

Development of a Language Attitude Instrument and its Application to Survey Islamic High School Students' Language Attitudes towards English

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Abstract

This research aimed to provide an overview of how to develop a language attitude instrument to measure students' attitudes towards English, what aspects must be included in the language attitude instrument, and how students' language attitudes towards English. This research is descriptive research that used a quantitative approach. The research was conducted at a state Islamic senior high school in Serang City, Indonesia with a total sample of 160 students spread across science, social, and religious departments. The development of language attitude instruments has to pay attention to the components of language attitudes, which are cognitive, affective, and conative components. Based on the data analysis of the results of the validity and reliability test of the instrument, it can be concluded that all items of the language attitude instrument are declared valid and reliable. Furthermore, referring to the description of the language attitude data of students in Serang City, Indonesia, it shows that on average students tend to have positive language attitudes towards English.

Keywords: Language Attitude, Instrument, Validity, Reliability

INTRODUCTION

Language is one of the characteristics of humans that distinguishes them from other creatures. In addition, language has a social function as a means of communication as well as a way to identify social groups. With this language, the interaction between humans becomes better because language becomes the glue of communication between one another in certain social systems (Malabar, 2015). Good language skills are the main foundation in the teaching and learning process, where teachers and students can understand each other and communicate effectively. Cultivating good language skills is very important to develop language skills properly and correctly. This not only includes mastery of grammar but also understanding the meaning of words and expressions and the ability to communicate effectively. Language attitude lies in the role of language as the main bridge in transferring knowledge and values between generations. With good language attitudes, students will be able to articulate their thoughts and ideas clearly and precisely.

Definition of Language Attitude

Attitude is an abstract notion of social psychology in the field of linguistics and other fields (Satraki, 2019). Attitudes are generally characterized along psychological and behavioral lines (Amin, 2020). Attitudes are generally used in everyday expressions to describe a person or explain attitudes. A person's attitude is the cause of a person's actions

toward other people or towards a certain object. Attitude is also a readiness to respond (Schultz, 2005). Attitude can be defined as a person's tendency to respond positively or negatively to something (idea, object, person, or situation) (Fitria *et al.*, 2022). Attitude is a manifestation of inner phenomena that are applied in the form of actions or behavior (Zainun & Syahputera, 2018). Attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations to which it is related (Baker, 1992). Peterson defines language attitude as a concept related to language ideology, beliefs, or judgments that people have about certain social language styles, language features, or language variations (Peterson, 2020). Attitude is a psychological phenomenon that is usually manifested in the form of action or behavior and cannot be observed directly (Rahayu, 2017).

Language attitude is a concept related to language ideology, beliefs, or judgments that a person has about the language style of a particular society, language characteristics, or language variations. Attitude is a construct or an abstraction that cannot be understood directly because attitude is an inner component of mental life that expresses itself, directly or indirectly, through clearer processes such as stereotypes, beliefs, statements, or verbal reactions, ideas and opinions, selective memory, anger or satisfaction, or other emotions, and in various other aspects of behavior (Peterson, 2020). Language attitudes in linguistic studies refer to behaviors or actions taken based on views as a reaction to the existence of a phenomenon towards the use of certain languages by speakers of languages (Suharti *et al.*, 2021). Attitude toward language is someone's mental attitude or feelings towards the position of their language or other's languages. Language attitude refers to how a person behaves towards a particular language through various kinds of language activities (Saleh, 2017). Language attitude can also be defined as the opinion or perceptions of a language, whether like or not against the language, so the attitudes influence language selection (Amin, 2020).

Language attitude is very important concerning a language because language attitudes can sustain the life of a language. The state and process of forming language attitudes are not far from the state and process of forming attitudes in general (Indrayani *et al.*, 2022). Language behavior and attitude toward language are two closely related things, that can determine the choice of language (Samuel & Simatupang, 2022). Attitude is one of the most important factors influencing foreign language learning (Fitria *et al.*, 2022). Language learning attitude refers to one's tendencies toward their effort in learning languages. Language attitude is considered a key factor for people who learn a language. Language attitude is people's personal feelings about the language that they learned. Normally, language attitude is

in between thought and action (Niawati *et al.*, 2020). Attitudes express our evaluations, influence our perceptions, and guide our behavior (Cooper & Blackman, 2016). Attitude towards language learning is the conviction, feeling, and response that emerges by the language learner to any item, material, situation, and even the teacher while the process of learning is occurring (Pasang *et al.*, 2023).

