

A THESIS

**STUDENTS' ATTITUDE IN LEARNING ENGLISH THROUGH
VIRTUAL COMMUNICATION AT THE THIRD GRADE OF
SMA NEGERI 2 PAREPARE**



BY

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**ENGLISH EDUCATION PROGRAM
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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

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2021

iii

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Date of Graduatio : June 30th, 2021

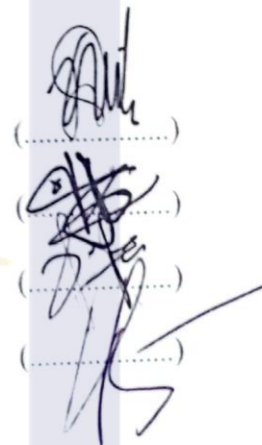
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ACKNOWLEDGEMENT

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

“In the name of Allah, the Beneficent and the Merciful”

All praise is to Allah, the Lord of the world who gives the Writer strength and capability to finish the last assignment in her study. Peace be upon him, the Prophet Muhammad Shallallahu ‘Alaihi Wasallam, who has guided the Human to know Islam and giving direction to the straight path.

First of all, the Writer wants to say her greatest gratitude to her parents, Yusuf bin Sanusi and Hatijah Aspada, who always support her to finish this skripsi and for everything that they had given to her. Wonderful thanks to her beloved siblings Risma and Reza Yusuf, who have encouraged her to finish her study, giving motivation, and never being tired to take care of her. Then, the Writer would like to say thanks to her Consultants Hj. Nurhamdah, S.Ag., M.Pd. and Mujahidah, M.Pd., for their guidance, patience, and time on helping her to complete this skripsi. Also, the writer would like to say thanks to:

1. Dr. Ahmad Sultra Rustan, M.Si. the Rektor of State Islamic Institute (IAIN) Parepare.
2. Dr. H. Saepudin, M.Pd. as the Dean of Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare.
3. Mujahidah, M.Pd. as the Chairman of English Program of Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare

4. All lecturers, especially those of English Education Department, who have taught and given knowledge to the writer.
5. Mam Mardiah as the teacher of the third grade MIPA II who have given the opportunity to do this research. Then, the great compliment need to be delivered for all of the students at the third grade of MIPA II from SMA Negeri 2 Parepare.
6. Her best friends: Kasmiati, Herlina, Nurlia Usman, Nisma Nengsi, Munira Basri, and Fitrah Amalia who has accompanied the Writer, giving support and never tried to stop for caring while this skripsi was written down by the Writer.
7. All of her friends who come not only from English Department but also from any major and other place whose cannot be mentioned one by one.

May Allah always bless them. The writer realizes that this Skripsi is far from perfect and need to be completed for being perfect. Therefore, the suggestions will be accepted to make this Skripsi is better. She hopes that this Skripsi can be useful for the other as the Writer's purpose in write down the Skripsi.

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ABSTRACT

Rosnawati Binti Yusuf. *“Students’ Attitude in Learning English through Virtual Communication at The Third Grade of SMA Negeri 2 Parepare”*. (Supervised by Nurhamdah and Mujahidah).

Attitude is not only about behavior, but also about feelings, beliefs, and behavior tendencies. Attitude is believed to be crucial in language learning. There are two kinds about attitude namely positive attitude and negative attitude. Students with positive learning attitudes are happy toward learning and thus they would actively engage in learning even when they have to learn through virtual communication meanwhile students with negative learning attitude may feel anxious in learning, they would get bored easily and difficult to enjoy their learning. This research aimed to know what are students’ attitude in learning English through virtual communication.

The design in this research was qualitative descriptive research. This research used interview and questionnaire to collect the data then the questionnaire data would be analyzed by using likert scale. It took the 3rd grade of SMA Negeri 2 Parepare as the subject of the research.

The result of the research found that the students’ affective and behavioral attitude in learning English through virtual communication was good and it was positive categorise according to the interview and questionnaire data but according to the interview data that researcher has collected stated that students’ cognitive attitude was very low especially in the term of thought but it was categorise as positive according the questionnaire data that the researcher has collected.

Keywords: Attitude, virtual communication

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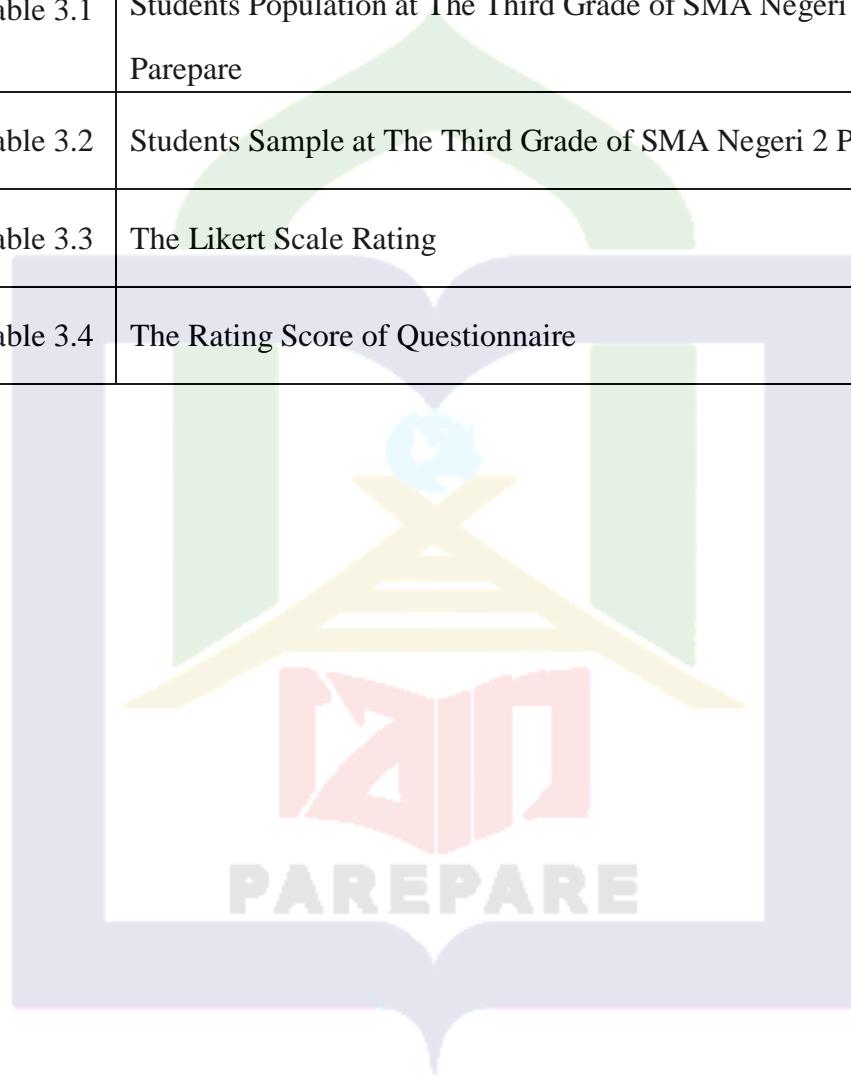
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CHAPTER I

INTRODUCTION

A. Background of Research

One of the most important language in the world is English. Nowadays, English has been used as an international language. However, there might be a problem faced by non-English speaking countries such as Indonesia where English is taught as a foreign language at schools. Mendikbud RI stated that English subject is compulsory subject as part of curriculum. Furthermore, English at junior and senior high school is as a compulsory subject. English is an important international language as a tool of communication among the people in the world. For the students, English as a compulsory subject that they have to master and the use of English at schools is not enough to make the students speak English fluently. Eventhough not all of the students like to learn English but most of them dislike learning English and the reason why they do not like English because English is difficult to understand and it is hard for them to learn English even when their teacher or educator has taught and guided specifically them to understand English. If the students feel difficult to learn English with the guide of their teacher in school then it must be more difficult for them to learn English in their home without the guidance from their teacher.

Moreover, due to the spread of COVID-19, the government of the Republic of Indonesia has instructed the people to stay at home and conduct self-quarantining until the condition improves. All of the school is striving to take preventive efforts with the aim of protecting the health of all students, teachers, and all related parties. The Indonesian Minister of Education and Culture, Nadiem Makarim recommended

teachers use various e-learning platforms such as Rumah Belajar, Quipper School, Ruang Guru, Google Classroom, Zoom, and so on. All the teaching and learning process including English subject are conducted using virtual communication from home. This situation will continue during the pandemic and during the learning process from home period, it is normal for student to be bored, stressed, or worried especially in learning English.

Many students complain that it is more difficult for them to understand the English if they have to learn through virtual communication, they need special guidance because they cannot understand English and no one in their home can help them in learning English or help them to understand English because their parents also do not know how to teach them about English. Even though the students were actively involved in learning English through virtual communication, it did not mean that they were enthusiastic. Most of them, 66.7% of students were not enthusiastic about having learning while 33.3% were enthusiastic. The data of students' perception of the assignments revealed that 57.5% of the assignments weighed them down. Meanwhile, 42,5% thought that the meeting was fun, but they could not stand with the marathon assignments. The situation was rather frustrating for the students.¹ There are various factors considered to have influenced the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, and personalities. Of all these factors, attitude is believed to be crucial in language learning. Inal, Evin, and Saracaloglu also stated that attitude refers to someones'

¹Antonius Setyawan Sugeng Nur Agung¹, dkk, *Journal of Social Sciences and Humanities, Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino*, (Bali : Politeknik Negeri Bali, 2020), Pg. 231.

feelings and shapes our behavior towards learning.² So, we can conclude that attitude is not only about behavior, but also about feelings, beliefs, and behavior tendencies. There are two kinds about attitude namely positive attitude and negative attitude.

Students with positive learning attitudes are happy toward learning and thus they would actively engage in learning even when they have to learn through virtual communication. The positive attitude toward English language learning is created as the impact of that motive because learning a language is closely related to the attitudes towards the languages. Karahan addressed that positive language attitudes let students have positive orientation towards learning English.³ The positive attitude shown toward English is clearly because the students have a good awareness and response of the international role of English in their future career.

While those with negative learning attitude may feel anxious in learning, they would get bored easily and difficult to enjoy their learning. This suggest that the negative leads lack of learning success. So, when a student with negative learning attitude such as does not pay attention in learning English then it will affect their ability to master the English. Katesif found that attitude and motivation were significant factors in determining the success and failure in language learning.⁴ Moreover, now the students must learning English through virtual communication.

²İnal, S., Evin, İ. & Saracaloğlu, A. S. *The Relation between Students' Attitudes Toward Foreign Language and Foreign Language Achievement*. Paper presented at Approaches to the Study of Language and Literature, (Turkey: First International Conference Dokuz Eylül University Buca Faculty of Education, İzmir, 2003). Retrieved from <http://dergiler.ankara.edu.tr/dergiler/27/754/9618.pdf> on September 29, 2020.

³Karahan, F. *Journal of Arts and Sciences Say: Language Attitudes of Turkish Students Towards the English Language and Its Use in Turkish Context.*, (2007), Pg. 73-87. Accessed on September, 2020.

⁴Katesi, Y,Y, K. *Review of Applied Linguistic, 2 (3): Some Factors Influencing Language Learning and Their Implication for Language Teaching*, (ITL, 1993), Pg. 101-139.

Learning English through virtual communication is supposed to make students spend more time on language out of class in their free time, and make them be exposed to language more. However, according to Zhao, the effects of any technology on learning outcomes lie in its uses and unless it is used properly, it may not have any positive effect on learning. Zhao also stated that the effectiveness of learning through virtual communication depends on many variables⁵ and the students' attitude in learning process has a beneficial impact to the success on the process of attempting language students in mastering English as a foreign language.

Based on the explanation above, the researcher would like to examine about how the students' attitude in learning English through virtual communication entitled, **“Students' Attitude in Learning English through Virtual Communication at SMA Negeri 2 Parepare”**.

B. Research Question

Based on the background above, the Research Question can be formulated as follows:

1. What are students' cognitive attitude in learning English through virtual communication in SMA Negeri 2 Parepare?
2. What are students' affective attitude in learning English through virtual communication in SMA Negeri 2 Parepare?
3. What are students' behavioral attitude in learning English through virtual communication in SMA Negeri 2 Parepare?

⁵Zhao, Y. *CALICO Journal*, 21(1): *Recent Developments in Technology And Language Learning: A Literature Review and Meta-Analysis*. (2003), Pg. 7-27.

C. The Objective of Research

Based on the Research Question above, the purpose of the study is as follows:

1. To find out students' cognitive attitude in learning English through virtual communication in SMA Negeri 2 Parepare.
2. To find out students' affective attitude in learning English through virtual communication in SMA Negeri 2 Parepare.
3. To find out students' affective attitude in learning English through virtual communication in SMA Negeri 2 Parepare.

