

THESIS

**THE CORRELATION BETWEEN STUDENTS' AFFECTIVE ATTITUDES
AND THEIR ENGLISH LANGUAGE SCORE IN JUNIOR HIGH
SCHOOL**

By:

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

UNIVERSITY OF ISLAM NEGERI MAULAMA MALIK IBRAHIM

MALANG

2026

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SCHOOL

*Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
of the Requirement for the Bachelor Degree of English Language Teaching (S.Pd.)
in the English Education Department*

By:

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITY OF ISLAM NEGERI MAULAMA MALIK IBRAHIM
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APPROVAL SHEET

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SCHOOL

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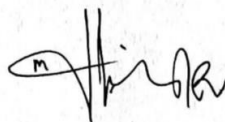


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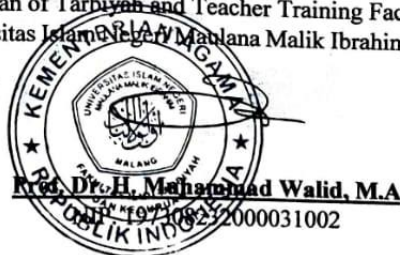
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Malang, 11 Juni 2026

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To the Dean of Faculty of Education and Teacher Training
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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any person.
3. Should it later be found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, June 11, 2026

The Researcher,


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NIM. 220107110024

MOTTO

“We suffer more in imagination than in reality.” -Seneca

THESIS DEDICATION

I dedicate this thesis to all those who have helped me in the process of working on it until its completion, especially my parents who have never stopped believing in me and praying for me in all situations, as well as my supervisor who has provided all his knowledge and guidance in making this thesis. Lastly, I dedicate this work to myself, who has persevered and not given up against all the obstacles that have arisen along the way.

ACKNOWLEDGEMENT

Praise and gratitude be to Allah SWT, the most compassionate and most merciful for all His grace, blessings, and guidance which have followed the author throughout this entire process of writing the thesis. Blessings and peace be to Muhammad SAW, the man of light who has enlightened and guided mankind to the straight path of righteousness.

This thesis is entitled "The Correlation Between Students' Affective Attitudes and Their English Language Achievement in Junior High School." The author understands full well that this thesis could never have come about without the guidance, prayers, and assistance of certain parties. With all humility, the author thus thanks:

1. My beloved parents, who have never stopped praying for me, supporting me, and showering me with boundless love at every step of my journey. Your sacrifices and sincerity have been my greatest strength.
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4. The teachers and the entire community of MTs Islamiyah Pakis, who have given me permission, trust, and made it easy for me to conduct this research. Without your kindness, this research would never have been possible.
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The author acknowledges the fact that there are still many aspects in this thesis that need to be improved upon. Suggestions are greatly welcome. This author

hopes that this thesis will somehow contribute to the education system, especially with regard to teaching English in the madrasah setting.

Malang, June 11, 2026

The Researcher,

A handwritten signature in black ink, consisting of stylized, flowing letters that appear to be 'Fikri Wasilul Mustofa'.

Fikri Wasilul Mustofa

LATIN ARABIC TRANSLITERATION

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

a	= ا	z	= ز	q	= ق
b	= ب	s	= س	k	= ك
t	= ت	sy	= ش	l	= ل
ts	= ث	sh	= ص	m	= م
j	= ج	dl	= ض	n	= ن
h	= ح	th	= ط	w	= و
kh	= خ	zh	= ظ	h	= ه
d	= د	;	= ع	;	= ء
dz	= ذ	gh	= غ	y	= ي
r	= ر	f	= ف		

B. Long Vocal

Long Vocal (a) = a[^]

Long Vocal (i) = i[^]

Long Vocal (u) = u[^]

C. Diphthong Vocal

aw = آو

ay = اي

u = أو

i = إي

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ABSTRACT

Mustofa, Fikri Wasilul. 2026. The Correlation Between Students' Affective Attitudes and Their English Language Score in Junior High School. Thesis, English Education Department. Faculty of Education and Teacher Training. The Islamic State University of Maulana Malik Ibrahim Malang.

Advisor: Prof. Dr. H. Langgeng Budianto, M.Pd

Keyword: Affective Attitude, Correlation, English Language Score.

There are particular difficulties that hinder English language learning among rural junior high school students because of low exposure outside class hours. Since motivational factors such as interest, motivation, anxiety, and self-confidence significantly influence language learning, it is rare to find empirical studies conducted in rural Islamic junior high schools (MTs). In this research, the relationship between affective attitudes and English scores among 30 students of eighth grade at MTs Islamiyah Pakis, Malang is studied. Applying a quantitative correlational method, data were collected using an 18-item Likert scale questionnaire (Cronbach's Alpha: 0.718–0.919) and final semester examination scores. According to the Shapiro-Wilk test results, the distribution of affective attitude scores was non-normal ($W = 0.826$, $p < .001$), while that of English scores was normal ($W = 0.978$, $p = .770$); therefore, Spearman's rho was used. The result showed that there is a significant positive correlation between affective attitudes and English scores ($\rho = 0.572$, $p < .001$). From the coefficient of determination ($\rho^2 = 0.327$), it can be deduced that affective attitudes explain 32.7% of English exam scores. Thus, the null hypothesis was not accepted because the theoretical framework developed by Krashen (1982), Gardner (1985), Dörnyei (2001), and Horwitz (2017) is supported.

ABSTRAK

Mustofa, Fikri Wasilul. 2026. The Correlation Between Students' Affective Attitudes and Their English Language Score in Junior High School. Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim, Malang.

Pembimbing: Prof. Dr. H. Langgeng Budianto, M.Pd

Kata Kunci: Sikap Afektif, Korelasi, Skor Bahasa Inggris.

Terdapat kesulitan khusus yang menghambat pembelajaran bahasa Inggris di kalangan siswa SMP pedesaan karena kurangnya paparan di luar jam pelajaran. Karena faktor motivasi seperti minat, motivasi, kecemasan, dan kepercayaan diri sangat memengaruhi pembelajaran bahasa, studi empiris yang dilakukan di SMP Islam pedesaan (MT) masih jarang. Dalam penelitian ini, hubungan antara sikap afektif dan nilai bahasa Inggris di antara 30 siswa kelas delapan di MT Islamiyah Pakis, Malang diteliti. Dengan menerapkan metode korelasi kuantitatif, data dikumpulkan menggunakan kuesioner skala Likert 18 item (Cronbach's Alpha: 0,718–0,919) dan nilai ujian akhir semester. Menurut hasil uji Shapiro-Wilk, distribusi nilai sikap afektif tidak normal ($W = 0,826$, $p < 0,001$), sedangkan distribusi nilai bahasa Inggris normal ($W = 0,978$, $p = 0,770$); oleh karena itu, Spearman's rho digunakan. Hasil penelitian menunjukkan korelasi positif yang signifikan antara sikap afektif dan skor tes bahasa Inggris ($\rho = 0,572$, $p < 0,001$). Dari koefisien determinasi ($\rho^2 = 0,327$), dapat disimpulkan bahwa sikap afektif menjelaskan 32,7% dari skor tes bahasa Inggris. Dengan demikian, hipotesis nol tidak diterima karena kerangka teoritis yang dikembangkan oleh Krashen (1982), Gardner (1985), Dörnyei (2001), dan Horwitz (2017) didukung.

