teach them in classroom based on the answer of the students, but most of them had positive attitude toward teacher's strategy in teaching English that was through cooperative strategy. The score of questionnaire of the students shows that 69,6% students had negative attitude and 79,66% students had positive attitude toward teacher's strategy in teaching English at the eighth grade of MTs At'taqwa Jampue Pinrang.

It means that, most of them had positive attitude toward teacher's strategy from their cognitive, affective and behavioral aspect, as stated by Aquinas that there are three aspect of attitude that are cognitive, affective and behavioral aspect.[6] The researcher doing observation also to support the score of questionnaire, the interview doing by the researcher as follow:

Cognitive aspect was made up of the beliefs and ideas or opinions the students about the object, condition or something. From the observation, the researcher observes the students' attitude from cognitive aspect was the students more creatively

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[6]Aquinas, *Organizational Behavior (concept, realities, applications, and challeng*es), p. 79.

and the students were easy to share their opinion with each other trough cooperative strategy.

Affective aspect was part refers to the feeling and emotions from the students towards object, condition or something, the students show their interest when the teacher teaching English through cooperative strategy and the students were have a good feeling/liking the the teacher strategy and it make the students feel enjoy, but before that the researcher observed some problems and one the problem was the students dislike their groups and make the students bored in teaching English in the classroom through collaborative strategy,

Behavioral aspect was aspect refers to students' consistent actions or intentions towards the object or situation. The researcher observed the behavioral aspect of students when the teacher teaching English, the students was doing the instruction of the teacher and show the positive action such as the students doing their task with their friends in their groups and sharing their opinions about the subject.
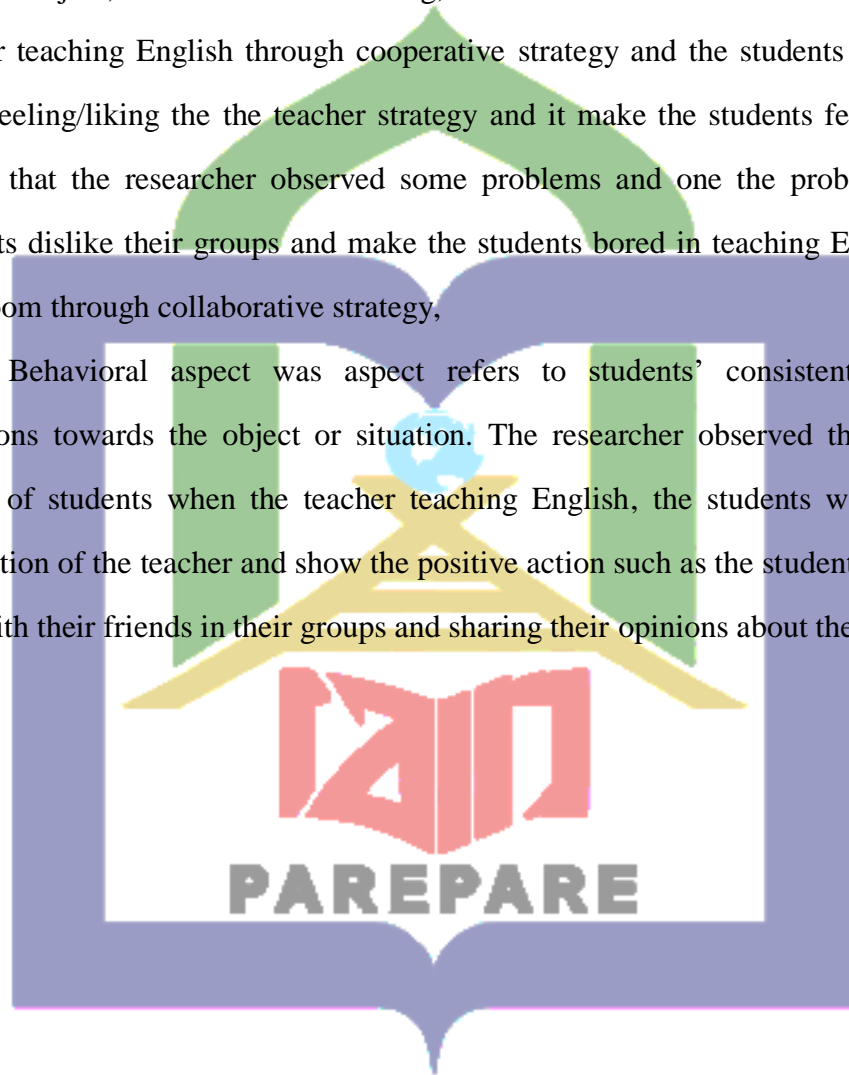
CHAPTER V
CONCLUSION

5.1 Conclusion.

As mentioned before in the previous chapter, teacher stratgey was one of important thing in teaching English process, because the strategy that used by the teacher can influence the students attitude in teaching process in the classroom. There are two types of attitude that are negative attitude and positive attitude. The negative attitude can change thought the good strategy that used by the teacher so the students and the teacher need to know about it. In order to improve the assumptions, the researcher did this research. The result of the students' attitude toward teacher's strategy, the researcher can conclude as follow:

5.1.1 Teacher's strategy

The researcher used interview and also observation to know strategy used by the teacher at the eighth grade of MTs At'taqwa Jampue Pinrang and from the interview and observation on teaching process in the classroom the teacher was used students centered especially cooperative teaching strategy.