D. Significance of the Research

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

1. For the teacher

By this study, the teacher will get knowledge and information about how to face and control the learning process well in order to investigate the students' attitude and their problem in learning English through virtual communication. The teacher should find a creative strategies method to make learning process effective and efficient, so the students will be more enthusiastic and have positive attitude in learning English through virtual communication

2. For the students

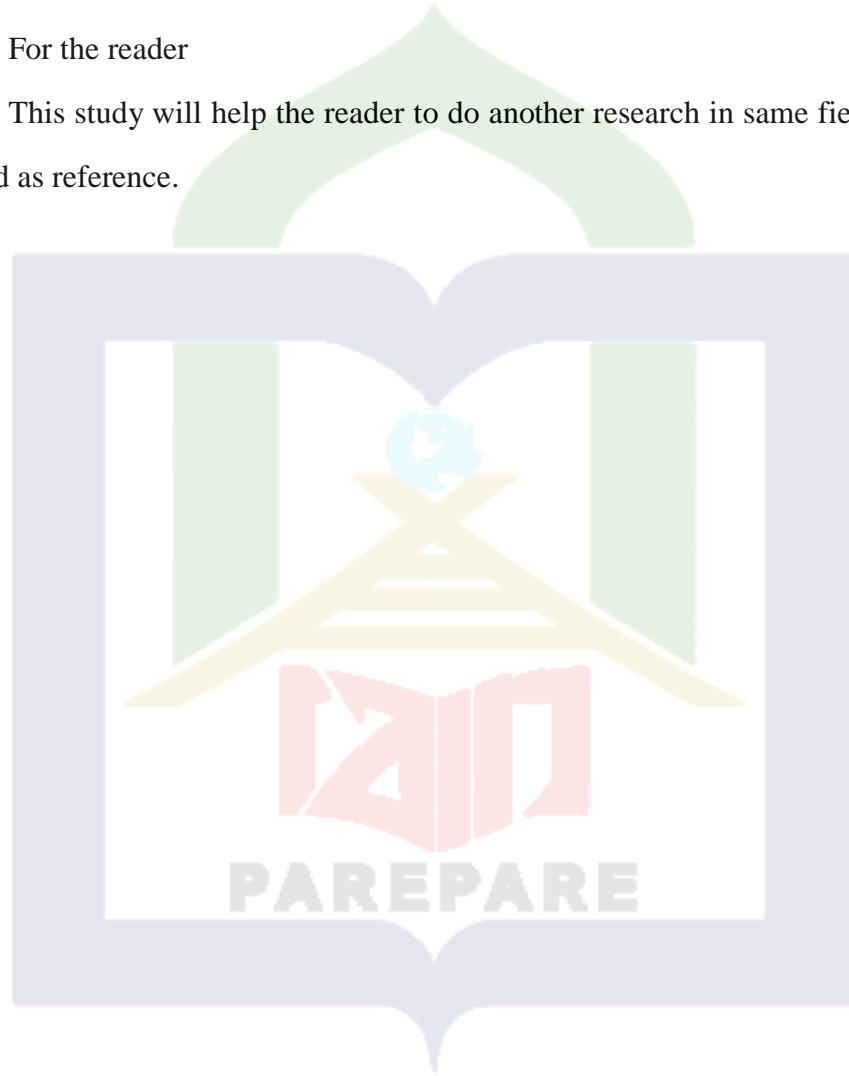
The result of the study hopefully will give benefits to the students that they will get new knowledge and new experience especially learning English through virtual communication

3. For the researcher

The researcher is the teacher-trainee. By this study, she will know how to teach students and how to face students' attitude in learning English through virtual communication the future.

4. For the reader

This study will help the reader to do another research in same field that it can be used as reference.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Research

a. Studies related to attitude

- a. Masitha Basri in her research on *Students' Attitude towards Teachers' Nonverbal Communication in Teaching Speaking* stated that generally the students have positive attitude toward teacher nonverbal communication. External factors were mostly influenced their attitude, and making eye contact was the most aspect frequently used by the teacher's nonverbal communication. According to students, the factors that most influence their attitude were external factors, namely teacher's pronunciation and teacher method. About internal factors, the most influence their attitudes were health.¹
- b. Nurwana Ahmad in her research on *The Students' Attitude towards Teacher's Strategy in Teaching English at the Eight Grade of MTs Taqwa Jampue Pinrang* concluded that the strategy used by the teacher was student centered especially in cooperative teaching strategy and the student positive attitude toward 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 toward teacher's strategy in teaching English.²
- c. Rusman in his research on *Perception and Attitude of Student toward the Implementation of English Subject : A Study SMPN 1 Pujananting Kab. Barru*

¹Masitha Basri. 2013. *Students' Attitude Towards Teachers' Nonverbal Communication in Teaching Speaking* Unpublished Thesis. (Makassar: UNM).

²Nurwana Ahmad. 2019. *The Students' Attitude towards Teacher's Strategy in Teaching English at the Eight Grade of MTs Taqwa Jampue Pinrang*. (Parepare: IAIN).

showed that the attitude of student were positive toward the implementation of English subject proved by the percentage of student's interview showed those 41 students or (85.14%) consisted of the students' response to good English language learns', better student learning activities, the ability to support student, and awareness of students independently either, etc.³

b. Studies related to virtual communication

- a. Annita Muslimah in her research *A Survey on The Use of Google Classroom in English Language Education Department of Islamic University Of Indonesia* stated that in general, students in English Language Education Department, Islamic University of Indonesia batch 2014, 2015, 2016, and 2017 feel accessing Google Classroom is easy, Google Classroom perceives usefulness, Google Classroom makes their communication and interaction easier and comfortable, and students feel satisfy with Google Classroom. The result of his research showed that Google Classroom is useful and helpful for the students and they felt satisfied with Google Classroom.⁴
- b. Dr. Akhandanand Shukla in his research *Virtual Communication Tools: A New Mode of Learning through Web Technology* concluded a growing number of physical universities as well as online colleges have begun to offer an academic degree programmes through Internet. Virtual communication tools play an important role in the e-learning programmes.

³Rusman. 2015. *Perception and Attitude of Student toward the Implementation of English Subject : A Study SMPN 1 PujanantingKab. Barru*. Parepare: STAIN.

⁴Annita Muslimah in her research *A Survey on The Use of Google Classroom in English Language Education Department of Islamic University Of Indonesia* (Islamic University of Indonesia: Yogyakarta, 2018).

There are several virtual communication tools available through which e-learning made possible. It helps more in distance learning programmes. In future, e-learning will be prevalent for education.⁵

Nowadays, the students must study from their home through virtual communication. The government still forbid the students to study in school because of the pandemic and it is not safe for them to go to school. So, the researcher want to know the how students' attitude when they learn especially in learning English through virtual communication from their home.

In relation to this research, some researcher above discuss about students' attitude and virtual communication but we still cannot find the relation between students' attitude with virtual communication but we can know that from the research above, the researcher can conclude that students' attitude was very important toward teaching-learning process. Based on the research from some researcher above is different from the the future research because the researcher will reveal how the students' attitude in learning English through virtual communication and the researcher will get the data from three aspect of students' attitude, such as cognitive, affective, and behavioral aspects when the students learning English through virtual communication.

⁵Dr. Akhandanand Shukla, *Virtual Communication Tools: A New Mode of Learning through Web Technology* (New Delhi: Atlantic Publishers, 2012), Pg. 1.

B. The Concept of Attitude

a. Theory of Attitude

There are many theory about attitude and we can categorize in to three group of theory. The first theory were from Louis Thurstone, Rensis, and Charles Osgood. They stated that attitude is a form from our reaction feeling toward something.¹¹ Specifically, Thurstone formulated that attitude is the negative and positive aspect toward psychology object. Berkowitz also stated someone's attitude towards an object is a feeling to support or favorable and also feeling to unsupport or unfavourable toward the object.¹²

The second theory were an expert in social and personality namelly Chave, Bogardus, LaPiere, Mead, and Gordon Allport, they stated that attitude is not only about our reaction feeling towards something, it was more complicated. They stated that attitude how we prepare in dealing something with a specific method. LaPiere defined that attitude is our pattern in make an action, tendency or antisipative preparation, predisposition to adapt ourself in social situation.¹³ The word of 'predisposition' contain meaning is the way we act toward an object. We may get close the object or maybe avoid it because it depends on how we feel about the objects. For example, we like or dislike, agree or disagree. Aiken also defined attitude as a predisposition that must be learnt from an individual to respond it in the negative or positive way with a moderat intensity toward object, situation, concept, or someone else.

¹¹ Azwar, *Sikap Manusia: Teori dan Pengukurannya*. (Yogyakarta: Pustaka Belajar, 1995), Pg. 4.

¹² Azwar, *Sikap Manusia: Teori dan Pengukurannya*. (Yogyakarta: Pustaka Belajar, 1995), Pg. 5.

¹³ Azwar, *Sikap Manusia: Teori dan Pengukurannya*. (Yogyakarta: Pustaka Belajar, 1995), Pg. 5.

The third theory was based on triadic scheme, attitude is how the aspect of cognitive, affective, and conative make an interaction between each other in understanding, feeling, and acting toward an object. It was appropriate with the opinion from Eagly & Chaiken said that attitude can be seen as the evaluation result toward an object attitude and were being expressed into the cognitive, affective, and behavior process. As the evaluation result, Katz and Stolen defined attitude as a conclusion from an observation to object that will be expressed into cognitive, affective, and behavior individual.

Attitude towards an object, idea, or certain person is an orientation that consist of cognitive, affective, and behavior component. These three components namely triadic scheme such as believe refers to cognitive component, feeling refers to affective component, and behave refers to behavioral component.¹⁴

According to Azwar, there are two new approaches appear from those theories. The first approach is how we view the attitude as the combination of cognitive, affective, and behavior to an object. These three components are together organising the individual attitude. The second approach appears because there are unsatissfied feeling of the explanation about the inconsistency that happen between the three components. The people who agree with this approach view that the concept of attitude is only for the affective aspect. They stated that attitude is only about the positive or negative affective towards an object.

b. Definition of Attitude

“Attitude is (1) position of the body, as suggesting some thought, feeling, or action, (2) state of the mind, behavior, or conduct regarding some matter, as

¹⁴ Atkinson, RL., Atkinson, R, C., & Hilgard, E, R., *Pengantar Psikologi*. (Jakarta: Erlangga,1983), Pg. 371.

indicating opinion or purpose, and (3) the position appropriate to the expression of some feeling, whether consciously or unconsciously assumed”.¹⁵ The statement indicates that attitude is the position of somebody feels comfortable to express his feelings, emotions, and thoughts. It also implies that somebody acts or behaves by expressing his or her mind.

“Attitude is (1) the way that you think and feel about somebody or something, the way that you behave to somebody or something that shows how you think and feel (2) confident, sometimes aggressive behavior that shows you do not care about other people and that you want to do things in an individual ways, (3) a position of the body”.¹⁶ So, the definition indicates that students the way somebody thinks and behaves toward an object without thinking about other people’s opinion.

Morgan, et al, argue attitude is a tendency to respond positively or negatively to certain objects, person, or situation.¹⁷ Attitude can occurs in positive or negative form. The definition also gives indication that attitudes refer to the process of action, the readiness to respond to a certain whether people like or dislike. The process can influence individuals’ behaviors and determined by how individual evaluates the present objects.

According to Gardner, attitudes are directly related to motivation which in turn is directly related to second language learning. In other words, attitudes

¹⁵Stevenson S. Smith, *The New International Webster’s Comprehension Dictionary of the English Language*. (Columbia: Trindents Press International, 2003), Pg. 23.

¹⁶Hornby, A. S., *Oxford Advanced Learner’s Dictionary*, (New York: Oxford University Press, 2000), Pg. 7.

¹⁷Morgan, 2011 *Meaning of Attitude*. <http://www.improvespokenenglish.org/html>. Accessed on September 26th 2020

should be viewed as motivational supports and not as factors, which have a direct effect on second language learning. He also argues that attitudes toward the teacher and materials, for example, are related to both integrative and instrumental motivation.¹⁸

The researcher concluded that attitude is an expression of somebody's thoughts, emotions, and feeling that can be seen by looking at how somebody behaves and acts. Someone who has good attitude towards something will directly show his/her good behavior toward the things. Likewise, if someone has bad attitude towards something tend to show his/her bad negative behavior or response towards the thing.

c. The Aspects of Attitude

Based on statement of Gardner, et al, attitude consists three aspects that are cognitive, affective, and the behavioral.¹⁹ These three aspects of attitude are based on the three theoretical approaches of cognitivism, behaviorism, and humanism respectively.²⁰ Something that define a person's attitude can be exhibited in beliefs, feelings, or inclinations to act. This is known as the multidimensional or tricomponent view of attitudes.²¹ These three components represent the basic building blocks of attitudes.

¹⁸Gardner, R., & Lambert, W. *Attitudes and Motivations in Second Language Learning*. (Rowley, Massachusetts: Newbury House, 1972)

¹⁹Gardner, R., & Lambert, W. *Attitudes and Motivations in Second Language Learning*. (Rowley, Massachusetts: Newbury House, 1972).

²⁰Eiser J. Richard, *Social Psychology Attitude, Cognition, Social, Behaviour*. (USA: Cambridge University Press, 1986), Pg. 53.

²¹ Daniel Katz and Ezra Stotland, *A Preliminary Statement to A Theory of Attitude Structure* (New York: McGraw-Hill, 1959), Pg. 423-475.

Consider for example, my attitude towards swimming. Because I *believe* that it is an excellent form of exercise, I *feel* liking towards it, and therefore *intend* to swim every day (at least in summers!). These dimensions are known as the ABCs of attitudes: affect (feelings), behaviour (tendency to act), and cognition (thoughts).²²

a. The cognitive aspect

Cognitive aspect is made up of the beliefs and ideas or opinions about the object, what you believe to be the case about an attitude object. Includes the belief an individual is about a certain person, object, or situation. For example, you might believe that studying psychology will help you understand other people better and equip you to deal with them. This belief comprises the cognitive component of your attitude towards psychology. When you form your opinion or judgment on the basis of available information and decide whether you have a favourable or unfavourable opinion on that, it is the cognitive part of an attitude we are talking about.

The term cognition literally means ‘to know’, ‘to conceptualize’, or ‘to recognize’. Hence the cognitive component of attitude is the storage component where we organise information about an attitude object. It comprises of our thoughts, beliefs, opinions, and ideas about the attitudinal object.²³ The cognitive are evaluative beliefs and are measured

²² David Myers, *Social Psychology*, (New York: McGraw-Hill Higher Education, 2010), Pg. 134.

²³ Fishbein, M., & Ajzen, I., *Belief, Attitude, Intention, and Behaviour: An Introduction to Theory and Research*, (Reading MA: Addison-Wesley, 1975), Pg. 129-385.

by attitude scale or by asking about thoughts. Cognitive aspects 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.