Language Attitude Components

Attitude consists of three components called *tri-component viewpoints* (Schultz, 2005), which are affective, cognitive, and behavioral components. The affective (emotional) component is a component related to a person's feelings or emotions towards an object. The cognitive component is related to the ideas or beliefs that a person has about the attitude object. The behavioral component is a component related to a person's tendency toward an object. The components can be drawn in Figure 1.

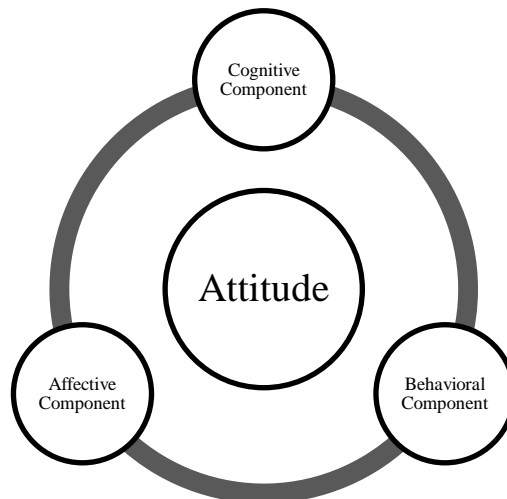


Figure 1. Attitude Components, adapted from Schultz (2005)

Garrett describes that attitude consists of three components: cognitive, affective, and conative or action components (Garrett, 2010). The cognitive component is a component related to knowledge or a category called the thought process. The affective component is a component related to feelings towards the attitude object. For example, likes, hates, and so forth. The conative component, also known as the action component, is a component related to readiness to act. Attitude towards a certain language (e.g., English) will encourage a person to tend to act using that language in certain contexts, including writing activities using English. This tendency is the implementation of language loyalty. Language loyalty is an implication of a person's liking for a particular language. Enjoyment will also encourage someone to continue to improve their knowledge and rules related to language and language learning. Someone who gives a positive assessment (positive attitude) towards English will

try and be able to find strategies or use certain ways to improve competence and skills in English. These three components can be seen in the diagram in Figure 2.

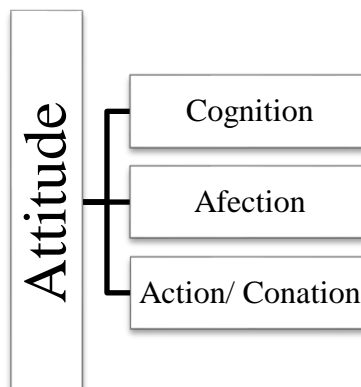


Figure 2. Attitude Components Adapted from Garret (2010)

Types of Language Attitude

Malabar (2015: 63) explained that language attitudes can be divided into two types, namely positive and negative attitudes. A positive language attitude is an attitude of enthusiasm towards the use of language by the speaking community where they are, which shows a tendency to side with the use of language properly and correctly and by the situation. A negative language attitude is an attitude or action that tends to be indifferent and does not care about aspects of using language properly and correctly by the rules of the language and does not consider the situation of using the language and does not try to improve it. A positive attitude towards the language, then language maintenance will occur, but if a negative attitude appears towards the language, there is a possibility of the language speaker's desire to not maintain the language (Pasang *et al.*, 2023). A positive attitude toward a certain language contributes positively to linguistic vitality (Yassi *et al.*, 2022). A positive language attitude will be followed by good action and indicate a good result in studying the language. However, if the language attitude is negative, it will be followed by negative actions that will inhibit the learning process (Astuti, 2021). If the students have a positive attitude towards English, they will be enthusiastic about learning it. However, if the students have a negative attitude towards English, they will be lazy in learning it (Fitri, 2022). A positive attitude can increase the language's chances of being maintained and revitalized (Alhazmi, 2023).

Purpose and Research Questions

This research aims to provide an overview of how to develop a language attitude instrument to measure students' attitude towards English. The following are the research questions from this study:

1. How is the language attitude instrument developed?

2. What aspects must be included in a language attitude instrument?
3. How are the language attitudes of students towards English?

METHOD

This research is descriptive research that used a quantitative approach. The research was carried out at a state islamic senior high school, with a total sample of 160 students spread across science, social, and religious departments.