5.1.2 Students' attitude

To know the students' attitude of MTs At'taqwa Jampue Pinrang the researcher used questionnaire and observation to support the questionnaire, the students had positive attitude when the teacher used the collaborative teaching strategy. The score of questionnaire of the students shows that 69,6% students had negative attitude and 79,66% students had positive attitude toward teacher's strategy in teaching English, it means that the students had positive attitude toward teacher's strategy in teaching English at the eighth grade of MTs At'taqwa Jampue Pinrang

5.2 Suggestion

Based on the conclusion above the students' attitude had negative attitude toward teacher's strategy in teaching English, the teacher may not paying much attention to the students when the teacher teach them in the classroom so that the students had negative attitude toward teacher's strategy in teaching English at the eighth grade of MTs At'taqwa Jampue Pinrang. Some suggestions are addressed to others, such us:

5.2.1 For Teacher

The study findings can help the teacher about attitude of students, so that the teacher must used the good strategy based on the situation and condition of the students and used the different strategy to teach them to change the negative attitude of the students.

5.2.2 For students

There are several recommendations for students in relation to this study, because the Students has negative attitude when the teacher teach them in classroom, so that is way the students have to pay attention to their teacher when the teacher teach them and have positive attitude in teaching learning process in the classroom.

5.2.3 For Research

This study gives much information not only about the different attitude of the students but also about some strategy can used by the teacher in teaching English and the research can also give a new knowledge that there are some factor can change the students attitude, and this research find out there is no correlation between students' attitude and teacher strategy in teaching English so that, the future research can used this research as a reference.

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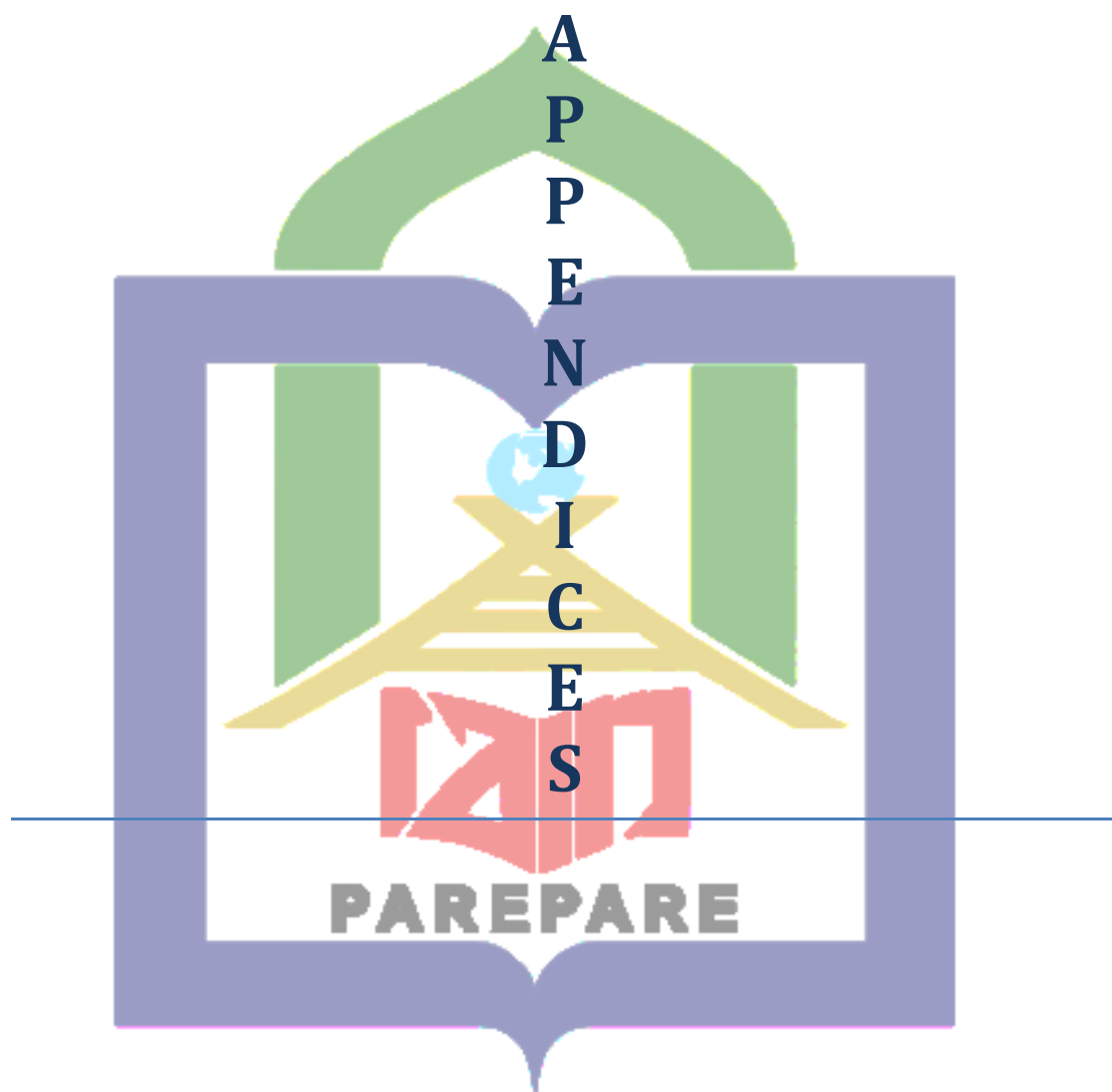
Interview to know strategy used by Nur Alam as English teacher of MTs At'taqwa Jampue Pinrang.