According Nana Sudjana, cognitive attitude consists of six stages:²⁴

- 1) *Knowledge*, it consists of the skill to identify and remember terminology, formulas, definitions, facts, ideas, ordering, methodologies, and basic principles.
- 2) *Comprehension*, it is defined as the skill to understand a concept. For example, someone demonstrates understanding when they can explain something that they have heard using their own words and giving examples concerning the explanation.
- 3) *Application*, it is ability to utilize abstraction for concrete or specific situations. The abstraction may be an idea, theory, or technical guideline.
- 4) *Analysis*, it is effort to classify and integrate information into elements or sections to get an obvious organization

²⁴Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar, Cet. XI*, (Bandung: PT. Remaja Rosdakarya, 2008), Pg. 23.

and hierarchy. Analysis is a complex skill that uses the skill of knowledge, comprehension, and application.

5) *Syntesis*, it is put together that analyzed elements and sections into integrative form.

6) *Evaluation*, it is awarding decisions about an object's value through purpose, aspects, concepts, solution, and methodology.

All of stages of cognitive aspect showed that every different individual has different cognitive level to each others, especially in perceive toward an object.

b. 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 'againts'. 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 work 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.

Obviously, such feelings can vary in intensity. For example, I may very strongly like classical music, but have only a casual dislike of carrots. Such feelings form from our experiences (or observing experiences) and serve to guide our future behaviour. Research suggests that affect plays a very important role in attitude formation. For instance, Kim, Lim, & Bhargava conducted two experiments, using established conditioning

procedures, to assess the impact of affect on formation of attitudes about certain products. The results indicated that affect can influence attitudes even in the absence of product beliefs (Experiment 1). Further, affect plays as important or more important a role than the belief mechanism in attitude formation, depending on the number of repetitions (Experiment 2).

Affect is a common component in attitude change, persuasion, social influence, and even decision making. How we feel about an outcome may override purely cognitive rationales. Other effect is measured by physiological indicators such as galvanic skin response (change in electrical resistance of skin which indicate emotional arousal) and blood pressure. These indicators shows changes in emotions by measuring psychological arousal. If an individual is trying to hide their feelings, this might be shown by change in arousal.

c. The behavioral aspect

Behavioral aspect refers to students' consistent action or behavioral intention toward object such as their attention to the subject, their discipline in doing something, and also their respect towards someone. 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 certain way towards someone or something. The behavioral aspect of an aspect attitude is measured by observing behavior or intention. 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 positively or negatively 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 statement or word. 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 to stay in classroom, they do not pay attention to the teacher and just copy homework from their friends. Those actions or behaviors already shown a negative attitude in term of behavioral aspect. Or, a student might possess a positive attitude toward English language learning because of positive behavioral experience that the student gets from the teacher or friends in the classroom.

Cognitive, affective, and behavioral are components of attitude that are connected with each others. Cognitive aspect are related to thought, beliefs, and ideas toward a certain object. Affective attitude appears in some students' behavior such as their attention towards a subject, discipline, and respect. Cognitive aspects influence someones' beliefs and affective aspects influence someones' feelings that will be manifested in their behavior aspects in actions afterwards. For example:

- 1) Cognitive aspect: English is a difficult subject.
- 2) Affective aspect: I don't like English subject.
- 3) Behavioral aspect: I feel sleepy when learning English.

d. Kinds of Attitude

There are two kinds of attitude namely positive and negative attitude. Positive attitude in learning English is how we use the language with a proper method and their grammar. We can see that someone has positive attitude toward English when he/she has loyalty and proud feeling to always using the language as his/her tool in communication. Someone who has positive attitude will always accept the bad and good side of the language openly, and do not feel down when the language being compare with the other language. On the contrary, they feel really proud because they can master the language better. If they make a mistake in their language, they really like being taught and they will make their improvement.

Negative attitude in learning English is how we use the language without a proper method and their grammar. Most of the people who dislike English do not feel proud when they have to talk in that language, instead they feel embrassed and also they are some people who feel proud using the language even they use inappropriate grammar and they dislike if someone tell them that they were using inappropriate grammar and refuse to make an improvement in their language.

e. Attitude Measurement

An attitude scale is a common way that is used in measure attitude.

It is used to measure an individual's attitude toward a certain object.²⁵

²⁵Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: RemajaRosdakarya, 2006), Pg. 80.

Attitude scale are relatively crude measuring instruments, and do not give in depth information. Their function is divided people roughly into a number of broad groups, with regard to particular attitude.²⁶ There are several types of scales that can be used to measure attitude such as a likert scale, a thursone scale and a guttman scale. In this reasearch, the researcher will using a likert scale.

A likert scale asks an individual to respond to a series of statement by indicating whether she or he strongly agree (SA), agrees (A), is undecided (U), disagree (D), or strongly 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=5.²⁷

In order to produce a likert scale, one should follow certain steps: first, we compose an item pool. Second, we need a sample of respondents on whom to try the items. The thirdly, each respondent will be asked to check one of the five positions given finally, we score the print of each respondent.

The likert scale has some advantages namely: first, it tends to perform very well when it comes to reliability. Next, it provides more

²⁶A.N. Oppenheim, *Questionnaire Designed and Attitude Measurement*, (Britain: Heinemann, 1976), Pg. 121.

²⁷L. R, Gay, *Educational Research Competencies for Analysis and Application*, Fifth Edition, (Columbus Ohio: Florida International University, 1996), Pg. 155.

precise information about the respondent's degree of agreement or disagreement, and respondent usually prefer this to simple agree/disagree score. Finally, it is possible to include items whose content is not obviously related to the attitude in question. Therefore, subtler and deeper ramification of an attitude can be explore.²⁸

C. The Concept of Virtual Communication

a. The Definition of Virtual Communication

Communication, in general, can be defined as the transmission of information (transfer of message) between a resource and a receiver by means of a sign.²⁹ The communication is the act of conveying meanings from someone or group to another through the use of mutually understood signs, symbols while virtual communication is a process where the message was delivered and received through cyberspace or without face to face.³⁰ We can see that the society use a lot of kinds virtual communication wherever they are and whenever they want. We can find that the utilization of virtual communication in the internet. Internet is the most effective and efficient communication media which provide us various facilities such as: web, chatting, email, facebook, twitter, whatsapp and so on.³¹

There are a lot of facilities in the virtual communication and most us depend on it. We can see that there are a lot of store selling various kind of smartphone with

²⁸ A.N. Oppenheim, *Questionnaire Designed and Attitude Measurement*, Pg. 143.

²⁹ Laszlo Varga, *Introduction to English Linguistic*, (Budapest: Eotvos Lorang University, 2010), Pg. 8.

³⁰ Werner J. Severin, *Teori Komunikasi: Sejarah, Metode dan Terapan di dalam Media Massa*, (Jakarta: Kencana, 2001), Pg. 447.

³¹ Werner J. Severin, *Teori Komunikasi: Sejarah, Metode dan Terapan di dalam Media Massa*, Pg. 458.

cheap price and it provides us with new facilities to access the internet. The society like the virtual communication because they do not have to make a conversation face to face. Virtual communication is a part of the innovation from the new media development.

2. The Component of Virtual Communication

The component of virtual communication consist of:³²

a. Cyberspace

The word of 'cyberspace' consist of two words *cybernetic* and *space*. William Gibson was the first person who introduced the word of 'cyberspace', he said that cyberspace was a reality that connect globally, support by the computer, multidimensional, artificial, or virtual.

b. Virtual Community

There are several forum and communities that has been formed due to the development of internet. Virtual communities were communities that appear in the virtual communication. Room chat, e-mail, mailing list, and the groups of discussion via electronic where the virtual communities are able to make conversation and interaction to each other.

c. Interactivity

Interactivity is one of the fitur from new media that most popular. There are two meaning about interactivity. The people who has speciality in computer field said that interactivity is an interactional between the user of computer but the people who has speciality in communication field said that interactivity is a communication between two person. So, we can conclude that interactivity is a media where the user

³² Werner J. Severin, *Teori Komunikasi: Sejarah, Metode dan Terapan di dalam Media Massa*, Pg. 445-450.

of computer is able to make interaction with each other by utilizing the programs that have been provided.

d. Hypertext

The utilization hyperlink is one of the special fitur in the world wide web, it is a certain spot in the web page where the user can click then move to the other spot such as: in the document, web page or in the other sites of internet. Through hypertext, the readers are able to know about the certain topic or words because the text that the fitur hypertext has given was connected to the other document or text which is related to the information that the reader need.

e. Multimedia

Multimedia is a system communication that provide the combination of text, grafic, audio, video, and animation. Multimedia also need tool and link so the user are able to make navigation, interaction, communication, and creation.

f. Types of Virtual Communication

There several types of virtual communication, such as:³³

g. Email

The mean of e-mail is electronic mail, it is a system where the user can exchange electronic message through computer that connect with the internet. Electronic mail almost same with the conventional mail. A user can write a message and send it to where he/she want. In the other hand, a user also can receive a message from the other user. The word 'e-mail' refers to two things, first, e-mail is a type of program or facility based on the internet that has been planned to send and receive

³³ Dr. Rusman, M. Pd., Dr. Deni Kurniawan, M. Pd., Cepi Riyana, M. Pd., *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi: Mengembangkan Profesionalitas Guru*, (Jakarta: PT. Raja Grafindo, 2012), Pg. 408-409.

mail electronically. They are several type of e-mail application such as: Yahoo! Mail, Gmail, Hotmail, and so on. This program is utilized to read, send, and save e-mail.

Second, e-mail is an electronic mail. Electronic mail is a mail that does not have physic form such as paper but it was in a form of data electronic that can be process and send by using the e-mail application program with utilize the equipment of computer electronic and internet signal. There are various data and information that the users are able to send through e-mail, it is in text or written form, picture, letter, and video in the form of electronic data.

h. Mailing list

Mailing list is a server in internet which is used to utilize for discussion through e-mail. Discussion in mailing list can be categorized based on the topic and a certain group. To utilize the mailing list, first of all we must register in a group such as Yahoo! Group. If we have registered, then we have access to join the discussion groups in the mailing list. In the group, we can send and receive e-mail message according the theme of the certain discussion.

It is possible for us to feel bored if in the group or we feel that we do not find the discussion that we like, we can left the group. Then, we can join in the others' group or we also can make our own group discussion with the theme that we would like to discuss. To make a new discussion group, first of all, we must register to form a group. When the group has formed, then we can invite people who share same interest with us or we can invite the people who attract with our theme of discussion and make them our friends or the members of the mailing list.

i. Chatting

Chatting is a program for all of the internet users wherever they are so they can know each others even when it is long distance. Chatting also make us can see the face of new people that we just know if our computer has webcam. The advantage of chatting is it make us to know many people even when the people from all over the world but disadvantage of chatting is the people that we make conversation can lie to us with fake account.

There are several communication that we can make from this program, such as: communication in written form, communication in voice note, communication with picture, file, document, and also message. In the other hand, chatting can be done by two or more people. To make a conversation with more people than we can use the facility namely chat room.

Chatting in the internet is possible to be done because of the software that has been developed specially for the reason. It is namely: Yahoo! Messenger, Zoom, Google Classroom, and so on. Yahoo! Messenger is the most popular software which is used by all of people in the world because it has enough and special facilities such as: voice chat, webcam, make a call from a computer to another computer, make a call from computer to smartphone, make a call from smartphone to computer, room chat, listening radio, watching video, sending file or document, having a conversation with more people at the same time, and so on.

j. Website

Website is a group of site pages that consist in a domain or subdomain where we can find it in the World Wide Web (WWW) of internet. WWW is a computer system site which is very wide and it has been visited by everyone by using browser

program and by connecting the computer to the internet. WWW start to develop quickly after the browsers such as Mosaic, Netscape, Explorer, and Goggle begin appear and the WWW will be accessed by everyone. Internet change the way people communication with fundamental method. Basically, the communication classic provided us with a model “one for all” communication but it is different with internet, internet provide us with a lot of model “all for one” (many users can make interaction with one website) and “all for all” (e-mail, mailing list, and so on).

Usually, a web page has been written in HTML (Hyper Text Markup Language) format, that we always access through HTTP, which is a protocol that can deliver information from website server so the users are able to look for it through web browser and website or the sites also have meaning a group of pages that show us an information in text data, the movement data, animation data, audio, video, or the combination from all data, either in static or dynamic characteristic where it will connect to the hyperlink.

k. Media Social

Media social is a website fitur that can form a link and the society will make an interaction in a community. We can make various exchange, collaboration, and add some friend in social media, either in written form, visual, or audiovisual. For example: Facebook, Twitter, Instagram, Path, Telegram, Whatsapp, and so on.

3. Advantages and Disadvantages of Virtual Communication

a. Advantages of Virtual Communication³⁴

- 1) Convenience. People can interact with each other from wherever they are. They do not have to meet in person. This reduces frustration, especially when they are busy or caught up in the traffic
- 2) Time saving. There is no need for a physical meeting to communicate. Different virtual communication software allows you to pass across whatever information you have from wherever you are. This eventually saves time.
- 3) Saves money/cut costs. Another advantage of virtual communication is that you are able to reduce transport expenses.
- 4) It is fast. Virtual communication takes no time to connect with other person. It is only a click away and you get to convey what you have in mind.
- 5) Promotes flexibility. This is essential for busy people who are struggling with work and life balance, for example working moms. Virtual communication helps them work from wherever they are, communicate fast and submit projects on time.
- 6) Increases productivity. When time is saved, convenience is present, best talent is harnessed and flexibility is attained, there is definitely an increase in productivity. Employees become more effective and efficient as well.
- 7) Easily contacting colleagues. Employees are able to consult each other very easily and fast. There is no need to move from your desk to the other.

³⁴ Dr. Deni Kurniawan, M.Pd, Dkk, *Teknologi Informasi dan Komunikasi dalam Pembelajaran*, (Jakarta; Rajawali Press, PT. Rajagrafindo Persada, 2013), Pg. 207.

This save times time too. That is one of the advantages of virtual communication which you can enjoy when connecting your colleagues.