خاتمة

مُصنَّفِي، فُكِّرَ وَصِيْلُ ال.2026. الارتباط بين المواقف الوجدانية للطلاب ودرجاتهم في اللغة الإنجليزية في المدرسة المتوسطة. بحث جامعي، قسم تدريس اللغة الإنجليزية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية، مالانق

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الكلمات المفتاحية: الموقف العاطفي، الارتباط، درجات اللغة الإنجليزية

توجد صعوبات معينة تعوق تعلم اللغة الإنجليزية لدى طلاب المدارس الإعدادية الريفية بسبب قلة التعرض للغة خارج ساعات الدراسة. ونظرًا لأن العوامل التحفيزية مثل الاهتمام، والحافز، والقلق، والثقة بالنفس تؤثر بشكل كبير على تعلم اللغة، فمن النادر العثور على دراسات تجريبية أجريت في المدارس الإعدادية الإسلامية الريفية. في هذا البحث، تمت دراسة العلاقة بين المواقف العاطفية ودرجات اللغة الإنجليزية لدى 30 طالبًا من الصف الثامن في مدرسة المتوسطة الإسلامية الأهلية فاكيس، مالانج. ويتطبيق منهجية ارتباطية كمية، تم جمع البيانات باستخدام استبيان مكون من 18 بندًا على مقياس ليكرت (معامل ألفا لكرونباخ: 0.919-0.718) ودرجات امتحانات الفصل الدراسي النهائي. ووفقًا لنتائج اختبار شابيرو-ويلك، في حين كان توزيع ($W = 0.826$, $p < .001$) كان توزيع درجات المواقف العاطفية غير طبيعي؛ ولذلك، تم استخدام معامل روكسبيرمان. ($W = 0.978$, $p = .770$) درجات اللغة الإنجليزية طبيعيًا وأظهرت النتائج وجود ارتباط إيجابي ذي دلالة إحصائية بين المواقف العاطفية ودرجات اللغة الإنجليزية، يمكن استنتاج أن المواقف العاطفية تفسر ($p^2 = 0.327$) ومن معامل التحديد. ($p = 0.572$, $p < .001$) 32.7% من درجات امتحان اللغة الإنجليزية. وبالتالي، لم تقبل الفرضية الصفرية لأن الإطار النظري الذي طوره كراشن (1982)، وغاردنر (1985)، ودورنيي (2001)، وهورويتز (2017) قد تم تأييده.

CHAPTER I

INTRODUCTION

This chapter explains the background of the research to be conducted, the problem to be answered, the aim of the research, the significance of the study, the scope and limitations of the study, as well as the definition of key terms used in this research.

1.1 Background of the Study

With English as international language, it has led to the use and growth of English languages which continues to expand, making it one of the subjects that is being looked at in the educational field. However, this spread has prominent implication in various areas. The expansion of the English languages thus brings its own benefits and disadvantages in the field of ideology, social, culture, education, and language (McKay & Lee, 2018). To be exact, English has become a means for people to project their cultural identity, which resulting in the development of various learning strategy to meet these needs (Marlina & Giri, 2014). Given this significance implication, English become one of the subjects that have high demand at school globally, including Indonesia.

Despite efforts in Indonesian education towards English, such as making it a compulsory subject from elementary to higher education levels, the level of student proficiency in Indonesia is still very low and is inversely proportional to the efforts that have been made. Seeing the data score from EF EPI that conduct research on English proficiency in every country and region in 2023-2024, with 113

country and region that are listed in their research, Indonesia is ranked 79th in 2023 and dropped to ranked 80th in 2024. There are 5 indications in the EF EPI data that show the level of proficiency of countries and regions, starting from dark blue, light blue, green, yellow and red respectively with blue marking the highest proficiency level and red marking the lowest proficiency level. Of the five indicators, Indonesia received a yellow rating, which indicates that its English language proficiency level is relatively low and this low level of proficiency certainly indicates that there is a problem.

The low proficiency in Indonesia shows that there is a factor that shapes all of this when people are still in the early to late scope of English education and the challenges and difficulties in learning English are one of them. Some examples of difficulties that become problems are such as lack of vocabulary, fear of mistakes, error in grammar, lack of practice and tendency of always using their native language to the point of nervousness (Katemba et al., 2024). Moreover, the relationship between teachers and students also contributes to the obstacle in English learning (Baker et al., 2008). Thus, the factors mentioned can be categorized into 2 categories, namely external and internal, which can be some examples that in the end, with the problems mentioned previously, it can form emotions in students' minds, both negative and positive.

The difficulties mentioned before are not only cognitive and theoretical issues, but are also closely related to the emotional state of the students. Negative emotions will eventually form low affective emotions and feelings in students, especially if the challenges that arise in learning cannot be overcome. For example, anxiety can affect their level of confidence and motivation when the learning begins

(Tran, 2022). Furthermore, some students also have a lack of passion in the subject as they often see English subject as irrelevant and uninteresting (La & Asmita, 2023). Moreover, Fear of failure also arises when student learning and performance overlap, especially when the student's accomplishment and skills in learning are lacking. Such examples will evoke negative emotions in students and ultimately these emotional reactions can affect the overall learning experience and impact their final grades.

This problem raises a view that the emotional state of students may be a contributing cause to difficulties in learning English. Moreover, this emotional response can cause a chain effect, with negative emotions will reduce students' interest, which will make them less likely to participate in learning, which will ultimately make them feel incapable of learning English. This is what drives the importance of understanding affective attitudes, which are part of emotions in learning.

Based on initial observations at the school conducted at particular high school, located in rural area, it also showed that there were affective responses that were visible from the actions they took. The number of students who understand English are very few and the average ability of students is much lower than what they should have achieved at their current school level. This can also be seen when learning takes place. Many students look unenthusiastic and did not pay attention to what their teacher is explaining. They also appeared reluctant to perform certain learning activities and assignments by using various excuses to avoid them. From the results of these initial observations, a more in-depth analysis is needed to determine the causes.

To find out the output of the existing problems and evidence from initial observations, a method is needed to measure this, where affective attitude becomes one of the choices because it is one of the measurements that can determine students' emotional feelings. One of the theories that supports this is The ABC model of attitudes. It is a theory in psychology that discusses the topic of attitudes and several components within them, where the affective aspect is one of them (Eagly & Chaiken, 1993). The Affective Filter Hypothesis stated by Krashen (1982) is also in line, it includes students' motivation and feelings in learning and this makes affective attitude have a crucial role. By identifying the affective attitude towards students' feelings, this theory can provide some data that shows how negative emotions arise in students and how significant the influence is on the resulting output.

The exam results produced by students as another variable will be a benchmark that can be correlated with affective attitudes to find out whether this component has an influence or not on English learning. While affective attitudes represent the subjective internal experience, these exam scores will validate their true effects on students' language proficiency. Moreover, scores are good strong metrics because they have a set of standards that have been agreed upon by all schools and institutions and are in line with the national curriculum, making them a consistent measure. Ultimately, the results of this exam will be able to reflect student's skills, regardless of the biases that students have in their minds.

Research on how students' emotions relate to the results that will be produced is important as it is related to one of the verses in the Qur'an, namely surah al-Mujadilah (58:11) with the following verse:

...يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ...

“...Allah will raise those who have believed among you and those who were given knowledge, by degrees...”

The letter explain that God will elevate a person's status through knowledge, which directly validates continued learning and belief, which not only refers to our belief in God but also manifests a belief not only through our thoughts but also through our actions and behavior. Thus, these actions and attitudes can also help us acquire knowledge and produce better results. This concept is relevant when faced with learning challenges, where English is often viewed as a difficult and challenging subject, especially for children who are unfamiliar with it and are in an environment that does not support it. The aforementioned excerpt from the letter provides an explanation and reminder that we must continue to learn about all knowledge and in the context of language learning, this could mean that students' internal beliefs, attitudes, and actions play an important role, which requires a positive heart to feel its effectiveness and benefits. Therefore, it can be seen that the Quran supports the idea of affective attitude, learning, and the results it produces.

Although several studies have been conducted regarding students' emotions, perceptions, and motivation, they are also faced with challenges in establishing a relationship between these factors and academic success. For example, some studies only attempt to describe student attitudes or discuss their impact qualitatively without using statistical tools to confirm their relationship to academic success (Yuliani et al., 2023; Hanifah et al., 2021). In addition, research conducted with a quantitative approach generally measures attitudes as a holistic

concept consisting of a combination of cognitive, affective and behavioral components which resulted in there being no significant correlation between attitudes and English scores (Frans & Wahani, 2025). Meanwhile, recent studies that focused on affective attitudes, such as those conducted by Kiruthiga and Christopher (2022), confirmed that most students feel anxious despite being well prepared, with findings based on undergraduate students in India.

There are still some limited researches that can be studied and further clarified specifically on the components of attitude and which are more focused on junior high schools, especially those located in rural areas. In addition, some studies were conducted in urban areas and paid less attention to rural areas. Thus, this research is focusing more to fill the gap and find the relationship on the correlation between affective attitude as one of the attitude component and English performance, such as the English test scores of students during the final exams among junior high school students who live in rural areas, more specifically in Indonesia at MTS Islamiyah Pakis Malang.