1. Sudah berapa lama ibu mengajar bahasa inggris di MTs At'taqwa jampue?

2. Di dalam mengajar bahasa inggris apakah ibu selalu menggunakan strategy di setiap kali pertemuan khususnya di kelas 2 ?

3. Strategy apa yang yang ibu gunakan dalam mengajar bahasa inggris khususnya di kelas 2, apakah ibu yang lebih aktif atau siswa yang lebih aktif dalam proses pembelajaran bahasa inggris ?

4. Mengapa ibu lebih memilih pembelajaran siswa yang lebih aktif atau yang guru yang lebih aktif ?

5. Dari strategy yang ibu gunakan di dalam kelas, bagaimana cara ibu dalam mengelolah kelas agar pembelajaran semakin efektif, apakah di setiap pertemuannya ibu membagi siswa ke dalam beberapa kelompok kecil atau tidak ?

6. Mengapa ibu lebih memilih membagi siswa ke dalam beberapa kelompok dibandingkan dengan individu ?

7. Dengan pengelolahan kelas yang ibu gunakan secara kelompok atau individu, apakah ibu memulai pembelajaran bahasa inggris dengan menggali permasalahan yang dihadapi siswa atau ibu hanya memberikan mereka beberapa permasalahan yang nantinya siswa itu sendiri yang mencari jawaban dari permasalahan yang ibu berikan kepada mereka ?

8. Dalam penyampaian materi itu sendiri bagaimana cara ibu memberikan atau menjelaskan materi bahasa inggris, apakah ibu memberikan materi dari buku atau ibu menyiapkan sendiri materi ajar yang akan di derikan kepada siswa ?

9. Setelah ibu memberikan materi kepada siswa apakah di setiap pertemuannya ibu memberikan tugas kepada siswa ?

10. Bagaimana cara siswa tersebut mengerjakan tugas yang ibu berikan apakah mereka dapat menggunakan media, seperti hp, tv radio dan sebagainya dalam mengerjakan tugas-tugas yang ibu berikan ?

11. Dan apabila ada tugas yang ibu berikan kepada siswa namun mereka kesulitan dalam memecahkan tugas/masalah tersebut apakan ibu membantu siswa untuk memecahkan atau siswa itu sendiri yang harus memecahkan masalah/tugas yang ibu berikan kepada mereka ?

12. Apakah strategy yang ibu gunakan berdasarkan pada pemahaman/pengetahuan siswa atau memang karena berdasarkan materi ?

13. Bagaimana jika strategy yang ibu gunakan tidak dapat membantu siswa dalam memahami materi apa yang aka ibu lakukan apakah ibu akan mengganti strategy yang ibu gunakan sebelumnya ?

14. Apakah strategy yang ibu gunakan juga berdasarkan padas ituasi dan kondisi dari pada siswa itu sendiri ?

15. Apakah ibu pernah mengganti strategy yang ibu gunakan di dalam kelas karena situasi dan kondisi yang tidak memungkinkan, misalnya pembelajaran yang kelompok atau individu yang dulunya hanya berpusat pada siswa atau guru tetapi karena ibu kurang enak badan atau sebaliknya siswa yang kurang bersemangat untuk memperhatikan ibu sehingga ibu mengubah strategy yang ibu gunakan menjadi pembelajaran yang berpusat pada siswa itu sendiri ?

ANGKET PENELITIAN

A.Identitas Responden

Nomor : ....

Nama : ....

B. Tujuan

1. Angket ini diberikan dengan tujuan untuk mendapatkan data dalam rangka penulisan proposal.

2. Demi mengembangkan ilmu pengetahuan dimohon siswa (responden) untuk menjawab pertanyaan/ pernyataan dengan jujur.

3. Pilihlah masing-masing pernyataan dengan 1 jawaban yang memang benar-benar sesuai dengan isi hati anda.

4. Berilah tanda centang atau check list (√) pada jawaban yang sudah anda pilih.

5. jawaban siswa (responden) tidak akan berpengaruh terhadap nilai pelajaran dan dijaga kerahasiaannya.