- 8) Reduce need for more space. Virtual communication eliminates the need to create space for students who can learn from home or wherever they are.
- 9) Reduce boredom. Study from same place day in day out is it actually contributes to inefficiency among students. If you can learn from anywhere else apart from the school, the change of environment is good for your body, and mind. You will not be that bored.
- 10) Easily keeping a record. The last advantage of virtual communication is that you only need to click a button and you get to record video calls and audio calls. Your phone keeps a record of instant message. This is unlike face to face communication where wrongful word of mouth can be spread easily.

b. Advantages of Virtual Communication³⁵

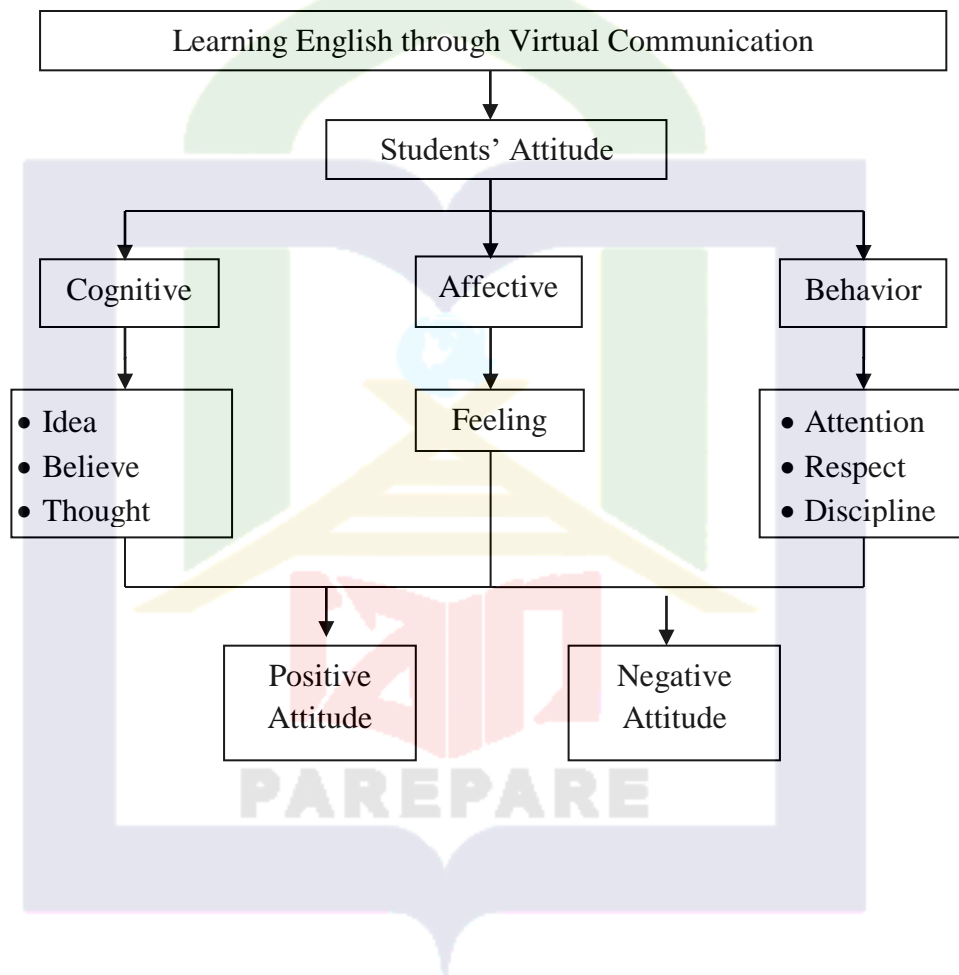
- 1) Technical problems. Virtual communication relies on software, machine, and the internet, which can malfunction at any time. This affects ongoing and scheduled virtual communication endeavors
- 2) Absence of non-verbal communication. Some virtual communication technique, such as video calls do not accommodate faces of people. Therefore, it is easy to mistake a sarcastic comment for a genuine one, unless you are very keen. This causes miscommunication.

³⁵ Dr. Deni Kurniawan, M.Pd, Dkk, *Teknologi Informasi dan Komunikasi dalam Pembelajaran*, (Jakarta; Rajawali Press, PT. Rajagrafindo Persada, 2013), Pg. 207.

- 3) Some functions require face to face communication. Interacting virtually does not solve all communication needs, for instance during crisis. That is way face to face conversation will never get outdated.

D. Conceptual Framework

The conceptual framework can be visualized in the following:



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method for this research is a qualitative descriptive research. The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. The data may be collected qualitatively, but it is often analyzed quantitatively, using frequencies, percentages, averages, or other statistical analyses to determine relationships. Qualitative research, however, is more holistic and often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes. Qualitative research collects data qualitatively, and the method of analysis is also primarily qualitative. This often involves an inductive exploration of the data to identify recurring themes, patterns, or concepts and then describing and interpreting those categories. Of course, in qualitative research, the data collected qualitatively can also be analyzed quantitatively. This happens when the researcher first examines the qualitative data thoroughly to find the relevant themes and ideas and then converts them into numerical data for further comparison and evaluation.³⁶

This research obtained data through various data collection tools such as classroom observation, field notes, interviews, questionnaires, focus groups, etc. However, some have taken a more descriptive approach, focusing on describing what has happened and analyzing

³⁶Hossein Nassaji, *Language Teaching Research (Qualitative and Descriptive Research: Data Type versus Data Analysis)*, (University of Victoria, Canada, 2015), Pg. 129.

the data quantitatively. Others have adopted a more qualitative approach, gathering data from various qualitative sources and also analyzing them qualitatively.³⁷

Attitude is an abstract psychological phenomenon, so the data in this field were generally collected through questionnaires and interviews. Similarly, in this study, the researcher will collect data by questionnaire. To support them, the researcher will do an interview to see the students' attitude in learning English through virtual communication.

B. Location and Duration of the Research

This research will be conducted in the SMA Negeri 2 Parepare and will be focused to the students at the third grade of SMA Negeri 2 Parepare. It will take 1 month for doing this research.

C. Subject of Research

The subjects of the research were the teacher and students of the Third Grade MIPA II from SMA Negeri 2 Parepare. The teacher was an English teacher named Mardiah. The students consist of all students of the Third Grade from MIPA II.

D. Focus of Research

The main focus of this research was to find out the students' attitude from cognitive, affective, and behavioral aspects in learning English through virtual communication. For cognitive aspect, there are three indicators that the researcher has analyzed namely thought, believe, and idea. For affective aspect, there is just only one indicator namely feeling and for the behavioral aspect, there are attention, discipline, and respect.

³⁷Hossein Nassaji, *Language Teaching Research (Qualitative and Descriptive Research: Data Type versus Data Analysis)*, Pg. 130.

In SMA Negeri 2 Parepare, there are 10 classes of the Third Grade consists of 6 IPA classes and 4 IPS classes. In this research, the researcher just focused on one class which is handled by a teacher named Mardiah namely MIPA II.

E. Population and Sample of Research

1. Population

The population of this research was the teacher which teach at the third grade of SMA Negeri 2 namely Mardiah and her class namely MIPA II which consist of 32 students.

Table 3.1 The Tabel of Students Population of the Third Grade of SMA Negeri 2 Parepare

Class	Male	Female	Total
MIPA	84	108	192
MIPS	56	72	128

(Source: SMA Negeri 2 Parepare)

2. Sample

The rearcher took sampling from the students of MIPA II that consist of 32 student, they were 14 male students and 18 female students. Then the researcher interviewed the English teacher namely Mardiah who teach at the third grade of SMA Negeri 2 Parepare.

Table 3.2 The Table of Students Sample of the Third Grade of SMA Negeri 2 Parepare

Class	Male	Female	Total
MIPA II	14	18	32

(Source: SMA Negeri 2 Parepare)

F. Research Instrument and Technique of Collecting Data

According to Sukardi, descriptive research used some instruments such as interview and questionnaire to collect data that have taken from respondent and observation also used descriptive research.³⁸ Based on the statement, the researcher will used interview and questionnaire to get the data.

A questionnaire is a preformulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives. Questionnaires are an efficient way for data collection mechanism so the researcher knows exactly what is required and how to measure the variables of interest. Questionnaires can be administered personally, mailed to the respondents, or electronically distributed.³⁹ Questionnaires can produce both qualitative and quantitative information depending on how they are structured and analysed.⁴⁰ The researcher can conclude that observation was collected the data in systematic way to understand and interpret actions, interaction, or the meaning of student's attitude. The researcher will use this instrument to measure students' attitude from cognitive, affective, and behavioral aspect in learning English through virtual communication.

Interview is a qualitative method of research often used to obtain the interviewees' perceptions and attitudes to the issues.⁴¹ Interviews are typically used when seeking the views and opinions of people with a specific perspective.⁴² Interviews could be unstructured or

³⁸Sukardi, *Metodologi Penelitian Pendidikan-Kompetensi dan Praktiknya*, (Jakarta: PT Bumiaksara, 2003), Pg. 158.

³⁹Uma Sekaran, *Research Methods for Business: A Skill-Building Approach*, Pg. 236.

⁴⁰Stuart MacDonald & Nicola Headlam, *Research Methods Handbook: Introductory guide to research methods for social research*, pg. 35.

⁴¹Stuart MacDonald & Nicola Headlam, *Research Methods Handbook: Introductory guide to research methods for social research*, (Manchester: Centre for Local Economic Strategies), Pg. 39.

⁴²Stuart MacDonald & Nicola Headlam, *Research Methods Handbook: Introductory guide to research methods for social research*, Pg. 41.

structured, and conducted either face to face or by telephone or online.⁴³ Through this interview the researcher will reveal the students' attitudes from three aspects such as cognitive, affective, and behavioral. Language that will be used in the interview is Indonesia to obtain subjective descriptive about their attitude, to investigate specific question of interest to the researcher.

Based of the instruments above, the steps of collected the data of this research were follows:

1. The researcher contributed the questionnaire to the students of the third grade about the topic of this research for known the students' attitude in learning English through virtual communication
2. Then, the researcher interviewed the English teacher about her students' attitude in learning English through virtual communication as the sammple for this research
3. The researcher collected the result of interview and questionnaire
4. The researcher analyzed the data from the answer the English teacher and also the answer from the students
5. The researcher made conclusion from the data analysis

G. Technique of Data Analysis

In this research, data analysisi was very important to the research because the data analyzed can find problem to this research. Obtain the data was analyst to find out the students' attitude in learning English through virtual communication at the Third Grade of SMA Negeri 2 Parepare. The procedure to collect the data as follow:

⁴³Uma Sekaran, *Research Methods for Business: A Skill-Building Approach*, (Carbondale : Southern Illinois University), p. 225.

1. Interview

The teacher's opinion from interview will be used to support the questionnaire about how their attitude in Learning English through virtual communication. The interview will be used as a crosscheck to see the consistency of the students' reply in questionnaire and expect to give the additional or recovery information about the students' attitude particularly to reveal the aspects in students' attitude in learning English.

The transcript is a field notes for the interview data. Interview transcripts are voluminous and usually have to be reduced to focus on the data pertinent to the study. During data analysis, the transcript will be read to make it suitable with the questionnaire.

2. Questionnaire

The items would be negative and positive items. It contributed to the students then the students chose only the best answer which were suitable to themselves. The questionnaire consists of 24 questions which is consist of 12 positive and 12 negative statement. From 24 questions, there are 8 statement for each of cognitive, affective, and behavioral aspects about the students' attitude in learning English through virtual communication.

Data from the questionnaire will be analyzed by using likert scale that can be seen in the as followed:⁴⁴

Table 3.3: The Likert Scale Rating

Classification	Positive statement score	Negative statement score
Strongly agree (SA)	5	1
Agree (A)	4	2
Undecided (U)	3	3

⁴⁴Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: ALFABETA, 2008), Pg. 135.

Disagree (D)	2	4
Strongly disagree (SD)	1	5

Categorizing the students' attitude in learning English through virtual communication in the following:⁴⁵

Table 3.4: The rating score of questionnaire

Interval score	Category
81-100%	Strongly positive
61-80%	Positive
41-60%	Neutral
21-40%	Negative
0-20%	Strongly negative

To calculate questionnaire data into percentage, the researcher will use the percentage technique using this formula:⁴⁶

$$P = F/N \times 100\%$$

Where:

P = Percentage

F = Frequency

N = Number of Students

⁴⁵Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: ALFABETA, 2008), Pg. 135.

⁴⁶L. R. Gay, *Educational Research Competencies for Analysis and Application*, Fifth Edition, Pg. 267.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter consists of two sections, namely the research finding and discussions of the research.

A. Research Finding

The objective of this research was to find out the students' cognitive, affective, and behavioral attitude and also to analyze that have either positive or neative attitude in learning English through virtual communication at the third grade of SMA Negeri 2 Parepare. The first step was questionnaire and then interview.

The rearcher conducted the research by using questionnaire in the class of the third grade from MIPA II at SMA Negeri 2 Parepare for getting ttitude score, this class consist of 32 students and the researcher took this class by using purposivve sampling. Then, the researcher interviewed the English teacher of MIPA II to know her students' attitude deeply. Finally, the researcher analyzed the data to know the students attitude in learning English through virtual communication. So, the steps the reasarche used in order to find the data is by using questionnaire and interview.

1. The students' attitude score

In general, attitude can be interpreted students positive or negative attitude. Students' attitude as X variable in this research and to get the score, the researcher conducted the research through questionnaire in the class of MIPA II as the sample. In questionnaire sheets, there are 24 statements, where 8 question for cognitive, 8 questions for affective, and 8 questions for

behavioral aspect. Whereas 12 positive statement and 12 negative statement and the researcher used likert scale to measure the students' attitude. At this part, analyzed about tabulates and analyzed the data from questionnaire into percentage as follow:

a. The percentage of item of cognitive aspect in questionnaire

1) Cognitive aspect refers to idea

Table 4.1: Positive statement (Item 1: Belajar bahasa Inggris melalui Google Classroom mampu menambahkan saya banyak pengetahuan dan pengalaman)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	2	10
2	Agree	4	11	44
3	Undecided	3	12	36
4	Disagree	2	7	14
5	Strongly Disagree	1	0	0
Total			32	104

Based on the table above, it shows that most of the students choose undecided that feel learning English through virtual communication are able to gain much knowledge and experience. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The data above is the positive one and category goes to undecided position. It means that the students feel undecided with this item. To find out

the classification of the statement it can be seen from the result that $104/160 \times 100\% = 65\%$, so it was also categorized as positive.