1.2 Research Problem

Based on the background of the study that has been discussed, the formulation of the problem in this research is as follows.

1. Is there any correlation between Students' affective attitudes and their English language score in junior high school in MTs Islamiyah Pakis Malang?

1.3 Objective of the Study

Based on the research problem in this study, the objectives of this study are as follows.

1. To know whether there is a significant correlation between student affective attitudes and their English language score in junior high school at MTs Islamiyah Pakis Malang.

1.4 Significance of the Study

The findings of this study are expected to contribute directly and indirectly to developments in the field of education, particularly in the realm of English language teaching (ELT). More specifically, this study aims to understand the psychological factors that influence student success in learning.

The use of districts/villages as research sites is expected to provide new context, reflecting the different challenges faced by these areas compared to urban areas. Furthermore, with an analysis that demonstrates how student motivation is formed and how it affects their activities and grades in school. It is hoped that it will provide research data and additional knowledge for various parties involved in its scope.

In more detail, this study will assist the following parties:

1. Students

With this research, it is hoped that students can understand the influence of their emotions on learning, both consciously and unconsciously, and become more aware of their own emotions in the learning environment, such as lack of

interest in learning, anxiety, and lack of self-confidence. By understanding their own emotions, students are expected to understand the influence of the relationship between their emotions in this learning. This make students to be more sensitive and learn to reduce these emotions to gradually increase their motivation.

2. Teachers

For teachers, as those who direct the direction of learning, the data from this study can be useful in better understanding students' conditions and their feelings and experiences during the learning process. This is important for teachers as a means of self-reflection and correction, as well as for assessing the impact of their learning methods on student enthusiasm. Furthermore, it is hoped that referring to the data from this study will also help teachers design learning that addresses the issues raised in the study.

3. Future researchers

This research is expected to be useful for further researchers as a material and reference in research that has the same scope in the future. With previous research that discussed attitude broadly and different regional conditions, this research is different because it focuses more on attitudes in one component only and this can be a basis that can be used to conduct studies to compare the differences between the overall attitude or motivation against each component unit in attitude.

1.5 Scope and Limitation of the Study

The scope of this study would be more specific and focused on only two variables, namely affective attitude and final exam results obtained by students in their class. Where other affective components such as behavior and cognitive are not the subject of research. In addition, this study is limited in the 8th grade students at MTs Islamiyah Pakis in the 2025/2026 academic year.

1.6 Definition of Key Terms

1. Affective attitude

Affective attitude in this study refers to students' emotional states during learning, which influence their English learning. Affective attitude comprises several aspects, such as anxiety, fear, and self-confidence.

2. English language score

In this study, the English language score is taken from students' final semester exam results, a standardized test across all schools in Indonesia. This score can indicate a student's overall competency level after completing all material in that subject at the end of the semester.

3. Correlation

Correlation refers to a statistical calculation that shows the relationship between 2 or more variables simultaneously. The relationship between these variables can be positive, negative, or there is no relationship at all.

CHAPTER II

LITERATURE REVIEW

This chapter provides an explanation of the literature about attitudes, affective attitudes, the relationship between affective attitudes, students' English test scores and previous research.

2.1 Attitude

According to Eagly and Chaiken (1993) an attitude is essentially a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. In other words, attitude is a process of assessing an object, subject matter, or idea that occurs accompanied by preferences on a positive and negative scale or a scale of likes and dislikes. Shared by every individual, attitude occurs in human minds through implicit processes that drive spontaneous behavior and explicit processes that are formed intentionally through conscious thought (Gawronski & Bodenhausen, 2006). Rather than a fleeting emotion or momentary feeling that only lasts for a short period of time, it is a tendency that makes a person's judgment and response to an object or situation consistent (Baker, 1992). This explanation shows that there is an emphasis on a person's internal condition which in the end, this process can produce results in the form of feelings, ways of thinking, and even behavior.

Eagly and Chaiken (1993) explains a theoretical model that describes the components of attitude called the "tripartite model of attitude" or can be known as the "ABC model" which is the standard model for explaining and understanding

attitudes more deeply. Where attitude itself can be broken down into 3 parts, that is affective, behavioral, and cognitive.

1. Affective

Affective refers to a reaction to a feeling, mood, and emotion that someone feels based on how much they like or dislike an object. This can arise from how we view values and norms, bodily or sensory reactions, and also past experiences.

2. Behavior

This is how we act or respond or what we want to do to an object. This is related to a person's action that produces a visible outcome.

3. Cognitive

Cognitive is a thinking process that occurs in the human brain. how we think to reach a conclusion based on experience, beliefs and knowledge that we have related to an object.

Of the three components mentioned, there is a connection and relationship between component 1 and the others (Kiviniemi et al., 2017). In general, these components have a synergistic or parallel relationship. When someone has a belief about an object (cognitive), then that person will most likely feel happy about that object (affective) and in the end that person will carry out an action that is in line with their belief and liking for that object.

However, these components can also form conflicting responses between the components themselves and this incident can also be called "inter-component ambivalence" Where they have opposite properties, one component can be negative and the other positive (Conner et al., 2021). Breckler (1984) also validated the tripartite model by identifying that the three components often varied independently

in their empirical studies. In his research, he showed that correlations between affect, behavior, and cognition are often only moderate, suggesting that each component captures unique variance not captured by the others. This distinction ultimately highlights the conflict that exists between the components, such as when a student says that English is an important subject (cognitive), but they don't learn about the subject (behavior) or even dislike the subject for one reason or another (affective).

Focusing on “general attitudes” can lead to significant measurement error and ambiguous theory. Breckler (1984) argues that many studies claiming to measure attitudes actually focus on the cognitive component because they rely solely on verbal reports and symbolic representations of the object. By focusing on a single domain, a researcher avoids the ambiguity of the broad scope of “attitudes,” which often fails to clarify which of the three response systems is actually being studied. That is why the research that will be conducted will focus its subject on the affective attitude component rather than broadening the area of the research to attitudes in general. narrowing the research focus will allow for a more precise analysis of students' emotional relationships with the subject matter.

2.2 Affective Attitude

Affective attitude is one of the superior components of the tripartite model, acting as an emotional engine and providing the psychological energy that can encourage or inhibit cognitive processing and behavioral engagement. Affective attitudes provide the long-term sustainability necessary for language acquisition. When a positive emotional foundation is absent, behavioral and cognitive efforts

are typically disrupted and inhibited, leading to a disconnect between students' potential and true value.

The scope of affective attitudes can be broadly categorized depending on the theories of previous researchers. With this consideration, from the broad scope that can be categorized into affective attitude, the study that will be carried out in this research filters and selects several important psychological points based on several previous studies related to the learning context and English. The psychological factors of affective attitude are categorized into 4 components, especially interest, motivation, self-confidence, and anxiety (Dörnyei, 2001; Gardner, 1985; Krashen, 1982).

2.2.1 Interest

Interest functions as an emotional feeling that determines whether students have a positive view and are interested in a language, its learning, and everything about that language. Gardner (1985) states that interest is often related to "Integrative Orientation" where students have a strong desire and interest in learning language outside of classroom learning, such as from a social and cultural perspective. This high interest can be the fuel that makes students persist in studying the language in the long term.

2.2.2 Motivation

Motivation is an internal feeling that can encourage and provide enthusiasm in maintaining language learning over a long period of time. Dörnyei & Ushioda (2010) explains an idea called the L2 Motivational Self System, consisting of 3 components:

1. the Ideal L2 Self (what students want)

2. the Ought-to L2 Self (a trait that students believe they should have)
3. the L2 Learning Experience (direct learning)

This framework can describe how language learning is influenced by motivation. This idea is a refinement of previous researchers who viewed that motivation in this language is through integration or a view where motivation will emerge when a student is interested in the target culture and wants to integrate with that community. In contrast to that, Dörnyei & Ushioda (2010) added that motivation does not arise from what we feel about external targets but about what we feel about ourselves.

2.2.3 Self-confidence

Self-confidence is a representation of students' belief in their abilities when studying and practicing the language they are learning. This is a student's confidence in completing a task on their own. When students have a high level of confidence, they are more likely to take risks. Krashen (1982) also said that self-confidence is an important variable that has an effect on students' understanding of language learning.