C. Keterangan

SS : Sangat setuju

S : Setuju

R : Ragu-Ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	Pertanyaan/Pernyataan	SS	S	R	TS	STS
1.	Saya lebih mudah memahami materi pelajaran bahasa inggris ketika guru menerangkan di depan kelas.					
2.	Saya tidak dapat memahami materi pelajaran bahasa inggris ketika guru menerangkan di depan kelas.					
3.	Saya merasa mudah menyelesaikan masalah dalam pembelajaran bahasa nggris seacara kelompok.					
4.	Saya merasa susah menyelesaikan masalah dalam pembelajaran bahasa inggris seacara kelompok.					
5.	Belajar bahasa inggris secara kelompok membuat saya menjadi lebih kreatif.					
6.	Saya merasa lebih terbuka untuk bertukar pikiran dengan teman yang lain ketika belajar bahasa inggris seara kelompok.					
7.	Saya merasa lebih terbuka untuk bertukar pikiran dengan teman yang lain ketika belajar bahasa inggris seara kelompok.					
8.	Saya merasa tidak dapat mengeluarkan pendapat saya ketika belajar bahasa inggris seacara kelompok.					
9.	Saya lebih suka untuk belajar individu sehingga belajar bahasa inggris tidak teras membosankan.					
10.	Saya merasa sulit dalam belajar bahasa nggris apabila siswa yang lebih aktif di dalam kelas.					
11.	Pembelajaran bahasa inggris semakin menyenangkan karena siswa lebih aktif didalam kelas.					
12.	belajar bahasa inggris terasa memebosankan jika guru yang lebih aktif didalam kelas.					
13.	Saya kesulitan memahami materi pelajaran bahasa inggris ketika guru menerangkan di depan kelas.					
14.	Belajar secara kelompok dalam pembelajaran bahasa inggris membuat saya takut dalam mengemukakan pendapat saya.					
15.	Saya menjadi takut utnuk bertanya mengenai materi yang tidak saya ketahui ketika guru menjelaskan didepan kelas.					
16.	Saya merasa lebih tertarik untuk belajar bahasa inggris ketika guru menyelingi pembelajaran dengan kelompok.					
17.	Pembelajaran bahasa inggris terasa membosankan jika guru selalu menjelaskan didepan kelas.					
18.	Saya selalu bersemangat bejar bahasa inggris karena guru yang selalu aktif didalam kelas.					
19.	Saya merasa bosan belajara bahasa inggris jika					

No.	Statement					
	pembelajran secara kelompok.					
20.	Saya merasa senang belajar bahasa inggris jika siswa yang lebih aktif di dalam kelas dengan belajar secara kelompok.					
21.	Pembelajaran bahasa inggris dengan cara kelompok membuat saya rajin mengerjakan tugas bahasa inggris.					
22.	Saya tidak pernah mengerjakan tugas bahasa inggris jika belajar bahasa inggris.					
23.	Saya lebih berani bertanya mengenai materi yang tidak saya ketahui ketika guru menjelasakan didepan kelas.					
24.	Saya takut bertanya mengenai materi yang tidak saya ketahui ketika guru menjelasakan didepan kelas.					
25.	Saya selalu memperhatikan guru ketika guru menjelasakan didepan kelas.					
26.	Saya jarang memperhatikan guru ketika guru menjelasakan didepan kelas.					
27.	Siswa yang selalu aktif didalam kelas dan membuat saya lebih semangat ketika belajar bahasa inggris.					
28.	Saya merasa bosan jika siswa yang selalu aktif didalam kelas.					
29.	Saya tidak mengantuk jika belajar bahasa inggris karena siswa yang lebih aktif didalam kelas.					
30	Saya sering menggangu teman apabila belajar bahasa inggris secara kelompok.					

The answers of the English teacher, Nur Alam through interview to know strategy that used by the teacher in teaching English at the eighth grade of MTs At'taqwa Jampue Pinrang.

1. Sudah berapa lama ibu mengajar bahasa inggris di MTs At'taqwa jampue?
   Saya sudah mengajar disini kurang lebih 7 tahun lamanya.

2. Di dalam mengajar bahasa inggris apakah ibu selalu menggunakan strategy di setiap kali pertemuan khususnya di kelas 2 ?
   Iya saya selalu menggunakan strategy di setiap mengajar, untuk mengontrol siswa di dalam kelas apalagi kalau jamnya ba'da dhuhur pasti anak-anak sudah tidak focus lagi untuk belajar.

3. Strategy apa yang yang ibu gunakan dalam mengajar bahasa inggris khususnya di kelas 2, apakah ibu yang lebih aktif atau siswa yang lebih aktif dalam proses pembelajaran bahasa inggris ?
   Tergantung materinya kalau misalnya pembelajran tensis pembelajaran saya yang handle dan berpusat ke guru, tetapi jika pembelajaran reading dan yang lain pembelajaran akan saya focuskan ke siswa, tetapi sejauh ini pembelajaran masih saya focuskan ke siswa yang lebih aktif dibandinkan guru.