Research Instrument

Research instruments are researchers' tools for measuring natural and social phenomena that are the focus of researchers (Hikmawati, 2020). Instruments are tools for research data collection, so they must be trustworthy, correct, and can be scientifically justified (Fauzi *et al.*, 2022). Research instruments are one of the important things in research to measure the achievement of research variables. Results Good measurements will produce good data. Results data Further research will be processed to produce information related to research objectives (Rohmad & Siti, 2021). To obtain a good instrument, apart from having to be tested, its validity and reliability must also be calculated according to the rules for preparing the instrument (Priadana & Sunarsi, 2021). The preparation of research instruments must be based on relevant theoretical studies (Abdullah *et al.*, 2021).

Retnawati (2016) suggests the steps for preparing research instruments as follows and can be seen in Figure 3.

1. Determine the purpose of preparing the instrument;
2. Look for relevant theories or material coverage;
3. Develop instrument item indicators;
4. Compile instrument items;
5. Content validation;
6. Revision based on validator input;
7. Instrument testing;
8. Conduct analysis (reliability, level of difficulty, distinguishing power, etc.)
9. Assemble or revise the instrument (Retnawati, 2016).

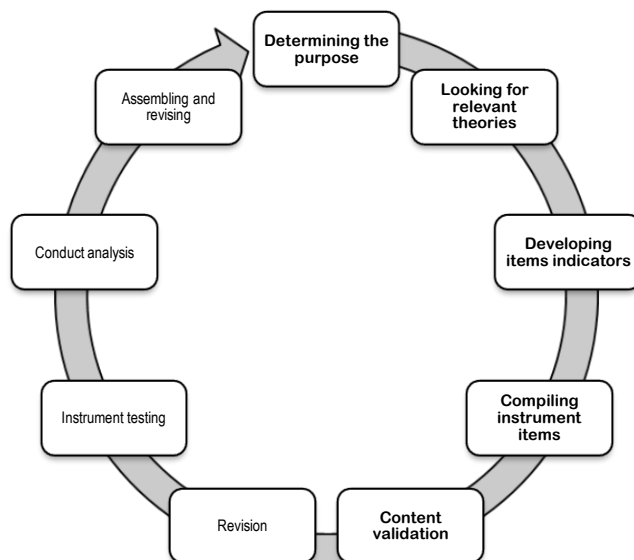


Figure 3. Steps for Instrument Designing

The instrument that will be used in this research is a questionnaire in the form of a self-assessment sheet containing statement items about aspects related to language attitude, namely cognitive, affective, and conative. The cognitive component consists of thoughts and beliefs. The cognitive component is a component related to knowledge or a category called thinking processes. The cognitive component is a component that contains beliefs about the world. For example, learning a certain language can make it easier for someone to get a better job. The affective component is feelings towards the attitude object. These feelings take the form of hatred, liking a language, inclination, or concern for certain minority languages. The conative component, also called the action component, is related to readiness to take action. The Conative Component is a component that concerns behavior or actions as a final decision on a person's readiness to react to a situation. This component is also called behavioral. The behavioral component is the component related to the urge to act in a certain way. For example, learning a language he likes or a language he believes will help him get that better job.

Each aspect or component consists of two item indicators and each item indicator consists of four statement items on the instrument, so this instrument has a total of 24 statement items regarding language attitudes. The poles of language attitude assessment are positive attitudes and negative attitudes. The higher the score chosen by the student, the more positive the student's attitude will be toward the statement items presented. Conversely, the smaller the score given, the more negative the student's attitude towards the statement item given. The score consists of five choices (options) that must be chosen by students as respondents, with poles ranging from 1 which indicates a strongly disagree attitude to 5 which

indicates a strongly agree attitude. As stated by Li and Wei, Likert scales have been popular in language attitude research mainly for their convenience and accessibility to participants (Li & Wei, 2022). The Likert scale is a measuring tool used to measure a person's attitudes, opinions, and perceptions about social phenomena. This social phenomenon was specifically initiated by researchers in a study called research variables. In quantitative research, three scales have been developed to 'measure' attitudes. One of the three scales, the Likert scale is the easiest to construct and therefore is used far more (Kumar, 2011). The use of a Likert scale for measuring variables is used as an indicator for the starting point for constructing a statement or question (Udin, 2021). The Likert scale consists of several declarative statements given to respondents to state whether they agree or disagree with these statements (Budiastuti & Bandur, 2018). Quantitative research places great emphasis on objective results, through distributing questionnaires. Data can be obtained objectively and tested using validity and reliability processes (Sahir, 2022).