Table 4.2: Negative statement (Item 3: Saya tidak suka belajar bahasa Inggris melalui Google Classroom karena saya tidak mampu mempraktekkannya dengan baik)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	5	10
3	Undecided	3	15	45
4	Disagree	4	11	44
5	Strongly Disagree	5	1	5
Total			32	104

Based on the table above, it shows that most of the students choose undecided that they dislike learning English through virtual communication because they cannot practice it better. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The data above is the negative one and category goes to undecided position. It means that the students feel undecided with this item. To find out the classification of the statement it can be seen from the result that $104/160 \times 100\% = 65\%$, so it also was categorized as positive.

2) Cognitive aspect refers to thought

Table 4.3 Negative statement (Item 2: Menurut saya, belajar bahasa Inggris melalui Google Classroom itu sulit dan rumit)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	9	18
3	Undecided	3	8	24
4	Disagree	4	15	60
5	Strongly Disagree	5	0	0
Total			32	102

Based on the table above, it shows that most of the students choose disagree that learning English through virtual communication were hard and difficult. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The data above is the negative one and category goes to disagree position. It means that most of the students disagree with this item. To find out the classification of the statement it can be seen from the result that $102/160 \times 100\% = 63.7\%$, so it was categorized as positive.

Table 4.4 Positive Statement (Item 4: Saya bisa memahami pembelajaran bahasa Inggris yang dijelaskan oleh guru saya melalui Google Classroom)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	3	15
2	Agree	4	13	52
3	Undecided	3	12	36
4	Disagree	2	3	6
5	Strongly Disagree	1	1	1
Total			32	110

Based on the table above, it shows that most of the students choose agree that they can understand their teacher explanation in learning English through virtual communication. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the positive one and category goes to agree position. It means that most of the students agree with this item. To find out the classification of the statement it can be seen from the result that $110/160 \times 100\% = 68.7\%$, so it was categorized as positive.

Table 4:5 Negative statement (Item 5: Saya kesulitan menyelesaikan masalah dalam pembelajaran bahasa Inggris yang diberikan melalui Google Classroom)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	1	1
2	Agree	2	10	20
3	Undecided	3	8	24
4	Disagree	4	12	48
5	Strongly Disagree	5	1	5
Total			32	98

Based on the table above, it shows that most of the students choose disagree that they feel difficult to solve the problem statement in learning English through virtual communication. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to disagree position. It means that most of the students disagree with this item. To find out the classification of the statement it can be seen from the result that $98/160 \times 100\% = 61.2\%$, so it was categorized as positive.

Table 4.6 Negative statement (Item 7: Saya mengikuti pembelajaran bahasa Inggris di Google Classroom hanya untuk mendapatkan nilai yang baik)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	2	2
2	Agree	2	13	26
3	Undecided	3	6	18
4	Disagree	4	7	28
5	Strongly Disagree	5	3	15
Total			32	89

Based on the table above, it shows that most of the students choose agree that they join the learning through virtual communication only to achieve better grade. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to agree position. It means that most of the students agree with this item. To find out the classification of the statement it can be seen from the result that $89/160 \times 100\% = 55.6$, so it was categorized as neutral.

3) Cognitive refers to believe

Table 4.7 Negative statement (Item 6: Saya tidak puas dengan penampilan saya karena saya tidak bisa menunjukkan kemampuan berbahasa Inggris saya melalui Google Classroom)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	3	3
2	Agree	2	15	30
3	Undecided	3	10	30
4	Disagree	4	4	16
5	Strongly Disagree	5	0	0
Total			32	79

Based on the table above, it shows that most of the students choose agree that they do not feel satisfy with their appearance because they cannot show their ability in mastering English through virtual communication. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the negative one and category goes to agree position. It means that most of the students agree with this item. To find out the classification of the statement it can be seen from the result that $89/160 \times 100\% = 55.6\%$, so it was categorized as neutral.

Table 4.8 Positive statement (Item 8: Belajar bahasa Inggris di Google Classroom itu penting karena saya sadar bahwa ilmu itu tidak dibatasi oleh ruang, waktu, dan tempat)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	10	50
2	Agree	4	19	76
3	Undecided	3	3	9
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total			32	135

Based on the table above, it shows that most of the students choose agree that learning English through virtual communication make them realize that we can gain much knowledge in anytime, anywhere, and anyplace. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly negative	Negative	Neutral	Positive	Strongly positive

The statement above is the positive one and category goes to agree position. It means that most of the students agree with this item. To find out the classification of the statement it can be seen from the result that $135/160 \times 100\% = 84.3\%$, so it was categorized strongly positive.

b. The percentage of item of affective aspect in questionnaire

Table 4.9 Negative statement (Item 9: Saya tidak suka belajar bahasa Inggris melalui Google Classroom)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	1	1
2	Agree	2	2	4
3	Undecided	3	10	30
4	Disagree	4	12	48
5	Strongly Disagree	5	7	35
Total			32	118

Based on the table above, it shows that most of the students choose disagree that they dislike learning English through virtual communication. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly Negative	Negative	Neutral	Positive	Strongly Positive

The statement above is the negative one and category goes to disagree position. It means that most of the students disagree with this item. To find out the classification of the statement it can be seen from the result that $118/160 \times 100\% = 73.7\%$, so it was categorized as positive.

Table 4.10 Positive statement (Item 10: Saya merasa bangga ketika saya mampu menguasai pelajaran bahasa Inggris yang diajarkan melalui Google Classroom)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	7	35
2	Agree	4	19	76
3	Undecided	3	4	12
4	Disagree	2	2	4
5	Strongly Disagree	1	0	0
Total			32	127

Based on the table above, it shows that most of the students choose agree that they feel proud when they can master the subject of English through virtual communication. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly Negative	Negative	Neutral	Positive	Strongly Positive

The statement above is the positive one and category goes to agree position. It means that most of the students agree with this item. To find out the classification of the statement it can be seen from the result that $118/160 \times 100\% = 79.3\%$, so it was categorized as positive.

Table 4.11 Negative statement (Saya tidak menikmati pelajaran bahasa Inggris yang diajarkan melalui Google Classroom)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	7	14
3	Undecided	3	7	21
4	Disagree	4	17	68
5	Strongly Disagree	5	1	5
Total			32	108

Based on the table above, it shows that most of the students choose disagree that they do not enjoy when they learning English through virtual communication. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly Negative	Negative	Neutral	Positive	Strongly Positive

The statement above is the negative one and category goes to disagree position. It means that most of the students disagree with this item. To find out the classification of the statement it can be seen from the result that $108/160 \times 100\% = 67.5\%$, so it was categorized as positive.

Table 4.12 Positive statement (Item 12: Saya merasa lebih percaya diri untuk tampil berbahasa Inggris tanpa harus mempraktekannya di Google Classroom)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	4	20
2	Agree	4	8	32
3	Undecided	3	16	48
4	Disagree	2	4	8
5	Strongly Disagree	1	0	0
Total			32	108

Based on the table above, it shows that most of the students choose undecided that they feel confidence to appear in speaking English without practice it through virtual communication. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly Negative	Negative	Neutral	Positive	Strongly Positive

The statement above is the positive one and category goes to undecided position. It means that most of the students feel undecided with this item. To find out the classification of the statement it can be seen from the result that $108/160 \times 100\% = 67.5\%$, so it was categorized as positive.

Table 4.13 Negative statement (Item 13: saya tidak mempunyai minat untuk menguasai dan mempelajari bahasa Inggris di Google Classroom)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	1	2
3	Undecided	3	6	18
4	Disagree	4	17	68
5	Strongly Disagree	5	8	40
Total			32	128

Based on the table above, it shows that most of the students choose disagree that they do not have interest to master and learn English through virtual communication. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly Negative	Negative	Neutral	Positive	Strongly Positive

The statement above is the negative one and category goes to disagree position. It means that most of the students feel disagree with this item. To find out the classification of the statement it can be seen from the result that $128/160 \times 100\% = 80\%$, so it was categorized as positive.

Table 4.14 Positive statement (Item 14: Meskipun belajar melalui Google Classroom., rasa ingin tahu membuat saya ingin menguasai dan mendalami bahasa Inggris dengan lebih baik)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	4	20
2	Agree	4	17	68
3	Undecided	3	11	33
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total			32	121

Based on the table above, it shows that most of the students choose agree that their curiosity make them want to master the English better. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly Negative	Negative	Neutral	Positive	Strongly Positive

The statement above is the positive one and category goes to agree position. It means that most of the students feel agree with this item. To find out the classification of the statement it can be seen from the result that $128/160 \times 100\% = 75.6\%$, so it was categorized as positive.

Table 4.15 Positive statement (Item 15: Saya merasa malu jika saya tidak mampu menjawab pertanyaan di Google Classroom yang diberikan oleh guru saya)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	9	45
2	Agree	4	16	64
3	Undecided	3	5	15
4	Disagree	2	2	4
5	Strongly Disagree	1	0	0
Total			32	128

Based on the table above, it shows that most of the students choose agree that they feel embarrassed if they cannot answer the English question in Google Classroom. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly Negative	Negative	Neutral	Positive	Strongly Positive

The statement above is the positive one and category goes to agree position. It means that most of the students feel agree with this item. To find out the classification of the statement it can be seen from the result that $128/160 \times 100\% = 75.6\%$, so it was categorized as positive.

Table 4.16 Positive statement (Item 16: Saya sangat senang jika ada sesi berdiskusi bahasa Inggris melalui Google Classroom)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	3	15
2	Agree	4	7	28
3	Undecided	3	16	48
4	Disagree	2	6	12
5	Strongly Disagree	1	0	0
Total			32	103

Based on the table above, it shows that most of the students choose undecided that they feel happy if there is discussion English session through virtual communication. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly Negative	Negative	Neutral	Positive	Strongly Positive

The statement above is the positive one and category goes to undecided position. It means that most of the students feel undecided with this item. To find out the classification of the statement it can be seen from the result that $103/160 \times 100\% = 64.3\%$, so it was categorized as positive.

c. The percentage of item of behavioral aspect in questionnaire

1) Behavioral aspect refers to respect

Table 4.17 Positive statement (Item 17: Saya suka bertanya tentang materi bahasa Inggris di Google Classroom yang tidak saya pahami)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	0	0
2	Agree	4	9	36
3	Undecided	3	20	60
4	Disagree	2	3	6
5	Strongly Disagree	1	0	0
Total			32	102

Based on the table above, it shows that most of the students choose undecided that they like to ask about English subject in Google Classroom if they do not understand about it. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly Negative	Negative	Neutral	Positive	Strongly Positive

The statement above is the positive one and category goes to undecided position. It means that most of the students feel undecided with this item. To find out the classification of the statement it can be seen from the result that $102/160 \times 100\% = 63.7\%$, so it was categorized as positive.

Table 4.18 Negative statement (Item 19: Saya tidak suka tugas berbahasa Inggris yang diberikan oleh guru di Google Classroom)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	0	0
3	Undecided	3	4	12
4	Disagree	4	17	68
5	Strongly Disagree	5	11	55
Total			32	135

Based on the table above, it shows that most of the students choose disagree that they do not like English homework that was given by their teacher in Google Classroom. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly Negative	Negative	Neutral	Positive	Strongly Positive

The statement above is the positive one and category goes to undecided position. It means that most of the students feel undecided with this item. To find out the classification of the statement it can be seen from the result that $135/160 \times 100\% = 84.3\%$, so it was categorized as strongly positive.

Table 4.19 Positive statemente (Item 22: Saya dengan mudah mampu menyampaikan pendapat saya ketika belajar bahasa Inggris di Google Classroom)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	0	0
2	Agree	4	11	44
3	Undecided	3	14	42
4	Disagree	2	7	14
5	Strongly Disagree	1	0	0
Total			32	100

Based on the table above, it shows that most of the students choose undecided that it is easy for them to convey their opinion when they learn English through virtual communication. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly Negative	Negative	Neutral	Positive	Strongly Positive

The statement above is the positive one and category goes to undecided position. It means that most of the students feel undecided with this item. To find out the classification of the statement it can be seen from the result that $100/160 \times 100\% = 62,5\%$, so it was categorized as positive.

2) Behavioral aspect refers to discipline

Table 4.20 Negative statement (Item 18: Saya malas mengikuti pembelajaran bahasa Inggris melalui Google Classroom)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	2	4
3	Undecided	3	4	12
4	Disagree	4	15	60
5	Strongly Disagree	5	11	55
Total			32	131

Based on the table above, it shows that most of the students choose disagree that they feel lazy to join the learning English process through virtual communication. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly Negative	Negative	Neutral	Positive	Strongly Positive

The statement above is the negative one and category goes to disagree position. It means that most of the students feel disagree with this item. To find out the classification of the statement it can be seen from the result that $131/160 \times 100\% = 81.8\%$, so it was categorized as strongly positive.

Table 4.21 Negative statement (Item 20: Saya tidak bisa santai setiap kali disuruh untuk mengumpulkan tugas essay berbahasa Inggris di Google Classroom)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	2	2
2	Agree	2	9	18
3	Undecided	3	9	27
4	Disagree	4	11	44
5	Strongly Disagree	5	1	5
Total			32	96

Based on the table above, it shows that most of the students choose disagree that they cannot feel relax when they have to collect their essay English assignment in Google Classroom. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly Negative	Negative	Neutral	Positive	Strongly Positive

The statement above is the negative one and category goes to disagree position. It means that most of the students feel disagree with this item. To find out the classification of the statement it can be seen from the result that $96/160 \times 100\% = 60\%$, so it was categorized as neutral.