4. Mengapa ibu lebih memilih pembelajaran siswa yang lebih aktif atau yang guru yang lebih aktif ?
   Saya menggunakan pembelajaran yang focus ke siswa karena saya ingin melatih kekriatifitas mereka dan kerja sama mereka di dalam kelas dan meningkatkan rasa ingin tahu siswatentang materi yang saya bawakan.

5. Dari strategy yang ibu gunakan di dalam kelas, bagaimana cara ibu dalam mengelolah kelas agar pembelajaran semakin efektif, apakah di setiap pertemuannya ibu membagi siswa ke dalam beberapa kelompok kecil atau tidak ?

Iya karena saya menginginan kekreativitas mereka dan kerja sama maka saya lebih memilih untuk membagi mereka menjadi beberapa kelompok. agar mudah saya awasi.

6. Mengapa ibu lebih memilih membagi siswa ke dalam beberapa kelompok dibandingkan dengan individu ?

Saya memilih untuk membagi mereka menjadi beberapa kelompok. agar mudah saya awasi agar proses pembelajaran berjalan dengan tenang.

7. Dengan pengelolahan kelas yang ibu gunakan secara kelompok atau individu, apakah ibu memulai pembelajaran bahasa inggris dengan menggali permasalahan yang dihadapi siswa atau ibu hanya memberikan mereka beberapa permasalahan yang nantinya siswa itu sendiri yang mencari jawaban dari permasalahan yang ibu berikan kepada mereka ?

Dalam pembelajaran biasanya saya akan memberikan mereka sebuah permasalahan atau sesuatu yang nantinya akan menarik perhatian mereka untuk mencari jawabanya dan menyelesaikannya secara berkelompok.

8. Dalam penyampaian materi itu sendiri bagaimana cara ibu memberikan atau menjelaskan materi bahasa inggris, apakah ibu memberikan materi dari buku atau ibu menyiapkan sendiri materi ajar yang akan di derikan kepada siswa ?

Materi ajar yang saya berikan kepada siswa itu sumbernya dari buku, jadi saya memberikan satu buku paket di setiap kelompok untuk di bahas.

9. Setelah ibu memberikan materi kepada siswa apakah di setiap pertemuannya ibu memberikan tugas kepada siswa ?

Iya jika tugas didalam kelas sudah selesai, tapi jika belum akan dikerjakan di rumah.

10. Bagaimana cara siswa tersebut mengerjakan tugas yang ibu berikan apakah mereka dapat menggunakan media, seperti hp, tv radio dan sebagainya dalam mengerjakan tugas-tugas yang ibu berikan ?

Iya tentunya mereka bisa menggunakan semua sarana untuk membantu mereka dalam menyelesaikan tugas mereka.

11. Dan apabila ada tugas yang ibu berikan kepada siswa namun mereka kesulitan dalam memecahkan tugas/masalah tersebut apakan ibu membantu siswa untuk memecahkan atau siswa itu sendiri yang harus memecahkan masalah/tugas yang ibu berikan kepada mereka ?

Jika mereka kesulitan di dalam kelompok mereka maka akan di bahas dengan kelompok yang lain dan apabila tidak ada yang dapat menyelesaikannya maka saya sendiri yang akan menjelaskannya.

12. Apakah strategy yang ibu gunakan berdasarkan pada pemahaman/pengetahuan siswa atau memang karena berdasarkan materi ?

Berdasarkan materi karena pengetahuan siswa itu sendiri berbeda beda jadi strategy yang saya gunakan hanya berdasarkan pada materi pembelajaran.

13. Bagaimana jika strategy yang ibu gunakan tidak dapat membantu siswa dalam memahami materi apa yang aka ibu lakukan apakah ibu akan mengganti strategy yang ibu gunakan sebelumnya ?

Jika memang memungkinkan untuk diganti kenapa tidak jika memang mampu membantu siswa untuk mengerti.

14. Apakah strategy yang ibu gunakan juga berdasarkan padas ituasi dan kondisi dari pada siswa itu sendiri ?

Iya karena kondisi siswa yang sangat penting di dalam pembelajaran jika siswa tidak menyukai strategy yang saya gunakan sudah pasti saya tidak madapat memonitoring kelas.

15. Apakah ibu pernah mengganti strategy yang ibu gunakan di dalam kelas karena situasi dan kondisi yang tidak memungkinkan, misalnya pembelajaran yang kelompok atau individu yang dulunya hanya berpusat pada siswa atau guru tetapi karena ibu kurang enak badan atau sebaliknya siswa yang kurang bersemangat untuk memperhatikan ibu sehingga ibu mengubah strategy yang ibu gunakan menjadi pembelajaran yang berpusat pada siswa itu sendiri ?

Sampai sejauh in belum pernah karena pembelajaran secara kelompok memang effective digunakan untuk siswa kelas dua dan proses pembelajaran juga terasa effective dengan membagi siswa dalam beberapa kelompok kecil seperti saat ini.