RESULTS AND DISCUSSION

Instrument Validity Test

The validity and reliability of the instrument are important factors in this research because they relate to the data produced through the instrument. Instrument validity consists of two, namely internal validity and external validity. An instrument is said to have internal or rational validity if the instrument has criteria that rationally (theoretically) reflect what is being measured. External validity reflects that the instrument prepared is based on empirical facts (Soegiyono, 2013). Valid measurements are measurements from measuring instruments that are made with the correct methodology and correct measurement implementation (Purba *et al.*, 2021).

The language attitude instrument is an instrument in this research that uses ordinal data in the form of a Likert scale. Therefore, the data obtained from testing the language attitude research instrument were then converted first into interval data with Z_i values standardized using the Successful Interval Method (MSI). In the next step, the data is analyzed to look for valid and reliable instrument items.

Data analysis of instrument test results was carried out using Product Moment by calculating the correlation coefficient between the instrument item scores and the total instrument score using the following formula:

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

The validity test of the language attitude instrument was carried out using Pearson Product Moment based on decision-making using the following parameters.

- a. If the calculated r value is more than the r table, then the instrument item is declared valid. However, if the calculated r value is less than table r , then the instrument item is declared invalid. Table 1 is statistical Table.

Table 1 r Table

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

(Adapted from Sugiyono, 2013)

At a significance level of 5% from the distribution of the r table above from a total of N 160, the r table obtained is 0.159.

The results of data analysis using SPSS version 25 which can be seen in Table 2.

Table 2 r Count Table

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	83.01	152.384	.585	.918
X02	82.91	154.953	.525	.919
X03	82.78	156.097	.461	.920
X04	83.19	153.428	.587	.918
X05	82.93	151.951	.619	.918
X06	83.34	152.577	.557	.919
X07	83.06	152.814	.663	.917
X08	83.55	151.406	.577	.918
X09	83.21	151.778	.573	.918
X10	84.19	150.342	.600	.918
X11	83.46	151.180	.664	.917
X12	83.01	151.321	.663	.917
X13	83.58	156.182	.379	.922
X14	83.54	154.665	.457	.921
X15	83.76	150.824	.598	.918
X16	83.99	154.440	.382	.923
X17	83.89	150.322	.592	.918
X18	84.01	151.176	.578	.918
X19	84.18	153.403	.499	.920
X20	84.25	154.214	.490	.920
X21	83.43	153.315	.588	.918
X22	83.60	151.877	.649	.917
X23	83.79	154.382	.528	.919
X24	83.95	152.551	.522	.919

Based on the Table 2, it can be seen that calculated r is more than the table r , So it can be concluded that all of the language attitude instrument items are declared valid.

b. For the significance value (Sig), if the significance is less than 0.05, then the instrument item is declared valid. However, if the significance value is more than 0.05, then the item is invalid. Table 3 is a table of the results of the validity test of the language attitude instrument.

Table 3 Validity Analysis

Items		X01	X02	X03	X04	X05	X06	X07	X08	X09	X10	X11	X12
Total	Pearson Correlation	1	.502**	.435**	.416**	.430**	.296**	.413**	.342**	.325**	.369**	.422**	.505**
	Sig. (2-tailed)		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	160	160	160	160	160	160	160	160	160	160	160	160
		Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid

Items		X13	X14	X15	X16	X17	X18	X19	X20	X21	X22	X23	X24
Total	Pearson Correlation	.202*	.348**	.348**	.173*	.335**	.307**	.203*	.325**	.365**	.455**	.368**	.322**
	Sig. (2-tailed)	0.010	0.000	0.000	0.029	0.000	0.000	0.010	0.000	0.000	0.000	0.000	0.000
	N	160	160	160	160	160	160	160	160	160	160	160	160
		Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid

Based on the Table 3, the results of the analysis of the validity test of the language attitude instrument by the instrument item validity criteria as stated above, it can be concluded that all language attitude instrument items are declared valid.

Instrument Reliability Test

Reliability concerns the degree of consistency and stability of data or findings (Suhirman & Yusuf, 2019). The instrument reliability test in this study was carried out using the Cronbach technique. The Cronbach technique is a technique that can be used to test the reliability of an instrument whose score is not 0-1, but is in the form of a range between several values, for example, 0-10 or 0-100, Linkert scale 1-3 or 1-5 or 1-7 and so on which can be done by looking at Cronbach's alpha coefficient (Abdullah, 2015). The following is the Cronbach reliability test formula:

$$r_{\pi} = \left[\frac{K}{K - 1} \right] \left[1 - \frac{\sigma^2 b}{\sigma^2 t} \right]$$

Information:

r_{π} = instrument reliability

k = Lots of questions

σ^2 = Total variance

$\Sigma_{\sigma b^2}$ = Number of item variants

The prerequisite for reliability is that if the r_{count} is more than r_{table} , then it can be stated that the instrument items are reliable (Setyaningsih, 2020). The alpha value criteria in Table 4.