3) Behavioral aspect refers to attention

Table 4.22 Positive statement (Item 21: Saya merasa antusias untuk mengikuti pembelajaran bahasa Inggris melalui Google Classroom)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	4	20
2	Agree	4	15	60
3	Undecided	3	11	33
4	Disagree	2	2	4
5	Strongly Disagree	1	0	0
Total			32	117

Based on the table above, it shows that most of the students choose agree that they feel enthusiastic to join the learning English process through virtual communication. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly Negative	Negative	Neutral	Positive	Strongly Positive

The statement above is the positive one and category goes to agree position. It means that most of the students feel agree with this item. To find out the classification of the statement it can be seen from the result that $117/160 \times 100\% = 73.1\%$, so it was categorized as positive.

Table 4.23 Positive statement (Item 23: Saya selalu memperhatikan penjelasan guru ketika belajar bahasa Inggris melalui Google Classroom.

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	2	10
2	Agree	4	19	76
3	Undecided	3	10	30
4	Disagree	2	1	2
5	Strongly Disagree	1	0	0
Total			32	118

Based on the table above, it shows that most of the students choose agree that they always pay attention to the explanation of their teacher when they learn English through virtual communication. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly Negative	Negative	Neutral	Positive	Strongly Positive

The statement above is the positive one and category goes to agree position. It means that most of the students feel agree with this item. To find out the classification of the statement it can be seen from the result that $118/160 \times 100\% = 73.7\%$, so it was categorized as positive.

Table 4.24 Negative statement (Item 24: Saya tidak mampu membuat diri saya untuk tetap fokus ketika menerima pengajaran bahasa Inggris di Google Classroom)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	5	10
3	Undecided	3	20	60
4	Disagree	4	6	24
5	Strongly Disagree	5	1	5
Total			32	99

Based on the table above, it shows that most of the students choose undecided that they cannot make themselves to stay focus in learning English through virtual communication. By continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	Strongly Negative	Negative	Neutral	Positive	Strongly Positive

The statement above is the negative one and category goes to undecided position. It means that most of the students undecided with this item. To find out the classification of the statement it can be seen from the result that $99/160 \times 100\% = 61.8\%$, so it was categorized as positive.

2. The result of Interview Teacher

The researcher interviewed the English teacher of the third grade namely Mardiah who taught the students in class MIPA II, which was carried out directly at around the school and supported by using an audio recorder.

- a. The result of interview for the cognitive aspect question in students' attitude in learning English through virtual communication with the English teacher.

“Since the using of Google Classroom, the students’ of MIPA II ability was really low because most of the students using Google Translate when they get an English essay assignment. They just mmake a lon sentence without understand the sentence that they have made and without pay attention to the grammar mistake in their essay. Moreover, most of their grade in English was B and only few of them could get A grade. The students only feel confidence in speaking English in front of compare in front of the class because if they made a mistake in their pronunciation, only their reacher know their mistake and fix it. Even, if the students’ ability in English was low, they still were able to develop their creativity more, they could increase their knowledgment in technology, and at the same time they could learn English, how to edit video using some application, online game learning, and when students get assignment about text procedure, tthey always make a real procedure and the result of the procedure will be carried to school, so their teacher were able to judge their creativity.”

“Sejak penggunaan Google Classroom, kemampuan siswa kelas 3 MIPA II dapat dikatakan sangat rendah karena kebanyakan siswa lebih banyak menggunakan Google Translate ketika mereka diberikan tugas esai berbahasa Inggris, mereka hanya membuat esai yang panjang tanpa memahami kalimat yang mereka rangkai dan tanpa memperhatikan kesalahan grammar yang terdapat di dalam esai mereka. Bahkan nilai rata-rata yang diperoleh mereka itu adalah grad B sedangkan siswa yang mendapat grad A itu sangat sedikit. Siswa sangat percaya diri ketika tampil berbahasa Inggris di depan kamera dibanding di depan kelas karena jika mereka melakukan kesalahan ketika berbahasa Inggris, hanya guru yang mengetahui dan guru akan memperbaiki ketika mereka melakukan kesalahan. Meskipun kemampuan berbahasa Inggris siswa sangatlah rendah, mereka tetap mampu mengembangkan kreativitas mereka terlebih ketika mereka mampu menambah pengetahuan tentang teknologi disamping mereka juga belajar tentang bahasa inggris, cara mengedit

video dengan menggunakan beberapa aplikasi, game pembelajaran online, dan siswa juga sering disuruh untuk melakukan teks prosedur yang di mana hasil dari prosedur itu harus mereka bawakan ke sekolah setiap pekan agar guru bisa menilai kreativitas mereka.”

- b. The result of interview for the affective aspect question in students attitude in learning English through virtual communication with the English teacher.

“The students who diligent will feel really enthusiastic in learning, especially for the students who have interest in learning and studying English deeply. The students also really enjoy in learning English through Google Classroom and others media because they can improve their creativity especially when they have to apply with the news learning application, but it was different for the lazy students because they must be feel that this is not an enjoyment but a burden.”

“Siswa yang rajin memang sangat antusias untuk belajar apalagi bagi mereka yang memang berminat untuk mendalami dan mempelajari bahasa Inggris. Siswa juga senang untuk belajar menggunakan Google Classroom dan media lain karena melatih kreativitas mereka apalagi ketika mereka dihadapkan dengan aplikasi-aplikasi pembelajaran yang baru jadi mereka lebih menikmati pembelajaran namun berbeda dengan siswa yang malas karena siswa yang malas pasti merasa hal tersebut adalah suatu beban bukan suatu kesenangan.”

- c. The result interview for the behavioral aspect question in students attitude in learning English through virtual communication with the English teacher.

“The students who love English will pay attention in learning English through virtual communication and always active in English and the students were recommended to always asking about the English subject by using English. If they do not understand the answer from their teacher, the students only need to look for it in Goggle Translate. Thus, the students were able to add their knowledgement with new vocabulary. About their

assignment such as essay, memorzing, or others, the teacher always give them plus percentage if they can collect in the exact time. If the students were late in collecting their assignment, then the teacher will give them second chance but there were no third chance and they percentage will also different with the students who collect their assignment in the exact time.”

“Siswa yang senang dengan bahasa Inggris pasti sangat memperhatikan pembelajaran bahasa Inggris dan aktif bertanya dalam bahasa Inggris dan siswa sangat dianjurkan untuk bertanya dalam bahasa Inggris ketika bertanya tentang materi pembelajaran bahasa Inggris, jika mereka tidak memahami jawaban atau perkataan dari guru, siswa tinggal mencari tahu artinya di Google Translate. Demikian, siswa mampu belajar dan menambah kosa kata bahasa Inggris yang baru. Untuk penyeteroran tugas dan hafalan, guru lebih sering memberikan nilai plus bagi siswa yang tepat waktu ketika menyeter tugas dan hafalan namun bagi siswa yang telat menyeter, mereka tetap diberikan kesempatan untuk tetap menyeter tugas mereka namun nilai yang mereka perolehi itu pasti beda dengan siswa yang rajin.”

B. Discussion

Based on the description of the data through questionnaire and interview that has been explained by researcher in previous section has found out the main aspect that faced by students at the third grade MIPA II in SMA Negeri 2 Parepare between these aspects namely, students' attitude in learning English through virtual communication refers to cognitive, affective, and behavioral aspect. Obtaining research as follows:

1. Students' cognitive in learning English through virtual communication at the third grade of SMA Negeri 2 Parepare.

Based on questionnaire data from 8 items consisting of 3 positive statements and 5 negative statements, questionnaire data was obtained a range of 61-80%, so 64% was given in the positive category. Based on the questionnaire data, the researcher concluded that the students have positive attitude in learning English through virtual communication but from what the researcher has got from the interview data with their teacher stated that the students have a very low ability in mastering English subject that they have learned through virtual communication.

Based on the interview data, the researcher were able to find out that not all of the students from MIPA II have a low ability in English but most of them have a really low ability in English. In learning English, the students used dictionary application or Google Translate in order to perform their English assignment especially essay. Even though the students have a low achievement in learning English through virtual communication, the students were able to develop their knowledgement in using technology and other media in learning English. The students were able to increase their creativity and ability because their teacher always asked them to make an assignment by using some application in their smartphone and in the other hand they also were able to learn English.

It was also supported by Kurisak and Luke who said that technology as a powerful tool that has the potential to lead to the development of dynamic learning environments, support cross-cultural communication, foster critical thinking, and engage and motivate learners, but in and of itself, however, it does not guarantee

successful learning.¹ Like all tools, the utility of technology ultimately depends on how, when, and why it is implemented on both how it is presented to learners and how they respond to it.

2. Students' affective in learning English through virtual communication at the third grade of SMA Negeri 2 Parepare

Based on questionnaire data from 8 items consisting of 5 positive statements and 3 negative statements, questionnaire data was obtained a range of 61-80%, so 71% was given in the positive category. Based on the questionnaire data, the researcher concluded that the students has a good emotional attachment in learning English through virtual communication.

Based on the interview data, the researcher were able to find out that the students from MIPA II were enjoy and enthusiastic in learning English through virtual communication. Even though their teacher could not teach them English directly, the students were able to get new experience and knowledgement to apply new application. The students were enthusiastic to learn something new. If the students got difficult assignment or their assignment need much money, then they will get in a group so the students did not feel burden to carry out the assignment. Then, the students were able to do the assignment with their friends and learning English and at the same time they could enjoy learning English through virtual communication.

It supported by Keith and Joanne who state that Google Classroom is easy to use and it is relaxed the learning atmosphere. It means that the relaxed atmosphere given during using Google Classroom make the students get the positive feelings and

¹ Kurisak, L. M., & Luke, C. L. Language learner attitudes toward virtual worlds: An investigation of Second Life. (2009), Pg. 173.

emotions.² Learning English through virtual communication is exciting and made learning process interesting and enjoyable for students. It is exciting because it is complex, dynamic and quickly changing. Teacher that participating in interview claimed that students will not get bored easily. The students can gain interesting materials, audio and visual stimulants, obtain extra information, which makes learning English through virtual communication enjoyable for them..

3. Students' behavioral in learning English through virtual communication at the third grade of SMA Negeri 2 Parepare

Based on questionnaire data from 8 items consisting of 4 positive statements and 4 negative statements, questionnaire data was obtained a range of 61-80%, so 71% was given in the positive category. Based on the questionnaire data, the researcher concluded that the students has a good behave in learning English through virtual communication.

Based on the interview data, the researcher were able to find out that only the students from MIPA II who were dilligent that will pay attention, active in learning English and always collect their assignment in the exact time. The students who pay attention in learning English through virtual communication was a students who like in learning English and they always active in English because they must practice their ability in English in order to master the language even when they did not have to directly speaking to their teacher or their friends. For the new vocabulary that they got, they will just practice it when they want to speak with their teacher in English and they just combine with Indonesian if they do not know the vocabulary. The

² Keith R. Heggart & Joanne, Y. 2018. *'Getting the most from Goggle Classroom: A Pedagogical Framework for Tertiary Educators'*. Retrieved on April 17th 2021 from <http://dx.doi.org/10.14221/ajte.20188v43n3.9>.

students who was lazy always late to collect their assignment, their teacher always gave them second chance to collect their assignment and if they asked for the third chance, their teacher would not give them because their teacher want to teach them about how to appreciate the time and the people.

Learning English through virtual communication not only makes communication easier, but it can assist in both the grading process and in gathering data about the students' current linguistic knowledge and abilities.³ So, communication through the internet can provide a less frightening environment for conversation because a face-to-face experience is not always involved. In such a situation, students can take the necessary time to plan communications which is not possible when communication occur in person⁴. That fact alone can remove a great deal of the anxiety that many language learners might experience in their classroom.

Cognitive, affective, and behavioral are components of attitude that are connected with each others. Cognitive aspect are related to thought, beliefs, and ideas toward a certain object. Affective attitude appears in some students' behavior such as their attention towards a subject, discipline, and respect. Cognitive aspects influence someones' beliefs and affective aspects influence someones' feelings that will be manifested in their behavior aspects in actions afterwards.

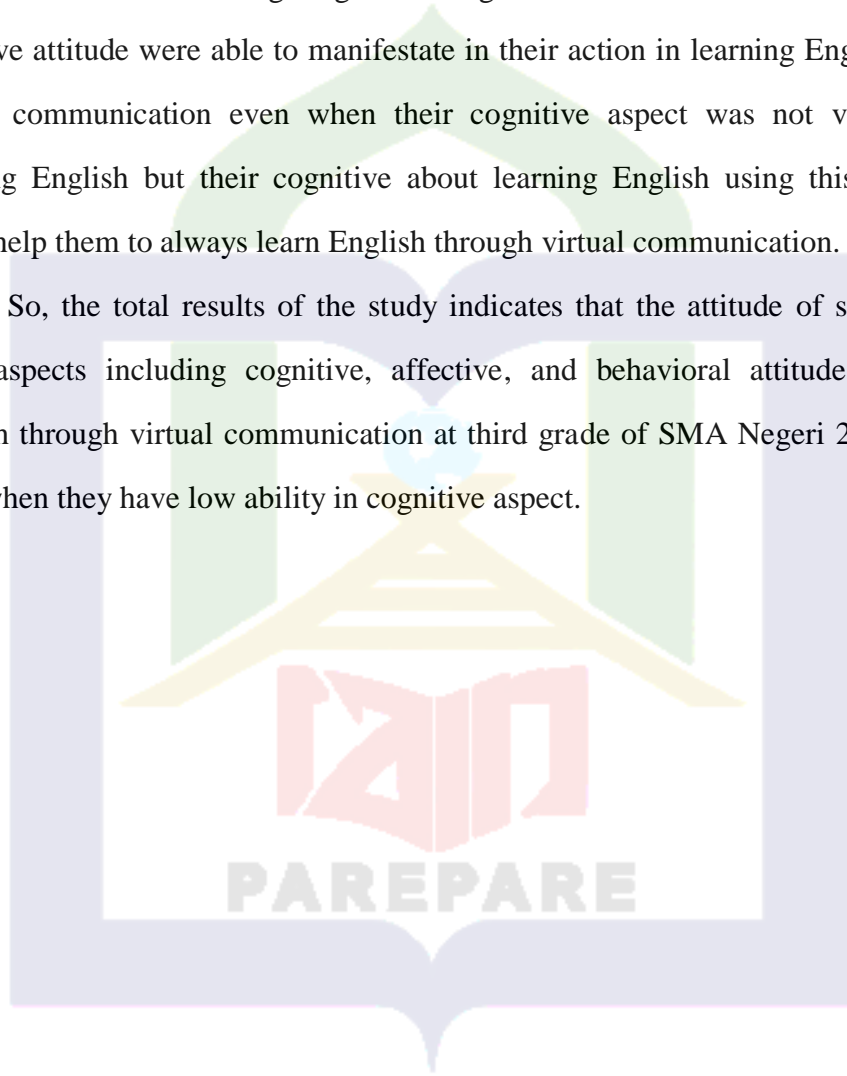
The students may have negative attitude in cognitive aspect for learning English but they have positive cognitive attitude for the technology that their used in learning English and for that, the students were able to learn English without any problem even when their cognitive aspect in learning English was not good. The

³ Blake, R. J. *Brave new digital classroom: Technology and foreign language learning*. (Washington, D.C.: Georgetown University Press, 2008), Pg. 229-248.