No	Pertanyaan/Pernyataan	SS	S	R	TS	STS
1.	Saya lebih mudah memahami materi pelajaran bahasa inggris ketika guru menerangkan di depan kelas.	✓				
2.	Saya tidak dapat memahami materi bahasa inggris jika guru tidak menerangkan di depan kelas.	✓				
3.	Saya merasa mudah menyelesaikan masalah dalam pelajaran bahasa inggris secara kelompok.	✓				
4.	Saya merasa susah dalam menyelesaikan masalah dalam pelajaran bahasa inggris secara kelompok.					✓
5.	Belajar bahasa inggris secara kelompok membuat saya menjadi lebih kreatif.		✓			
6.	Saya merasa lebih terbuka untuk bertukar pikiran dengan teman yang lain ketika belajar bahasa inggris secara kelompok.	✓				
7.	Saya merasa lebih mudah dalam menyelesaikan masalah dalam pelajaran bahasa inggris seara individu.		✓			
8.	Saya merasa tidak dapat mengeluarkan pendapat saya ketika belajar bahasa inggris secara kelompok.					✓
9.	Saya lebih suka belajar individu sehingga belajar bahasa inggris tidak terasa membosankan.		✓			
10.	Saya merasa sulit dalam belajar bahasa inggris apabila siswa yang lebih aktif didalam kelas secara kelompok.				✓	
11.	Belajar bahasa inggris semakin menyenangkan karena siswa lebih aktif di dalam kelas.		✓			
12.	Belajar bahasa inggris terasa membosankan jika guru lebih aktif di dalam kelas.					✓
13.	Saya kesulitan memahami materi pelajaran bahasa inggris				✓	

	ketika guru menerangkan di depan kelas					
14.	Belajar secara kelompok dalam pembelajaran bahasa inggris membuat saya selalu mengemukakan pendapat saya.	✓				
15.	Saya menjadi takut utnuk bertanya mengenai materi yang tidak saya ketahui ketika guru menjelaskan didepan kelas.				✓	
16.	Saya merasa lebih tertarik untuk belajar bahasa inggris jika guru menyelingi pembelajaran bahasa inggris dengan kelompok.		✓			
17.	Pembelajaran bahasa inggris terasa membosankan jika guru selalu menjelaskan didepan kelas.					✓
18.	Saya selalu bersemangat belajar bahasa inggris karena guru yang selalu aktif didalam kelas.	✓				
19.	Saya merasa bosan belajar bahasa inggris jika pembelajaran secara kelompok				✓	
20.	Saya merasa senang belajar bahasa inggris jika siswa yang lebih aktif didalam kelas dengan belajar secara kelompok.		✓			
21.	Pembelajaran bahasa inggris dengan cara kelompok membuat saya rajin mengerjakan tugas bahasa inggris.		✓			
22.	Saya tidak pernah mengerjakan tugas bahasa inggris jika belajar secara kelompok.					✓
23.	Saya lebih berani bertanya mengenai materi yang tidak saya ketahui ketika guru menjelaskan didepan kelas.		✓			
24.	Saya takut bertanya mengenai materi yang tidak saya ketahui ketika guru menjelaskan didepan kelas.				✓	
25.	Saya selalu memperhatikan guru ketika guru menjelaskan di depan kelas apabila belajar secar kelompok.	✓				
26.	Saya jarang memperhatikan ketika guru menjelaskan di depan					✓

	kelas.					
27.	Siswa yang selalu aktif didalam kelas dan membuat saya lebih semangat ketika belajar bahasa inggris.		✓			
28.	Saya merasa bosan belajar bahasa inggris jika siswa yang selalu aktif didalam kelas.				✓	
29.	Saya tidak mengantuk jika belajar bahasa inggris karena siswa yang lebih aktif didalam kelas.		✓			
30.	Saya sering menggangu teman apabila belajar bahasa inggris secara kelompok.				✓	

ANGKET PENELITIAN

A. Identitas Responden

No. Absen : ....Delapan (8)....

Nama : MUSDALIFA

B. Tujuan

1. Angket ini diberikan dengan tujuan untuk mendapatkan data dalam rangka penulisan skripsi.

2. Demi mengembangkan ilmu pengetahuan dimohon siswa (responden) untuk menjawab pertanyaan/ pernyataan dengan jujur.

3. Pilihlah masing-masing pernyataan dengan 1 jawaban yang memang benar-benar sesuai dengan isi hati anda.

4. Berilah tanda centang atau check list (√) pada jawaban yang sudah anda pilih.

5. jawaban siswa (responden) tidak akan berpengaruh terhadap nilai pelajaran dan dijaga kerahasiaannya.