2.2.4 Anxiety

Anxiety in language appears and occurs when there is a process of practicing a foreign language that is being learned by students. According to Horwitz (2017), Language anxiety is a reaction that appears during the language learning process. this anxiety arises when students face frustration due to limited skills in the language they are learning and eventually prevent them to express themselves, so this will cause discomfort in the students.

These four components do not exist in isolation; instead, they dynamically interact and relate to one another. When one of these variable changes, it affects the others, thus shaping student's overall affective profile (Noels et al., 2000). Consequently, affective variables such as attitude, orientations, anxiety, and motivation, have been proven to be as important as a student's language ability in predicting second language achievement.

2.3 Relationship Between Affective Attitude and Learning Outcome

The dynamics in the affective Attitude component are one of the keys that can drive the overall effect and outcome of learning by influencing emotional states, behavior, and also cognitive processes. This makes affective attitude a determining factor in how students understand a lesson. Depending on whether the input is positive or negative, it will increase or decrease their cognitive level and behavior in learning. This perspective is also in accordance with Stephen Krashen's explanation of the affective filter hypothesis where he emphasizes the affective attitude variable in the learning process.

The affective filter hypothesis (Krashen, 1982) is a foundation for the importance of affective attitudes in learning. Krashen identifies that there are 3 primary affective factors which are one of the references in this research, motivation, self-confidence, and anxiety. These factors can act as a psychological "filter" which either become a facilitator or an obstacle for students in receiving and understanding information that enters their cognitive system when language learning occurs. When a student has high intentions, motivation, confidence and a low level of anxiety, the affective filter is "low " which can make them easily digest

the information they receive. Vice versa, when students have a low attitude, they will create a "high filter" which act as a barrier that holds back and prevents the path of information they receive into their brain.

2.4 Student English Exam Score

An English exam score is a numerical measure of a student's English language skills. These measures are often standardized, meaning they have a unified basis, guidelines, or requirements. In an educational context, it is very common to test students' abilities in various language areas such as vocabulary, reading, grammar, listening, or speaking.

The academic ability of students in Indonesia can generally be seen from their final exam scores. Reporting from Permendikbudristek Number 21 of 2022 regarding Education Assessment Standards (*Standar Penilaian Pendidikan*), These final exam scores are derived from a national standard assessment in Indonesia called "*asesmen summatif akhir semester*" (ASAS) which is held at the end of the semester. This assessment is designed to be a standard assessment or benchmark for student learning abilities that is recommended and used by all schools in Indonesia when all chapters and learning materials in one semester have been completed in accordance with the established Education Calendar.

Typically, standard assessment in Indonesia can be divided into 2 parts, namely Formative Scores, which contain the total results of daily tests, in-class activities, and also performance in class, and the summative score, or you could say the results of the final exam that was held. These results usually have greater weight in determining how well they perform and grade promotion, according to the existing

policies of each school. Therefore, with its larger percentage in determining students' overall performance, this is the most visible way to assess whether the results of learning so far have had an influence on students.

The use of this assessment standard is crucial in the correlation of this research. The assessment standard has the same consistency and also produces a value from the ongoing learning process so that it can become a permanent measurement basis. Supporting this, Brown (2004) also stated that the existence of a standardized score makes students' language skills measurable and makes it suitable data for calculating correlations in this study.

2.5 Previous Studies

Frans and Wahani (2025) conducted quantitative correlation research on high school students in North Sulawesi. This research focuses on the relationship between student attitudes, including cognitive, affective, and behavioral, and English language achievement using Pearson product moment correlation. What was interesting was that despite the students having a high level of positive attitudes (3.58) and good academic achievement (80.41), the research found no significant correlation between the two factors ($r = 0.052$, $p > 0.05$). However, the research only measured attitudes as a whole, not the affective aspect. This surprising result may mean that attitudes alone are not sufficient to predict academic success or that the inclusion of all three factors obscures the influence of affective factors.

Kiruthiga and Christopher (2022) conducted a quantitative survey to examine the influence of affective aspects including motivation, anxiety, and self-confidence based on Krashen's Affective Filter Hypothesis on the development of

speaking skills among 156 undergraduate students in India. The research instruments used in this study were based on the Attitude/Motivation Test Battery (AMTB) and the Foreign Language Classroom Anxiety Scale (FLCAS). Based on research results, 66% of students experience anxiety even after they have prepared well to speak in class. Additionally, 71.2% experienced low self-esteem due to their social comparison with others. Although this research has produced strong theoretical and quantitative support in the aspect of affective factors, this research only focuses on students' speaking skills and does not include the correlation of affective factors with students' comprehensive English achievement scores.

Hanifah et al. (2021) research used a qualitative descriptive method involving 56 students in Medan, Indonesia. The methods used included classroom observation, a 30-item Likert-scale questionnaire, and semi-structured interviews. The research showed that students generally had a positive attitude, with a mean score of 3.83. However, behavioral differences were identified, as students still preferred Indonesian in class despite their positive views of English. Although this study shows some insight into attitude, it does not examine the relationship between attitude and actual English achievement.

Yuliani et al. (2023) explored the attitudes of postgraduate students at Ahmad Dahlan University through qualitative methods using questionnaires and interviews involving behavioral, cognitive, and affective aspects. The findings show that there is a positive attitude towards behavioral, cognitive, and affective aspects with affective being the highest aspect. This indicates that students displayed enthusiasm and joy. However, this study did not use statistical correlation

analysis or standardized achievement measures. Thus, the strength and direction of the relationship between attitudes and achievement remains unclear.

While there is an increasing volume of empirical research on the attitudes of Indonesian students and their impact on English language acquisition, further exploration of the existing literature demonstrates several important gaps in the available research which this particular study attempts to fill.

First, all the above-mentioned studies that attempted to assess student attitudes towards learning English, such as Hanifah et al. (2021) and Yuliani et al. (2023), used only qualitative research methodology. Such research, while informative in itself, provides insufficient information to test whether there is indeed a quantifiable correlation between a learner's attitudes toward English and his/her academic success. In other words, there are no data supporting the hypothesis that there is indeed a connection between attitudinal and academic variables.

Secondly, the available literature shows only one example of a study that used quantitative methodology. Frans and Wahani (2025) conducted a quantitative correlation study but measured students' attitudes as a whole construct by taking into account cognitive, affective, and behavioral dimensions of the subject. While such comprehensive measurement provides useful results, it does not allow to see if there is any separate role that the affective component plays. The importance of isolating affective components is confirmed by the work of Breckler (1984), who argues that the three constructs included in the definition of attitude should be viewed separately since they can vary independently from one another.

Consequently, by combining cognitive, affective, and behavioral components of the construct of attitude, it was impossible for Frans and Wahani (2025) to see if the affective part contributes to academic success. The current study aims to fill in this research gap.

Finally, the third major gap is associated with a focus on undergraduate rather than junior high school students. The most pertinent works, Kiruthiga and Christopher (2022), conducted a study focusing exclusively on the effect of attitude on oral skills among undergraduate students. However, little is known about the attitudes and learning behaviors of students in junior high schools. Moreover, there is a lack of research on the subject in the context of rural areas of Indonesia; while most of the available studies are set in the context of urban settings, it is necessary to explore if students living in remote rural areas of Indonesia face additional challenges in learning English. It seems likely that rural students from Indonesia can demonstrate different behavior compared to students in other contexts.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research design used, population and sample, research instrument, techniques used in collecting data, and data analysis techniques.

3.1 Research Design

A quantitative methodology and correlational research design were used in this study. The reason for choosing a quantitative methodology is that the two variables being studied, students' affective attitudes and their performance in English, are quantifiable and can be measured using valid instruments. Affectively-oriented attitudes can be measured by the use of a Likert scale questionnaire while English performance can be measured by scores obtained during the final semester examination.

The selection of correlational research design is based on the fact that the goal of this investigation is to find out the existence of some kind of connection between two variables, namely affective attitudes and scores in English language, without manipulating any of them. It should be stressed that while in experimental research design some kind of intervention is necessary, in the case of correlation there is no need for intervention since the affective attitude of students appears and develops in their natural learning environment.