Table 4 Alpha Scores

Alpha Score	Reliability
< 0.50	Low
0.50-0.70	Medium
0.71-0.90	High

Based on the analysis of the results of the reliability test of the language attitude instrument using SPSS version 25 in Table 5.

Table 5 Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.922	24

Based on the Table 5, it can be seen that the alpha value of the language attitude instrument is 0.922. This means that the reliability of the language attitude instrument is high.

Data Description

In this section, a description of the research data using instruments relevant to the research objectives as stated above will be presented. The measurement of language attitudes provides information that is useful in language teaching and language learning (Ahmed, 2015). The language attitude instrument uses ordinal data in the form of a Likert scale. The data obtained was then converted first into interval data with Z_i standardized values using the Successive Interval Method (MSI). A description of language attitude data of students can be seen in Table 6.

Table 6. Description of Language Attitude Data

	Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Language Attitude	160	35	95	69.08	10.421	108.591
Valid N (listwise)	160					

The data in Table 6 shows that there is quite a wide variation in attitudes of students towards English. From the measurement results, the lowest score was 35, while the highest score was 95. This illustrates that there are significant differences in the level of students' skills and interest in English at the school. Although the average of student's language attitude score was 69.08, indicating an overall positive trend, the efforts to increase students' language attitudes towards English are very important because increasing students' positive attitudes will have implications for students' interest and understanding of English.

The research results above can be considered for English teachers at state islamic senior high school in designing learning activities that are fun, and challenging, and can increase students' positive attitudes toward English. A positive attitude towards English can increase students' motivation to learn. When students feel confident and comfortable with English, they are more likely to actively engage in learning, seek opportunities to improve their English language skills, and achieve better results.

As stated by some experts, if the students have a positive attitude towards English, they will be enthusiastic about learning it. However, if the students have a negative attitude towards English, they will be lazy in learning it (Fitri, 2022). A positive attitude can increase

the language's chances of being maintained and revitalized (Alhazmi, 2023). A negative attitude will be followed by negative actions that will inhibit the learning process (Astuti, 2021). Language attitudes have tendencies that can guide a person's behavior in doing something related to language, both positive and negative attitudes towards language itself. A positive attitude towards language is an attitude that can influence someone to appreciate a particular language and use it to communicate with other people more easily. Meanwhile, a negative attitude towards language will result in someone having difficulty communicating confidently. Language learners' attitudes towards the language (including its status and prestige) and its speakers greatly influence the language learning process and the learning outcomes (Tódor & Dégi, 2016). In the context of English as a foreign language for students in Indonesia, a positive attitude towards English is an attitude that can influence a person to appreciate the language and use it in certain situations to communicate with others. Meanwhile, a negative attitude towards English as a foreign language in Indonesia will result in a person experiencing difficulties in being able to communicate confidently (Saleh, 2017). A positive language attitude can motivate students to improve their language skills (Rosdiana, 2019).

In line with the explanation, improving students' language attitudes towards English is very important because English is the language of global communication in various fields such as business, technology, science, and diplomacy. The ability to communicate well in English can open doors for students to interact with people from various cultures and backgrounds around the world. Additionally, much important information, educational resources, and scientific literature are available in English. By having proficiency in English, students can access and utilize more relevant information in their learning and personal development. English is not only important for cross-cultural communication but also for the development of communication skills in general. The ability to speak, listen, read, and write in English helps students become more effective communicators in professional and personal contexts. Therefore, increasing students' positive attitudes towards English not only provides individual benefits for these students but also contributes to the development of a more holistic education and better preparation for a global future.

CONCLUSION

Based on the findings and discussion as explained above, the following can be concluded that the development of language attitude instruments, as stated in the previous section, is prepared concerning the components of language attitudes, which are cognitive, affective, and conative components. Each component has indicators that are relevant to these

components. Preparing appropriate instruments will imply the validity of the data obtained. The results of the validity and reliability tests show that all the language attitude instrument items that have been prepared are declared valid and have a fairly high level of reliability. Referring to the description of the language attitude data of students in Serang City, Indonesia, it shows that on average students tend to have positive language attitudes towards English.

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