⁴ Kurisak, L. M., & Luke, C. L. Language learner attitudes toward virtual worlds: An investigation of Second Life. (2009). Pg. 173-198.

students who have positive attitude in affective aspect was because what they feel about the virtual communication and technology in learning English not about the enjoyment they feel about learning English. Next, most of the students really have a great behavioral in learning English through virtual communication because their affective attitude were able to manifestate in their action in learning English through virtual communication even when their cognitive aspect was not very good in learning English but their cognitive about learning English using this technology really help them to always learn English through virtual communication.

So, the total results of the study indicates that the attitude of students from three aspects including cognitive, affective, and behavioral attitude in learning English through virtual communication at third grade of SMA Negeri 2 are positive even when they have low ability in cognitive aspect.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion was presented in this research are reached to answer the research questions.

1. The researcher conclude that the students' cognitive in learning English through virtual communication have a positive cognitive attitude according to questionnaire data and presented around 64% with positive categories. In terms of thought, idea, and beliefs, the student's cognitive attitude are good. But according to the interview data, the students's cognitive attitude was not very good.
2. The students' affective attitude in learning English through virtual communication have a positive affective attitude according to te questionnaire data that the researcher has got and it presented that around 71% with positive categories. So, the students have a good attachment in learning English and it was supported by the interview data from their teacher that the students who interest in learning English really enjoy in learning English through virtual communication because the students also were able to increase their knowledgement and experience in applying various technology application.
3. The students' behavioral attitude in learning English through virtual communication have a positive behavioral attitude according to the questionnaire and interview data. In terms of attention and discipline, the students' attitude was good but according to the interview data, their teacher

stated that their behavioral attitude in the term respect to English was not very good.

B. Suggestion

Based on the researcher and dicussion, researcher would like to give some suggestion to students and other researcher related to this research:

1. For the students

The researcher suggest the students to be more aware about their attitude in learning English through virtual communication. Even the result that the researcher found that most of the student have a positive attitude in learning English through virtual communication, the researcher know that most of the students must feel stress and worried when learning English through virtual communication because it is hard and difficult to understand and learn English without directly explanation from their English teacher.

2. For the other researchers

In this research, the researcher collected the data without meet the students directly and without any observation because ot the pandemic situation. So, the researcher is not sure 100% that the students have answer the questionnaire honestly and seriously, although the researcher has told them to answer the questionnaire honestly and seriously. So, the researcher suggest for other researcher who wants to know the students' attitude in learning English to be more careful in collecting data.

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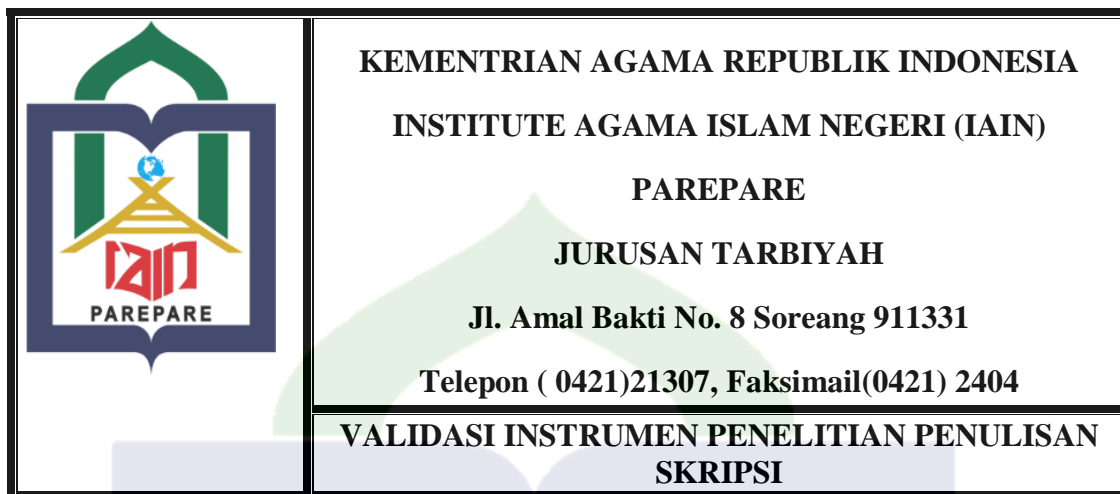
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Appendix 1: Instruments of the research



NAMA MAHASISWA : ROSNAWATI BINTI YUSUF
 NIM/ PRODI : 16.1300.003/ PBI
 JURUSAN : TARBIYAH
 JUDUL :STUDENTS' ATTITUDE IN LEARNING ENGLISH THROUGH VIRTUAL COMMUNICATION AT THE THIRD GRADE OF SMA NEGERI 2 PAREPARE

Research Instrument

In this research, the instrument that will be used to collect data are questionnaire and interview. The researcher will give questionnaire to students and interview to their teacher to find out about the students' attitude in learning English through virtual communicatin.

No.	Aspect of Attitude	Indicators	Question Item
1.	Cognitive	Thought	2, 5, 7
		Believe	3, 6, 8
		Ideas	1, 4
2.	Affective	Feeling	9, 10, 11, 12, 13, 14, 15, 16
3.	Behavioral	Attention	21, 23, 24
		Discipline	18, 20
		Respect	17, 19, 22

ANGKET PENELITIAN

A. Identitas Responden

Nama:

Kelas:

NIS:

B. Tujuan

1. Angket ini diberikan dengan tujuan untuk mendapatkan data.
2. Demi mengembangkan 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 tandang centang atau check list (✓) pada jawaban yang sudah dipilih.

C. Keterangan

SS = Sangat Setuju

S = Setuju

R = Ragu-ragu

TS = Tidak Setuju

STS = Sangat Tidak Setuju

No.	Pernyataan	SS	S	R	TS	STS
Aspek Kognitif						
1	Belajar bahasa Inggris melalui Google Classroom mampu menambahkan saya banyak pengetahuan dan pengalaman. (Idea)					
2	Menurut saya, belajar bahasa Inggris melalui Google Classroom itu sulit dan rumit. (Thought)					
3	Saya tidak suka belajar bahasa Inggris melalui Google Classroom karena saya tidak mampu mempraktekkannya dengan baik. (Idea)					
4	Saya bisa memahami pembelajaran bahasa Inggris yang dijelaskan oleh guru saya melalui Google Classroom. (Thought)					
5	Saya kesulitan menyelesaikan masalah dalam pembelajaran bahasa Inggris yang diberikan melalui Google Classroom. (Thought)					
6	Saya tidak puas dengan penampilan saya karena saya tidak bisa menunjukkan kemampuan berbahasa Inggris saya melalui Google Classroom. (Believe)					
7	Sejujurnya, saya mengikuti pembelajaran bahasa Inggris di Google Classroom hanya untuk mendapatkan nilai yang baik. (Thought)					

8	Belajar bahasa Inggris di Google Classroom itu penting karena saya sadar bahwa ilmu itu tidak dibatasi oleh ruang, waktu, dan tempat. (Believe)					
Aspek Afektif						
9	Saya tidak suka belajar bahasa Inggris melalui Google Classroom.					
10	Saya merasa bangga ketika saya mampu menguasai pelajaran bahasa Inggris yang diajarkan melalui Google Classroom.					
11	Saya tidak menikmati pelajaran bahasa Inggris yang diajarkan melalui Google Classroom.					
12	Saya merasa lebih percaya diri untuk tampil berbahasa Inggris tanpa harus mempraktekannya di Google Classroom.					
13	Sejujurnya, saya tidak mempunyai minat untuk menguasai dan mempelajari bahasa Inggris di Google Classroom.					
14	Meskipun belajar melalui Google Classroom., rasa ingin tahu membuat saya ingin menguasai dan mendalami bahasa Inggris dengan lebih baik.					
15	Saya merasa malu jika saya tidak mampu menjawab pertanyaan di Google Classroom yang diberikan oleh guru saya.					
16	Saya sangat senang jika ada sesi berdiskusi bahasa Inggris melalui					

	Google Classroom.					
Aspek Behavioral						
17	Saya suka bertanya tentang materi bahasa Inggris di Google Classroom yang tidak saya pahami.					
18	Saya malas mengikuti pembelajaran bahasa Inggris melalui Google Classroom.					
19	Saya tidak suka tugas berbahasa Inggris yang diberikan oleh guru di Google Classroom.					
20	Saya tidak bisa santai setiap kali disuruh untuk mengumpulkan tugas essay berbahasa Inggris di Google Classroom.					
21	Saya merasa antusias untuk mengikuti pembelajaran bahasa Inggris melalui Google Classroom.					
22	Saya dengan mudah mampu menyampaikan pendapat saya ketika belajar bahasa Inggris di Google Classroom.					
23	Saya selalu memperhatikan penjelasan guru ketika belajar bahasa Inggris melalui Google Classroom.					
24	Saya tidak mampu membuat diri saya untuk tetap fokus ketika menerima pengajaran bahasa Inggris di Google Classroom.					

LEMBAR WAWANCARA GURU

Sikap Siswa dalam Mempelajari Bahasa Inggris melalui Komunikasi Virtual

Responden : Mardiah

Hari, Tanggal : Sabtu, 20 Februari 2021

Waktu : 10:00 a.m

No.	Aspek	Indikator	Pertanyaan	Jawaban
A.	Kognitif	Thought	<p>a) Bagaimana kemampuan bahasa Inggris siswa Ibu/Bapak selama mengikuti pembelajaran melalui aplikasi Zoom?</p> <p>b) Seperti apakah Ibu/Bapak menggambarkan kemampuan bahasa Inggris yang telah dimiliki oleh siswa Ibu/Bapak dengan mengikuti pembelajaran melalui aplikasi Zoom?</p> <p>c) Berapakah nilai rata-rata yang diperoleh oleh siswa Ibu/Bapak dan berapakah nilai tertinggi pernah didapatkan oleh siswa Ibu/Bapak selama mengikuti pembelajaran Bahasa Inggris melalui aplikasi Zoom?</p> <p>d) Apakah siswa Ibu/Bapak pernah meraih prestasi di bidang Bahasa Inggris?</p>	
		Believe	<p>a) Menurut Ibu/Bapak, apakah pembelajaran bahasa Inggris yang diikuti melalui aplikasi Zoom penting untuk diaplikasikan oleh siswa di kehidupan sehari-hari mereka?</p>	

			b) Apakah yang Ibu/Bapak dapat jelaskan tentang sikap percaya diri siswa ketika menggunakan bahasa Inggris selama mengikuti pembelajaran di aplikasi Zoom?	
		Idea	a) Menurut Ibu/Bapak, apakah siswa mampu mengembangkan kreativitas mereka selama mengikuti pembelajaran di aplikasi Zoom? b) Jika iya, seperti apakah kreativitas yang pernah dilakukan oleh siswa selama mengikuti pembelajaran bahasa Inggris di aplikasi Zoom?	
B.	Afektif	Feeling	a) Menurut Ibu/Bapak, apakah siswa antusias mengikuti pembelajaran bahasa Inggris melalui aplikasi Zoom? b) Menurut Ibu/Bapak, apakah siswa senang dengan pembelajaran bahasa Inggris melalui aplikasi Zoom? c) Jika iya, apa yang dapat Ibu/Bapak gambarkan dari kesenangan siswa ketika mengikuti pembelajaran bahasa Inggris di aplikasi Zoom?	
C.	Behavior	Attention	a) Apakah siswa memperhatikan Ibu/Bapak ketika mengikuti pembelajaran di aplikasi Zoom? b) Bagaimana perhatian siswa ketika belajar bahasa Inggris melalui aplikasi Zoom? c) Apakah siswa aktif berbicara menggunakan bahasa Inggris ketika mereka menyatakan pendapat mereka di aplikasi Zoom?	
		Discipline	a) Apakah Ibu/Bapak memberikan siswa tugas untuk menghafal kalimat bahasa Inggris di aplikasi Zoom? Jika iya, apakah siswa rajin menyeter	

			hafalan mereka? b) Apakah siswa Ibu/Bapak mengerjakan tugas bahasa Inggris yang diberikan selama mengikuti pembelajaran di aplikasi Zoom? Jika tidak, apakah yang Ibu/Bapak lakukan jika mereka tidak mengerjakan tugas tersebut?	
		Respect	a) Menurut Ibu/Bapak, apakah siswa di sini menghargai bahasa Inggris? b) Bagaimana gambaran yang dapat Ibu/Bapak jelaskan tentang cara siswa menghargai bahasa tersebut selama mereka mengikuti pembelajaran di aplikasi Zoom?	