Moreover, the correlational design matches the research aim, which aims not to prove any cause-and-effect connection between the factors, but instead proves whether the students' emotional reaction to English (interest, motivation,

anxiety, and self-confidence) is correlated with the academic achievement. Indeed, this matches the research gap, since the previous researchers used qualitative research designs, which could not provide any statistical evidence (Hanifah et al., 2021; Yuliani et al., 2023), while quantitative research did not focus on the affective aspect of attitude (Frans & Wahani, 2025).

3.2 Population and Sample

3.2.1 Population

The population used is all eighth-grade students from MTs Islamiyah Pakis Malang. In this particular case, the general population of the study refers to all 90 students who are studying at MTs Islamiyah Pakis Malang from three different grades including 7th, 8th, and 9th grade in the academic year of 2025/2026. However, the target population of this research study is limited to eighth-grade students only who represent one class containing 30 students in total.

3.2.2 Sample

Considering that the size of the target population is rather small, the method of total sampling is used where all individuals of the target population participate as subjects in this research. This implies that all thirty students from eighth grade students from MTs Islamiyah Pakis Malang in the 2025/2026 school year are chosen as subjects in this research.

3.3 Research Instrument

In order to collect the data needed to answer the research problem, this study employed two types of research instruments. The first instrument is a

questionnaire used to measure students' affective attitudes as the independent variable, while the second instrument is the documentation of students' final semester examination (UAS or ASAS) scores as the dependent variable. Both instruments were selected to ensure that the data collected accurately represents each variable being investigated in this study.

3.3.1 Questionnaire

The instrument used to measure students' affective attitudes is a questionnaire using a Likert scale with 5 options in one item. Ranging from strongly agree to strongly disagree. The questionnaire was divided into 4 sub-scales that represent motivation, interest, anxiety, and self-confidence with total questionnaire of 20 items. The sub-scale design is made based on Dörnyei (2001), Gardner (1985), and Krashen (1982) with a sub-scale design table as follows:

Table 3.1 Sub-scale Design

Sub-scale	Indicator Description	Item numbers	Total items
Interest	how much students enjoy, curious and interested in English	1,2,3,4,5	5
Motivation	Students' effort and desire to succeed in English	6,7,8,9,10	5
Anxiety	Students' nervousness or worry in English	11,12,13,14,15	5
Confidence	students' level of confidence in their English language skills	16,17,18,19,20	5

The questionnaire contained both negative and positive statements to minimize response bias. Negative scores were reversed during data analysis,

precisely in the anxiety sub-scale numbers 11 to 15. Further details regarding the questionnaire are available in the appendix.

3.3.2 Validity and reliability test

Validity and reliability tests are tests that ensure the quality and integrity of the research instrument (Taherdoost, 2016). In the first case, validity tests identify whether the questionnaire can measure what it aims to, Meanwhile, in the reliability test, it tests whether the questionnaire can be relied on to produce consistent results under various conditions.

Due to a smaller number of participants compared to the number of questionnaire items ($n = 30$), the use of Exploratory Factor Analysis (EFA) would not be feasible, since EFA needs at least 100 participants for the samples (Hair et al., 2010). Thus, the validity of this research instrument is tested in two stages: Content validity first, followed by Empirical validity by conducting the item-total correlation test.

Content Validity involves validating the questionnaire before data collection by distributing it to an expert: an English language education lecturer and supervisor in this study. This expert was asked to validate each questionnaire item based on three things: (1) whether the item can be understood by junior high school students, (2) whether the item reflects the content of its respective subscale (interest, motivation, anxiety, and self-confidence), and (3) whether the item is appropriate for junior high school students. If the expert suggested revisions to certain items, those items would be revised or deleted before distribution to participants.

Empirical Validity, on the other hand, involves item-total correlation test using Pearson's correlation between each item and its sub-scale score. It is calculated through JASP using Reliability Analysis menu where the corrected item-total correlation coefficient (r) of each item is obtained along with Cronbach's Alpha calculation. If the coefficient (r) of an item reaches or exceeds the critical value of the r -table at significance level $\alpha = 0.05$ with degrees of freedom (df) = $n - 2 = 28$ (or r -table = 0.361), then that item is considered to be valid, else will be deleted.

The Reliability analysis is done through the use of Cronbach's Alpha (α) on all four sub-scales, using JASP software. Cronbach's alpha evaluates internal consistency and shows how well the questions in each sub-scale are related to one another. In this study, reliability will be measured based on Nunnally & Bernstein (1994), who stated that an alpha coefficient of $\alpha \geq .70$ is acceptable.

3.4 Data Collection Technique

Data collection used to obtain the variables needed in this study was carried out in two ways:

3.4.1 Distribution of affective attitude questionnaire

The affective attitude questionnaire was distributed online using Google Forms. The Google Form link was shared with students via their class WhatsApp chat group while still paying attention to and protecting students' identities and important information through direction and approval from the school. This online data collection was carried out with the aim of making data collection and sorting easier for researchers and students as well as reducing disruption in class by changing class hours or students taking breaks to work on questionnaires.

3.4.2 Data student exam score

Students' English language score is the dependent variable in this study and it was acquired by documenting the students' final examination (UAS or ASAS) score. It is the score that reflects students' achievement in English language after learning all the course materials for the semester. The score was gathered by first seeking permission from the school and then getting the documented UAS score from the English teacher of grade eight students in MTs Islamiyah Pakis.

3.5 Data Analysis Technique

The current research employs two different pieces of software, JASP and SPSS, which both have their own functions and uses within the framework of the data analysis procedure. The choice of using both platforms as opposed to relying on one was guided by several criteria of a practical, methodological, and technical nature.

JASP is employed in most analyses of the current research, including validity and reliability assessment (item-total correlation and Cronbach's Alpha), normality test (Shapiro-Wilk), and correlation tests (Pearson product-moment and Spearman). This platform was chosen for these purposes due to several advantages. Firstly, JASP is an open-source and free program, which enables conducting analysis without paying for the license, promoting the idea of open research (Love et al., 2019). Secondly, JASP provides a simpler and more convenient environment for working with data than SPSS with its user-friendly interface and immediate results available in APA-style format, thus helping minimize the risk of errors. Thirdly, in contrast to SPSS, JASP combines all the aforementioned tests under one

tab. Lastly, JASP has already proven itself to be an efficient platform for conducting studies and providing results consistent with academic requirements for reports.

However, SPSS is used for the linearity test because the specific test through the ANOVA table on the Means analysis menu is easier to conduct and to produce a more easily interpreted output than in JASP, since there is no procedure dedicated to the linearity test in JASP as a menu option. In addition, SPSS is the most common statistical program in Indonesian universities, and the use of SPSS for certain tests can ensure that test results are easily recognized by local academic assessors.

Thus, with both programs, this research utilizes the unique advantages of each statistical tool: JASP for its user-friendly interface and easily understandable output throughout all tests except one, while SPSS handles the particular procedure that JASP does not have yet.

3.5.1 Descriptive statistic

Descriptive statistics are applied in order to give information and a general view of the data which will then be analyzed extensively. In this research, descriptive statistics provide five parameters for each variable. N stands for the number of subjects used in the research. Min and Max stand for the minimum and maximum values obtained by the subjects in each variable respectively, giving an overall picture of the range of the data. Mean represents the mean value of the scores of all the subjects in each variable, depicting the central tendency of the data. Lastly, SD or Standard Deviation is the measure of the deviation of individual scores from the mean, where the larger the SD value, the more variance there is in the scores of

the subjects, whereas the smaller the SD value, the more the scores tend to cluster around the mean.

3.5.2 Normality

The normality test is the first general requirement before entering the next test, the Pearson product moment test. The test chosen for the normality test in this research study is the Shapiro-Wilk test. This test is carried out to determine whether the data follows a normal distribution or not and passes to proceed to the correlation test. Normal distribution of data can be seen from a p-value > 0.05 . Conversely, if the p-value < 0.05 , the research data is not normally distributed. If the data does not meet the criteria for normal distribution, the Pearson product-moment correlation test cannot be continued and must be replaced with the Spearman test as an alternative for data that is not normally distributed.

3.5.3 Linearity

The linearity test is run to meet the requirements of the second Pearson product-moment correlation test, which examines whether the two variables have a linear relationship. There are two ways to make a decision in the linearity test.