C. Keterangan

SS : Sangat setuju

S : Setuju

R : Ragu-Ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	Pertanyaan/Pernyataan	SS	S	R	TS	STS
1.	Saya lebih mudah memahami materi pelajaran bahasa inggris ketika guru menerangkan di depan kelas.		✓			
2.	Saya tidak dapat memahami materi bahasa inggris jika guru tidak menerangkan di depan kelas.				✓	
3.	Saya merasa mudah menyelesaikan masalah dalam pelajaran bahasa inggris secara kelompok.	✓				
4.	Saya merasa susah dalam menyelesaikan masalah dalam pelajaran bahasa inggris secara kelompok.			✓		
5.	Belajar bahasa inggris secara kelompok membuat saya menjadi lebih kreatif.	✓				
6.	Saya merasa lebih terbuka untuk bertukar pikiran dengan teman yang lain ketika belajar bahasa inggris secara kelompok.	✓				
7.	Saya merasa lebih mudah dalam menyelesaikan masalah dalam pelajaran bahasa inggris seara individu.			✓		
8.	Saya merasa tidak dapat mengeluarkan pendapat saya ketika belajar bahasa inggris secara kelompok.				✓	
9.	Saya lebih suka belajar individu sehingga belajar bahasa inggris tidak terasa membosankan.			✓		
10.	Saya merasa sulit dalam belajar bahasa inggris apabila siswa yang lebih aktif didalam kelas secara kelompok.			✓		
11.	Belajar bahasa inggris semakin menyenangkan karena siswa lebih aktif di dalam kelas.			✓		
12.	Belajar bahasa inggris terasa membosankan jika guru lebih aktif di dalam kelas.		✓			
13	Saya kesulitan memahami materi pelajaran bahasa inggris					

No	Pernyataan					
	ketika guru menerangkan di depan kelas		✓			
14.	Belajar secara kelompok dalam pembelajaran bahasa inggris membuat saya selalu mengemukakan pendapat saya.	✓				
15.	Saya menjadi takut utnuk bertanya mengenai materi yang tidak saya ketahui ketika guru menjelaskan didepan kelas.			✓		
16.	Saya merasa lebih tertarik untuk belajar bahasa inggris jika guru menyelingi pembelajaran bahasa inggris dengan kelompok.		✓			
17.	Pembelajaran bahasa inggris terasa membosankan jika guru selalu menjelaskan didepan kelas.			✓		
18.	Saya selalu bersemangat belajar bahasa inggris karena guru yang selalu aktif didalam kelas.			✓		
19.	Saya merasa bosan belajar bahasa inggris jika pembelajaran secara kelompok.				✓	
20.	Saya merasa senang belajar bahasa inggris jika siswa yang lebih aktif didalam kelas dengan belajar secara kelompok.			✓		
21.	Pembelajaran bahasa inggris dengan cara kelompok membuat saya rajin mengerjakan tugas bahasa inggris.	✓				
22.	Saya tidak pernah mengerjakan tugas bahasa inggris jika belajar secara kelompok.				✓	
23.	Saya lebih berani bertanya mengenai materi yang tidak saya ketahui ketika guru menjelaskan didepan kelas.		✓			
24.	Saya takut bertanya mengenai materi yang tidak saya ketahui ketika guru menjelaskan didepan kelas.				✓	
25.	Saya selalu memperhatikan guru ketika guru menjelaskan di depan kelas apabila belajar secar kelompok.	✓				
26.	Saya jarang memperhatikan ketika guru menjelaskan di depan					

	kelas.					✓
27.	Siswa yang selalu aktif didalam kelas dan membuat saya lebih semangat ketika belajar bahasa inggris.	✓				
28.	Saya merasa bosan belajar bahasa inggris jika siswa yang selalu aktif didalam kelas.			✓		
29.	Saya ~~tidak~~ mengantuk jika belajar bahasa inggris karena siswa yang lebih aktif didalam kelas.			✓		
30.	Saya sering menggangu teman apabila belajar bahasa inggris secara kelompok.					✓

Documentation the students answer the questionnaire

Documentation the process of the implementation cooperative strategy

Documentation of interview with the teacher of MTs At'taqwa Janpue Pinrang

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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: B 3566 /In.39/PP.00.9/12/2018

: -

: Izin Melaksanakan Penelitian

Kepada Yth.

Kepala Daerah KAB. PINRANG

di

KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	:	NURWANA AHMAD
Tempat/Tgl. Lahir	:	KANARI, 25 Maret 1996
NIM	:	14.1300.087
Jurusan / Program Studi	:	Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	:	IX (Sembilan)
Alamat	:	DUSUN KANARI, DESA MALLONGI-LONGI, KEC. LANRISANG, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. PINRANG** dalam rangka penyusunan skripsi yang berjudul :

" THE CORRELATION BETWEEN STUDENTS' ATTITUDE AND TEACHER'S STRATEGY IN TEACHING ENGLISH AT THE EIGHTH GRADE OF MTs AT'TAQW JAMPUE PINRANG"

Pelaksanaan penelitian ini direncanakan pada bulan **Desember** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dar dukungan seperlunya.