Parepare, 3 Februari 2021

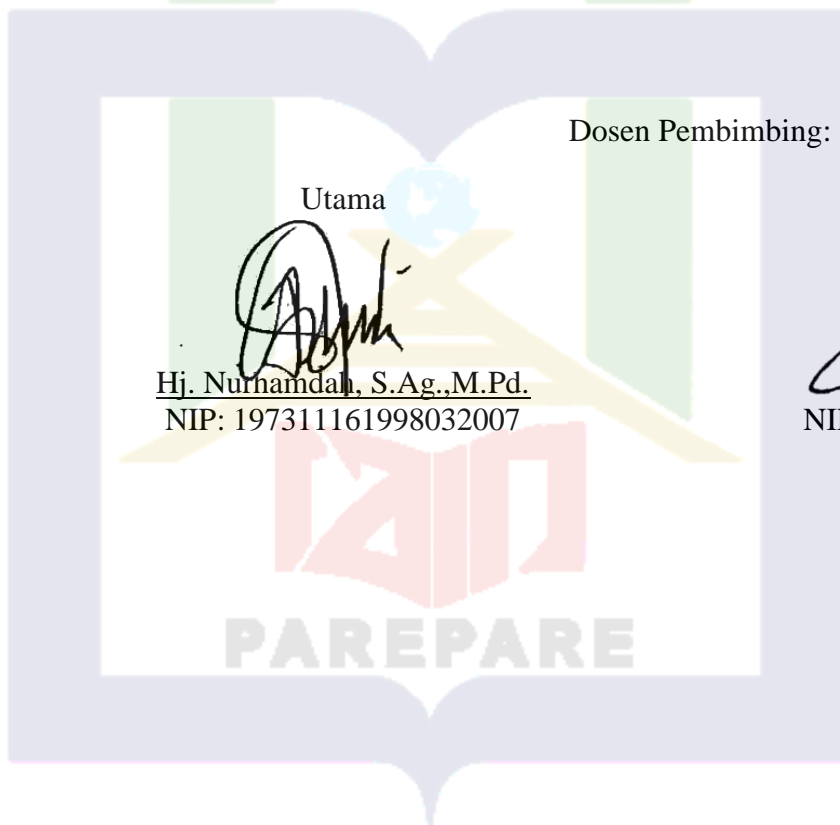
Dosen Pembimbing:

Utama

Hj. Nurhamdah, S.Ag., M.Pd.
NIP: 197311161998032007

Pendamping

Mujanidah, M.Pd
NIP: 197904122008012020



Appendix 2: Transcript of the interview

Transcript Interview with the English Teacher of SMA Negeri 2 Parepare

Interviewer : Rosnawati Binti Yusuf
Informant : Mardiah, S.Pd., M.Pd.
Date : February, 20 2021
Location : UPT SMA Negeri 2 Parepare

Interviewer : Assalamualaikum, maaf mengganggu waktunya sebentar Mam

Teacher : Waalaikumussalam, tidak apa-apa karena wawancaranya tidak terlalu ribet juga saya lihat.

Interviewer : Jadi Mam, saya langsung saja ke inti pertanyaanya. Pertanyaan pertama saya itu adalah bagaimana kemampuan bahasa Inggris siswa Ibu selama mengikuti pembelajaran melalui aplikasi Google Classroom?

Teacher : Kalau berbicara tentang kemampuan siswa yang saya ajarkan, saya dapat katakan kalau kemampuan mereka rendah bahkan bisa dikatakan rendah sekali apalagi semenjak pandemi dan saya menggunakan Google Classroom.

Interviewer : Jika memang kemampuan bahasa Inggris siswa Ibu rendah, apa yang dapat Ibu gambarkan dengan mengatakan bahwa kemampuan bahasa Inggris mereka itu rendah?

Teacher : Yah kemampuan mereka memang rendah, dapat dilihat ketika mereka mengumpulkan tugas bahasa Inggris mereka yang berbentuk esai. Mereka mengumpulkan tugas mereka yah memang asal jadi saja. Mereka hanya mengandalkan google translate untuk mengerjakan tugas mereka apalagi bagi siswa yang memang malas untuk belajar bahasa Inggris, jadi meskipun ketika mereka mengumpulkan esai tugas bahasa Inggris mereka hanya mementingkan apakah esai mereka itu sudah cukup panjang tanpa memerhatikan grammar bahasa Inggris mereka.

Interviewer : Berapakah nilai rata-rata yang diperoleh oleh siswa Ibu dan berapakah nilai tertinggi pernah didapatkan oleh siswa Ibu selama mengikuti pembelajaran Bahasa Inggris melalui aplikasi Google Classroom?

- Teacher : Kalau nilai rata-rata yang mereka peroleh itu yah palingan yang grad B yang paling banyak. Semenjak saya mengajar menggunakan Google Classroom di masa pandemi, sedikit sekali siswa yang bisa mendapatkan nilai A bahkan bisa dihitung dengan jari.mungkin yang paling banyak itu pun hanya 3 orang bisa mendapatkan nilai A dalam satu kelas itu, sebelumnya itu banyak siswa yang mampu mendapatkan nilai A. Dapat dikatakan tergantung minat dan jurusan mereka.
- Interviewer : Apakah siswa Ibu pernah meraih prestasi di bidang Bahasa Inggris seperti perlombaan cerdas cermat atau yang lain sebagainya?
- Teacher : Ada tapi untuk siswa yang saya ajarkan sekarang itu belum ada yang meraih prestasi yang dapat dibilang membanggakan apalagi sekarang itu pandemi dan sekolah juga membatasi siswa untuk mengikuti perlombaan seperti itu.
- Interviewer : Menurut Ibu, apakah pembelajaran bahasa Inggris yang diikuti melalui aplikasi Google Classroom penting untuk diaplikasikan oleh siswa di kehidupan sehari-hari mereka?
- Teacher : Penting, bahkan saya ingin berencana untuk tetap menggunakan aplikasi Google Classroom meskipun pandemi telah berakhir. Google Classroom benar-benar memudahkan dan sangat-sangat efisien supaya saya bisa mengabsen kehadiran dan pengumpulan tugas siswa dengan tepat waktu meskipun tanpa harus tatap muka bersama saya. Dan saya betul-betul terbantu dengan penggunaan Google Classroom.
- Interviewer : Bagaimana dengan sikap percaya diri siswa ketika menggunakan bahasa Inggris selama mengikuti pembelajaran di aplikasi Google Classroom?
- Teacher : Yah mereka sangat percaya diri karena mereka tidak perlu tampil di depan kelas mereka yang di mana teman-teman mereka akan melihat mereka tampil sehingga mereka sangat malu dan tidak percaya diri ketika harus tampil berbicara bahasa Inggris di depan kelas. Sedangkan sekarang, mereka hanya perlu tampil di depan kamera hp mereka jadi kalau mereka salah, tidak ada yang tahu kecuali guru yang melihat rekaman video tersebut.
- Interviewer : Menurut Ibu, apakah siswa mampu mengembangkan kreativitas mereka selama mengikuti pembelajaran di aplikasi Google Classroom? Jika iya, seperti apakah kreativitas yang pernah dilakukan

oleh siswa selama mengikuti pembelajaran bahasa Inggris di aplikasi Google Classroom?

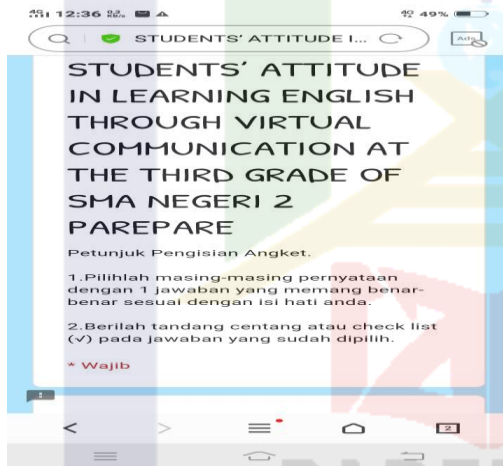
- Teacher : Iya, mereka mampu mengembangkan kreativitas mereka terlebih ketika mereka harus pintar tentang teknologi, cara mengedit video, game pembelajaran online, dan saya sering menyuruh mereka untuk melakukan teks prosedur yang di mana hasil dari prosedur itu harus mereka bawakan ke sekolah setiap pekan agar saya bisa menilai kreativitas mereka dan kesungguhan mereka ketika mengerjakan tugas yang saya berikan. Ketika saya mengajar, saya tidak mendapatkan materi dari Google jadi siswa saya memang harus kreatif untuk menyelesaikan permasalahan yang saya berikan. Saya juga ketika lebih sering menyuruh siswa untuk mampu bermain dengan PPT, jadi ketika saya memberikan materi bahasa Inggris, materi yang mereka pahami harus mereka improve di PPT dengan sebaik mungkin.
- Interviewer : Apakah siswa antusias mengikuti pembelajaran bahasa Inggris melalui aplikasi Google Classroom?
- Teacher : Kalau siswa yang rajin, mereka memang antusias. Seperti yang saya jelaskan sebelumnya bahwa saya menggunakan banyak media untuk mengimprove bahasa Inggris siswa saya dan melalui media-media tersebut, saya ingin agar mereka mampu belajar hal lain, belajar untuk tepat waktu, ahli tentang IT.
- Interviewer : Jadi, apakah siswa Ibu masih tetap mampu untuk merasakan kesenangan ketika belajar? Apa yang dapat Ibu gambarkan dari kesenangan mereka ketika belajar melalui Google Classroom?
- Teacher : Kalau tentang kesenangan itu tergantung, karena bagi siswa yang malas, itu bukan suatu kesenangan melainkan suatu beban beda dengan yang rajin, siswa yang rajin memang lebih menikmati dengan metode pengajaran saya apalagi ketika mereka dihadapkan dengan aplikasi-aplikasi pembelajaran yang baru jadi mereka lebih menikmati.
- Interviewer : Bagaimana perhatian siswa ketika belajar bahasa Inggris melalui aplikasi Zoom? Apakah mereka memberikan perhatian yang baik ketika belajar?
- Teacher : Sama seperti penjelasan saya yang sebelumnya, itu tergantung. Kalau yang rajin memang mereka bersungguh-sungguh dan sangat fokus ketika belajar berbeda dengan siswa yang malas.

- Interviewer : Apakah siswa aktif berbicara menggunakan bahasa Inggris ketika mereka menyatakan pendapat mereka di aplikasi Zoom?
- Teacher : Tidak terlalu aktif, cuman saya lebih sering memang mengajak mereka untuk penasaran dengan kosa kata bahasa Inggris yang baru. Jadi ketika siswa bertanya tentang bahasa Inggris atau bertanya dalam bahasa Inggris dan saya menjawab pertanyaan mereka dengan bahasa Inggris lantas mereka tidak mengetahui arti dari jawaban saya, saya tidak langsung menjawab, saya lebih sering menyuruh siswa saya untuk mencari artinya di kamus atau lebih efisiennya di google translate.
- Interviewer : Apakah Ibu/Bapak memberikan siswa tugas untuk menghafal kalimat bahasa Inggris di aplikasi Zoom? Jika iya, apakah siswa rajin menyetor hafalan mereka?
- Teacher : Iya, rajin bagi yang rajin sedangkan yang malas diberikan tenggat waktu kapan terakhir mereka bisa menyetor hafalan. Prinsip saya dalam mengajar adalah memberikan nilai plus bagi yang rajin menyetor hafalan karena keungguhan mereka untuk bisa menghargai waktu.
- Interviewer : Apakah siswa Ibu/Bapak mengerjakan tugas bahasa Inggris yang diberikan selama mengikuti pembelajaran di aplikasi Zoom? Jika tidak, apakah yang Ibu/Bapak lakukan jika mereka tidak mengerjakan tugas tersebut?
- Teacher : Sama seperti yang saya jelaskan sebelumnya, saya memberikan nilai plus bagi yang rajin mengumpulkan tugasnya atau tepat waktu namun ketika ada siswa yang telat mengumpulkan tugas mereka, sebagai guru harus rajin memberikan kesempatan, terlebih pandemi sekarang jadi guru mau tidak mau harus memberikan siswa mereka kesempatan kepada siswa yang telat menyetorkan tugas mereka. Namun jika siswa yang diberikan kesempatan masih telat mengumpulkan tugas mereka, saya secara pribadi sudah tidak memberikan mereka peluang untuk menyetorkan tugas mereka karena saya ingin mendidik mereka untuk menghargai waktu dan menghargai guru.
- Interviewer : Menurut Ibu, apakah siswa di sini menghargai bahasa Inggris? Bagaimana gambaran yang dapat Ibu jelaskan tentang cara siswa menghargai bahasa tersebut selama mereka mengikuti pembelajaran di aplikasi Google Classroom?

Teacher : Untuk sekarang, saya saya sulit mendeteksi mereka apakah mereka itu menghargai bahasa Inggris atau tidak. Tapi apa yang mampu saya tangkap adalah ketika siswa bertanya dalam berbahasa Inggris, pasti saya akan menjawab dalam bahasa Inggris. Kalau berkaitan tentang pembelajaran bahasa Inggris, saya juga sangat menganjurkan agar siswa menggunakan bahasa Inggris. Ketika dalam penjelasan atau pembicaraan saya terdapat kalimat yang tidak mereka pahami, yah mereka tinggal ketik saja di google translate, saya tidak langsung memberitahukan mereka arti dari kalimat yang mereka tidak pahami agar mereka juga berusaha mencari sambil menambah kosa kata bahasa Inggris mereka.



Appendix 6: Documentations



CURRICULUM VITAE



ROSNAWATI BINTI YUSUF, the writer was born June 18th 1998 in Hospital Besar Tawau, Malaysia. Her father's name is Yusuf bin Sanusi and her mother's name is Hatijah Aspada. She is the first child from 3 siblings, she has one little sister namely Risma Yusuf and one little brother namely Reza bin Yusuf. She began her study in Maktab Jaya Utama Tawau Malaysia on 2004. Then, she continued her study on 2010 in Pusat Bimbingan Cemerlang Tawau Malaysia and graduated on 2012. She decided to continue her study in Pusat Tuisyen Jaya Utama on 2013 and graduated on 2015, then she re-school in Madrasah

Aliyah YMPI Rappang, Sidrap and graduated on 2016. However, she continued her study at State Islamic Institute of Parepare on 2016. During her study in IAIN Parepare, she took English Department as her major. She stayed in the dormitory of Ma'had Jamiah IAIN Parepare for one year.

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