1. Data can be said to be linear between the two independent and dependent variables if the deviation value from linearity is Sig. > 0.05 and vice versa, the data is said to have no relationship between the independent and dependent variables if the deviation from linearity is Sig. < 0.05 .
2. Compare the calculated F value with the F table value, if the calculated $F < F$ table then there is a linear relationship between the dependent and independent variables, if the calculated $F > F$ table then there is no linear relationship between the dependent and independent variables.

If the data does not meet the linearity requirements, then the Pearson product-moment correlation test cannot be continued and must be replaced with the Spearman test.

3.5.4 Pearson product moment correlation

The Pearson product-moment correlation test is performed when two prerequisite tests are met: the research data is normal and linear. The basis for determining whether the two variables being tested are correlated or not can be determined by looking at the p-value and Pearson's r value.

1. If the p-value is < 0.05 then it can be said that there is a correlation between the variables and vice versa if the p-value > 0.05 then there is no correlation between the variables.
2. Pearson's r value measures the strength and direction of a correlation. It has a value ranging from -1 (perfectly negative) to a maximum of 1 (perfectly positive), and 0 indicates the absence of a linear relationship.

3.5.5 Spearman correlation

This test is used when the initial assumptions of the Pearson Product Moment test requirements are not met. In the Spearman test to determine whether the data is correlated or not, it is similar to the Pearson Product Moment test, namely by looking at the p-value and Spearman Correlation (rho) value. Here, Spearman's rho is a non-parametric substitute for Pearson's r.

1. If the p-value is < 0.05 then it can be said that there is a correlation between the variables and vice versa if the p-value > 0.05 then there is no correlation between the variables.

2. Spearman's rho (ρ) measures the strength and direction of a correlation. It has a value ranging from -1 (perfect negative) to a maximum of 1 (perfect positive), and 0 indicates the absence of a linear relationship.

After the correlation test is run, the outcome of the correlation test will be used as the last step in determining the conclusions of the following hypotheses:

H_0 : No significant correlation exists between the affective attitude towards English of the students and their English language scores.

H_1 : Significant correlation exists between the affective attitude towards English of the students and their English language scores.

CHAPTER IV

RESULT AND DISCUSSION

This chapter will present the results of the research that has been conducted and discuss the results of the research in accordance with the research flow explained in chapter III.

4.1 Overview of the Research

After all research data, including questionnaire data and student test scores, were collected, the analysis began with descriptive statistics to provide an overview of the entire data collection. The following presents the results of the descriptive statistical analysis of all research variables, including total affective attitude, affective attitude subscales (interest, motivation, self-confidence, and anxiety), and English scores of eighth-grade students at MTs Islamiyah Pakis.

Table 4.1 Descriptive Statistics

Variable	N	Min	Max	Mean	SD
Affective	30	32	64	42.33	9.091
Interest	30	6	15	9.50	2.649
Motivation	30	6	17	10.97	2.798
Anxiety (Reversed)	30	6	18	3.058	2.164
Confidence	30	7	15	11.60	3.058
English Score	30	31	58	45.73	6.549

According to the outcomes of the descriptive analysis, the average value of the total score for the affective attitudes of the learners is 42.33 (SD = 9.091) having the minimum and the maximum scores of 32 and 64, respectively. The average value of the total score for the interest scale is 9.50 (SD = 2.649) having the minimum and the maximum scores of 6 and 15, respectively. In addition, the average value of the total score for the motivation scale is 10.97 (SD = 2.798) having the minimum and the maximum scores of 6 and 17, respectively. The average value of the total score of the reverse anxiety score is 11.60 (SD = 3.058) with the minimum and maximum scores of 6 and 18, respectively. Finally, the average value of the total score of the self-confidence scale is 10.27 (SD = 2.164) with the minimum and maximum scores of 7 and 15, respectively.

Lastly, the English achievement score had a mean score of 45.73 (SD = 6.549), with the lowest score being 31 and the highest score being 58. In relation to the score for the KKM (Criteria for Minimum Qualification), which normally ranges from 70 onwards, the students' mean score of 45.73 is much lower than the passing mark.

4.2 Instrument Test Results

Prior to data collection, the instrument's content validity was verified by an English language education expert. Based on the expert validation results, all items were considered easily understood by junior high school students, reflected the content of their respective subscales, and were appropriate for the junior high school level. No items were revised before the instrument was distributed to

respondents. The study then proceeded to the empirical validity and reliability testing phase.

4.2.1 Interest Subscale

4.2.1.1 Validity Test

Validity testing for each subscale was performed by employing item-rest correlation analysis via the JASP application. The criterion applied to assess the validity was when the coefficient of the correlation between items and totals (r-count) exceeded the r-table with a probability level of 5% and $df = N - 2 = 28$, which is $r\text{-table} = 0.361$.

Validity test results of interest sub-scale are shown in the following table:

Table 4.2 Item Rest Correlation Results (Interest)

Item	Item-rest r	R-table	Status
Q1	0.618	0.361	Valid
Q2	0.678	0.361	Valid
Q3	0.657	0.361	Valid
Q4	0.626	0.361	Valid
Q5	0.665	0.361	Valid

Based on the table above, all items on the interest subscale (Q1–Q5) are declared valid because the calculated r value for each item is greater than the table r value (0.361). Thus, the five items on the interest subscale can be used in further analysis.

4.2.1.2 Reliability Test

Reliability testing was conducted for all subscales using the Cronbach's Alpha method through the JASP program. The instrument is declared reliable if the Cronbach's Alpha value is ≥ 0.70 .

The results of the interest subscale reliability test are presented in the following table:

Table 4.3 Reliability Test Results (Interest)

Sub-Scale	Cronbach's α	Criteria	Status
Interest (Q1-Q5)	0.842	≥ 0.70	Reliable

The analysis results showed a Cronbach's Alpha value of 0.842, which is above the minimum threshold value (0.70). This indicates that the interest subscale has good internal consistency, meaning that the five items in this subscale consistently measure the construct of students' interest in learning English. Furthermore, the analysis results also showed that deleting any item would decrease the alpha value (ranging from 0.804–0.818), confirming that all items contribute positively to the overall reliability of the scale.

4.2.2 Motivation Subscale

4.2.2.1 Validity Test

The second validity test was conducted on five self-confidence subscale items (Q16–Q20) with the results of the validity test presented in the following table:

Table 4.4 Item Rest Correlation Results (Motivation)

Item	Item-rest r	R-table	Status
Q6	0.437	0.361	Valid
Q7	0.497	0.361	Valid
Q8	0.473	0.361	Valid
Q9	0.583	0.361	Valid
Q10	0.456	0.361	Valid

The analysis results showed a Cronbach's Alpha value of 0.842, which is above the minimum threshold value (0.70). This indicates that the interest subscale has good internal consistency, meaning that the five items in this subscale consistently measure the construct of students' interest in learning English. Furthermore, the analysis results also showed that deleting any item would decrease the alpha value (ranging from 0.804–0.818), confirming that all items contribute positively to the overall reliability of the scale.

4.2.2.2 Reliability Test

the results of the reliability test conducted using the motivation subscale are presented in the following table:

Table 4.5 Reliability Test Results (Motivation)

Sub-Scale	Cronbach's α	Criteria	Status
Motivation (Q6-Q7)	0.718	≥ 0.70	Reliable

From the results of the analysis, the researcher obtains a value of Cronbach's Alpha, which is equal to 0.718 and exceeds the minimum threshold value (0.70). Thus, we can assume that the internal consistency for this subscale is

satisfactory (good), since the five statements consistently evaluate the construct of motivation for learning English.

4.2.3 Anxiety Subscale

4.2.3.1 Validity Test

The next validity test was conducted on the five anxiety subscale items (Q11–Q15) with the validity test results presented in the following table:

Table 4.6 Item Rest Correlation First Results (Anxiety)

Item	Item-rest r	R-table	Status
Q11	0.771	0.361	Valid
Q12	0.726	0.361	Valid
Q13	0.011	0.361	Not Valid
Q14	0.639	0.361	Valid
Q15	0.645	0.361	Valid

Based on the validity test results, item Q13 was declared invalid because the calculated r value (0.011) was far below the table r value (0.361). Therefore, item Q13 was removed and the validity test was repeated using the remaining four items (Q11, Q12, Q14, Q15).