Terima kasih,

10 Desember 2018

A.n Rektor
Plt Wakil Rektor Bidang Akademik d
Pengembangan Lembaga (APL)

Mahit Djunaidi

PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH
Jl. Bintang No.   Telp. (0421) 923058 - 922914
PINRANG   91212

Pinrang, 10 Desember 2018

Nomor   : 070/ 726 /Kemasy.

Lampiran :   -

Perihal   :   **Rekomendasi Penelitian.**

Kepada

Yth, **Kepala MTs Attaqwa Jampue Kab. Pinrang**

di-

Tempat.

Berdasarkan Surat Plt.Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL) Institut Agama Islam Negeri (IAIN) Parepare Nomor:B3566/In.39/PP.00.9/12/2018 tanggal 10 Desember 2018 Perihal Izin Melaksanakan Penelitian,untuk maksud tersebut disampaikan kepada Saudara bahwa:

Nama   : **NURWANA AHMAD**
NIM   : 14.1300.087
Pekerjaan/Prog.Studi : Mahasiswi/Pendidikan Bahasa Inggris
Alamat   : Dusun Kanari, Desa Mallongi-longi, Kec. Lanrisang
Telepon   : 082191985915.

Bermaksud Mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan Judul *"THE CORRELATION BETWEEN STUDENS' ATTITUDE AND TEACHER'S STRATEGY IN TEACHING ENGLISH AT THE EIGHTH GRADE OF MTs ATTAQWA JAMPUE PINRANG"* yang pelaksanaannya pada tanggal 10 Desember 2018   s/d 10 Januari 2019.

Sehubungan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. **SEKRETARIS DAERAH**
Asisten Pemerintahan dan Kesra

Drs. RISMAN LAUPE
Pangkat : Pembina Utama Muda
Nip   : 19590305 199202 1 001

Tembusan:
1.   Bupati Pinrang Sebagai Laporan di Pinrang;
2.   Dandim 1404 Pinrang di Pinrang;
3.   Kapolres Pinrang di Pinrang;
4.   Kepala Kantor Kementerian Agama Kab.Pinrang di Pinrang;
5.   Kepala Badan Kesbang dan Politik Kab.Pinrang di Pinrang;
6.   Camat Suppa di ~~Majennang~~ Lanrisang di Lanrisang
7.   Plt.Wakil Rektor Bid.APL IAIN Parepare di Parepare;
8.   Yang bersangkutan untuk diketahui;
9.   Arsip.

PONDOK PESANTREN DARUL-QUR'AN ATTAQWA JAMPUE
MADRASAH TSANAWIYAH
KECAMATAN LANRISANG KABUPATEN PINRANG
Jln. PorosWaetuoe, No. 199, Kessie

SURAT KETERANGAN MELAKSANAKAN PENELITIAN
Nomor : 007 /MTs 21.01.18/ 18 / I /2019

Yang bertanda-tangan di bawah ini Kepala Madrasah Tsanawiyah Attaqwa Jampue

Kecamatan Lanrisang Kabupaten pinrang Menerangkan bahwa:

Nama	:	**NURWANA AHMAD**
Pekerjaan	:	Mahasiswi IAIN Parepare
Nim	:	14.1300.087
Program Studi	:	Pendidikan Bahasa Ingris
Alamat	:	Kanari, Desa Mallongi-longi, Kec.Lanrisang,Pinrang

Benar telah melaksanakan penelitian di MTs Attaqwa Jampue mulai tanggal 10

Desember S.d 10 Januari 2019 berdasarkan Surat Sekretaris Daerah Kabupaten Pinrang Nomor

070/726/Kemasy tanggal 10 Desember 2018, yang merupakan salah satu syarat akademik

dalam penyelesaian Skripsi dengan judul : *"THE CORRELATION BETWEEN STUDENTS'*
ATTITUDE AND TEACHER'S STRATEGY IN TEACHING ENGLISH AT THE EIGHTH
GRADE OF MTs ATTAQWA JAMPUE PINRANG"

Demikian Surat Keterangan ini Kami berikan kepada yang bersangkutan untuk di
pergunakan sebagaimana mestinya.

Jampue, 12 Januari 2019

Kepala Madrasah Tsanawiyah

AFAL, S S
NIP.-

CURRICULUM VITAE

Nurwana Ahmad was born on March 25th 1996 in Kanari, Kec. Lanrisang, Kab. Pinrang. She is daugther of Rasdiana and Ahmad Salewangi. She has two brothers. Her brothers are Sharul Hidayat, and Sofyan Ahmad. The researcher began her study in Elementary School 61 Lanrisang and graduate in 2010. After that, she continued her study in SMP Negeri 2 Lanrisang Pinrang and graduated in 2011. Then, she continued her study in SMA Negeri 7 Pinrang and graduated in 2014. In 2014, she continued her study at State Islamic Institute of Parepare. She was majoring in English Program in Tarbiyah and Adab Department. Now she was finished her skripsi under the title **" The Students' Attitude toward Teacher's Strategy in Teaching English at The Eighth Grade of MTs At'taqwa Jampue Pinrang".**