The results of the second validity test are presented in the following table:

Table 4.7 Item Rest Correlation Second Results (Anxiety)

Item	Item-rest r	R-table	Status
Q11	0.771	0.361	Valid
Q12	0.726	0.361	Valid
Q14	0.639	0.361	Valid
Q15	0.645	0.361	Valid

After item Q13 was removed, all remaining items on the anxiety subscale showed calculated r values that far exceeded the table r value (0.361). Thus, the four anxiety subscale items (Q11, Q12, Q14, Q15) were declared valid and used in further analysis.

4.2.3.2 Reliability Test

The reliability test of the anxiety subscale was conducted in two stages, simultaneously with the removal of invalid items. The results of the reliability testing for both stages are presented in the following table:

Table 4.8 Reliability Test Results (Anxiety)

Phase	Item	Cronbach's α	Criteria	Status
Phase 1	Q11, Q12, Q13, Q14, Q15	0.708	≥ 0.70	Reliable
Phase 2	Q11, Q12, Q14, Q15	0.919	≥ 0.70	Reliable

In the first stage, a Cronbach's Alpha value of 0.708 indicated that the anxiety subscale met the minimum reliability threshold. However, after item Q13 was removed in the second stage, the Cronbach's Alpha value increased significantly to 0.919, which is considered excellent. This drastic increase confirms that the previous item Q13 weakened the subscale's overall internal consistency.

4.2.4 Self-Confidence Subscale

4.2.4.1 Validity Test

The last validity test was conducted on the five self-confidence subscale items (Q16–Q20) with the results of the validity tests presented in the following table:

Table 4.9 Item Rest Correlation First Results (Self-Confidence)

Item	Item-rest r	R-table	Status
Q11	0.771	0.361	Valid
Q12	0.726	0.361	Valid
Q13	0.011	0.361	Not Valid
Q14	0.639	0.361	Valid
Q15	0.645	0.361	Valid

Based on the results of the first stage validity test, item Q17 (“I believe my English ability can improve with practice”) was declared invalid because the calculated r value (0.132) was far below the table r value (0.361). Therefore, item Q17 was removed and the validity test was repeated in the second stage using the remaining four items (Q16, Q18, Q19, Q20).

The results of the second stage of validity testing are presented in the following table:

Table 4.10 Item Rest Correlation First Results (Self-Confidence)

Item	Item-rest r	R-table	Status
Q11	0.771	0.361	Valid
Q12	0.726	0.361	Valid
Q14	0.639	0.361	Valid
Q15	0.645	0.361	Valid

After item Q17 was removed, all remaining items on the self-confidence subscale showed calculated r values that exceeded the table r value (0.361). Thus, the four self-confidence subscale items (Q16, Q18, Q19, Q20) are said to be valid and are used in further analysis.

4.2.4.2 Reliability Test

The reliability test for the self-confidence subscale was conducted in two stages, simultaneously with the removal of invalid items. The results of the reliability testing for both stages are presented in the following table:

Table 4.11 Reliability Test Results (Self-Confidence)

Phase	Item	Cronbach's α	Criteria	Status
Phase 1	Q11, Q12, Q13, Q14, Q15	0.708	≥ 0.70	Reliable
Phase 2	Q11, Q12, Q14, Q15	0.919	≥ 0.70	Reliable

In the first stage, a Cronbach's Alpha value of 0.700 indicated that the self-confidence subscale met the minimum reliability threshold. However, after item Q17 was removed in the second stage, the Cronbach's Alpha value increased to 0.772, which is considered good. This increase confirms that the previous item Q17 weakened the internal consistency of the self-confidence subscale.

4.3 Pre-Requisite Tests Result

After conducting the test and modifying the data, more research was carried out involving prerequisite normality and linear testing prior to carrying out the correlation test. The data used in this research involved total scores of the questionnaire of affective attitudes and English Language scores.

4.3.1 Normality test

Normality testing was carried out to find out if there was a normal distribution in the data taken from both research variables, namely Total Affective and English Scores. This normality test would help decide which test was appropriate in conducting correlation analysis. This normality test was done using Shapiro-Wilk through the JASP program. This test is more appropriate in conducting normality testing for samples $n \leq 50$ than the Kolmogorov-Smirnov test (Mohd Razali & Bee Wah, 2011). Data will be called normally distributed if the p-value is > 0.05 .

The result of the normality test for both variables can be seen in the following table and the result of the histogram can be seen in the appendix:

Table 4.12 Normality Test Result

Variable	Shapiro-Wilk	p-value	Status
Affective Total	0.826	$< .001$	Not Normal
English Score	0.978	.770	Normal

From the results obtained from normality testing, the total affective attitude variables present values of 0.826 and p-value < 0.001 using the Shapiro-Wilk criteria. As seen, since the value of p is very small compared to the significant level which is 0.05, then it can be concluded that the total affective attitude variable does not have normal distribution properties. This is due to the skewness of 1.163, which implies that the data are positively skewed. From the graph of histograms, the data tend to cluster at lower scores and tail towards higher scores. Also, the Q-

Q plot shows the deviation of data points from the red theoretical line at either ends of the distribution.

The p-value for the English achievement score variable was found to be 0.770 since the Shapiro-Wilk value of the variable was 0.978. Hence, the English achievement score variable is normally distributed since the p-value for the variable is significantly higher than the value of 0.05. From the histogram, it can be seen that the variable has a normally distributed dataset with a relatively small skewness value (0.070). Additionally, from the Q-Q plot, it can be seen that the data points for the variable fall perfectly on the red line.

Because the normality assumption was not met for only one research variable that is, the total affective attitude, there was no need to conduct the test of linearity. Therefore, the Spearman correlation test was conducted for hypothesis testing.

4.4 Correlation Test Result

This correlation test was done as the final part after checking whether the data is normal and linear. Correlation analysis was performed to test the hypothesis that was raised for the current research. The type of correlation test performed in the current research is the Spearman's Rho test through JASP application software. The choice to use Spearman test is based on the result obtained during the normality test showing that the total affective attitude data was not normally distributed ($W = 0.826$, $p < 0.001$). The criteria for conducting the Spearman rho correlation test

include rejection of H_0 when $p\text{-value} < 0.05$ which means the presence of significant relationship between two variables.

Spearman rho correlation test results are as follows:

Table 4.13 Correlation Test Results

Variable	Spearman's rho (ρ)	p-value	Status
Affective Total – English Score	0.572	< .001	Significance

As depicted in the results of the analysis, the level of significance for this study is at $p < 0.001$, indicating its low level compared to the predetermined level of significance ($\alpha = 0.05$). In addition, H_0 is rejected while H_1 is considered valid, implying that there is a statistically significant relationship between the affective attitudes of eighth-grade students and their success in English in MTs Islamiyah Pakis. It is noted that the level of significance, represented by the three asterisks (***) in the JASP test results as shown in the appendix, also indicates a significant level of relationship ($p < 0.001$).

Another indication of the unidirectional nature (positive) of the relationship between affective attitudes and achievement in English comes from the positive Spearman correlation coefficient ($\rho = 0.572$). In other words, those students who have positive affective attitudes, such as being highly motivated, interested, less anxious, and confident, are more likely to score better in their English achievement tests than students with negative attitudes.

Based on the criteria used in determining the classification of the correlation coefficient in educational research paradigms (Sari & Yuliana, 2022),

the correlation coefficient (ρ) of 0.572 indicates moderate classification, which means a value from 0.40 to 0.599. Moderate correlation is very close to the strong correlation value, specifically at 0.60; therefore, it can be seen that the relationship is strongly significant between affective attitude and the performance of the students in English.

4.5 Discussion

Based on the results of the Spearman correlation coefficient above, one can claim that there is a significant positive correlation between the students' affective attitude towards English and their performance in the English subject with moderate strength ($\rho = 0.572$, $p < 0.001$). In addition, the value of the coefficient of determination ($\rho^2 = 0.327$) reveals that about 32.7% of the variance in students' English scores is explained by their affective attitudes, while the rest 67.3% is accounted for by other variables beyond the research scope. The findings prove that the role of affective attitude in determining academic achievements of students in English language learning is quite significant.

Indeed, these results confirm the Affective Filter Hypothesis proposed by Krashen (1982) and claiming that motivation, self-confidence, and anxiety are the three key factors of the affective filter that may both assist or hinder the process of language acquisition. According to Krashen (1982), when the students have high motivation, high self-confidence, and low anxiety, the affective filter is low and comprehensible input gets processed successfully by the brain. However, in case the affective factors are negative, the filter gets increased and creates the barrier blocking the flow of language input to the language acquisition system. Descriptive

statistics of the current study provide an evident demonstration of this principle. The high average value of affective total score equal to 42.33 of the maximum score along with significantly low interest ($M = 9.50$) and motivation ($M = 10.97$) subscales proves that most of the students at MTs Islamiyah Pakis have rather high affective filter. It is consistent with the low average score of English that equals 45.73 and is considerably lower than the minimum qualification criteria (KKM) of 70.

Furthermore, the result is in accordance with the view held by Gardner (1985), according to which the element of interest in the affective attitude is greatly linked with integrative motivation. According to Gardner (1985), students who are driven by an integrative motivation, or in other words, who are interested in the culture and community of the target language, usually invest much time in learning the language. Consequently, students with high interests in English will always feel the need to learn the language regardless of whether they are in a formal environment or not. On the contrary, the interests of the participants in this study are low since the mean score for the interest subscale is 9.50 out of 25, meaning that these participants have weak integrative orientation. It can be said that weak integrative orientation is responsible for their poor involvement with English both inside and outside class which is evident in their poor examination results.

Anxiety subscales are additional evidence supporting the interpretation above. According to Horwitz (2017), language anxiety is a particular emotion experienced while learning and using the foreign language where students encounter frustration due to their insufficient linguistic ability to express their ideas. The reversed scores of anxiety of the current study, with a mean score of 11.60 out

of 24 on the reversed scale, show the presence of anxiety in these students. The explanation of this is that the school of these participants is located in a rural area where the use of English is rare except in the classroom thus leading to students feeling nervous and fearful of committing mistakes.

As concerns the aspect of self-confidence, according to Krashen (1982), self-confidence is viewed as one of the major factors in language acquisition because the students with high levels of self-confidence tend to engage in linguistic risks and learn more intensively. Considering the fact that the mean score of the self-confidence subscale was 10.27 of 25 in this case, one can conclude that the students lack confidence in their language proficiency. It coincides with the observations that were done in the classroom and described in Chapter I of the thesis, since the students did not seem very active in participating in activities in the class, made up various excuses in order to avoid doing some work and seemed rather uninterested in the learning process. As Dörnyei (2001) states, in order to make the students stay motivated to learn languages, the motivational strategies should be focused on their beliefs about their selves. Moreover, the L2 Motivational Self System implies that the motivation for learning a second language is determined not only by external goals but also by the image that the students form regarding themselves as language users. Low motivation scores in this case indicate that the students from this research have not developed their ideal L2 self to a sufficient extent.

The findings obtained in this research provide an answer to the limitations of the previous studies mentioned in the Problem Statement. Frans and Wahani (2025) found as a result of their quantitative study on high school students from

North Sulawesi that the correlation between overall attitude and English achievement was not significant ($r = 0.052$, $p > 0.05$). Such a non-significant result can be explained by the fact that attitude was measured using three components together – cognitive, affective, and behavioral. This approach coincided with the point made by Breckler (1984) in his empirical work, according to which the components of attitude vary independently of each other and, thus, should not be considered in a single construct when conducting the correlation analysis. Following the suggestion made by Breckler (1984) in the current research, the isolation of the affective component resulted in the significance of the correlation between the variables ($\rho = 0.572$, $p < .001$).

Additionally, the results achieved during this research can be taken as confirming the results obtained in the research conducted by Kiruthiga and Christopher (2022) in which the researchers discovered that the affective aspects, according to the theory of Krashen's Affective Filter Hypothesis, have a significant impact on the English proficiency of students. Specifically, the research showed that 66% of undergraduates in India experience anxiety even while feeling prepared and 71.2% of undergraduates in India feel low self-esteem as a result of comparing themselves with peers in the society, which influences negatively the students' language performance. Although this study considered only students' speaking skills among the college students in India, this study confirms this result considering the case of the MTs students in rural Indonesia, where the conditions for learning English may be even more difficult due to low exposure of the language in the environment around.

In addition, this study addresses the limitations in qualitative studies carried out by Hanifah et al. (2021) and Yuliani et al. (2023). Specifically, Hanifah et al. (2021) discovered that junior high school students in Medan had positive attitudes toward English with the average rating 3.83 on the Likert scale, but they prefer using Indonesian at class, which is an indication of the difference between the attitude and real actions of these students. In a similar way, Yuliani et al. (2023) found positive affective aspects among postgraduate students of the Ahmad Dahlan University, with affective aspect having the highest score in all attitude components. However, none of these two studies used correlation analysis of the data collected or did not use standardized measure of achievements, leaving the strength and direction of the relationship between affective attitude and academic achievement unknown. This study uses statistical evidence to show that there is a strong positive correlation between affective attitude and English achievement among rural Islamic junior high school students in East Java, Indonesia.

CHAPTER V

CONCLUSION

This chapter explains the conclusions drawn from the research conducted by the researcher and several suggestions for improving future research.

5.1 Conclusion

This study investigated the correlation between students' affective attitudes and their English language scores among eighth-grade students at MTs Islamiyah Pakis, Malang, in the academic year 2025/2026, involving all 30 students through total sampling. The affective attitude variable was measured using a 20-item Likert-scale questionnaire divided into four subscales, interest, motivation, anxiety, and self-confidence, while the English language score was obtained from students' final semester examination results. Before hypothesis testing, the instrument underwent validity and reliability testing, resulting in the removal of two invalid items (Q13 and Q17), leaving 18 valid and reliable items with Cronbach's Alpha values ranging from 0.718 to 0.919. A subsequent normality test using Shapiro-Wilk revealed that the affective total was not normally distributed ($W = 0.826$, $p < .001$), while the English score was normally distributed ($W = 0.978$, $p = .770$), leading to the selection of Spearman's rho as the appropriate correlation test.

The Spearman's rho correlation test revealed a significant, positive, and moderate correlation between students' affective attitudes and their English language scores ($\rho = 0.572$, $p < .001$), resulting in the rejection of H_0 and the acceptance of H_1 . The positive direction indicates that students with higher interest,

stronger motivation, lower anxiety, and greater self-confidence tend to achieve higher English scores, and vice versa. Based on the classification criteria of Sari & Yuliana (2022), the correlation falls within the moderate category, with a coefficient of determination of $\rho^2 = 0.327$, meaning that approximately 32.7% of the variance in English scores is attributable to affective attitudes while the remaining 67.3% is influenced by other factors outside the scope of this study. The results obtained coincide with the theoretical assertions made by Krashen (1982), Gardner (1985), Dörnyei (2001), and Horwitz (2017), who highlight the critical importance of affective variables in influencing the results of language acquisition by students.

5.2 Suggestion

Based on results and findings made during the study, with the expectation that they will continue to improve the standard of teaching English, the researcher provides some suggestions for several related parties:

1. For the students

It is important for students to learn how to control their emotions with respect to their English learning. They should be able to create a positive attitude about English by understanding its practical importance in the future, by not being afraid to speak English even though it might not be correct, and by making use of English learning resources found outside class through music, movies, and language-learning apps.

2. For the teachers

With the consideration that affective attitudes, especially anxiety and low self-confidence, significantly related to students' success in English have been identified, teachers are advised to place more emphasis on the affective domain when teaching English in their classrooms. Effective ways of doing this include fostering a psychologically secure classroom atmosphere where learners will not feel threatened by making errors, applying more communicative activities like games, discussion, audiovisual material, etc., which are stimulating, and offering constructive feedback to help develop learner confidence gradually.

3. For the researchers

There are some limitations in this study, which offer some possibilities for further research. First, only 30 students from one school were studied, and this limits the generalization of the study result. Further research is recommended to use larger samples in other MTs schools located in rural areas of East Java, so that a greater representativeness of the research is ensured. It is possible that further research can be conducted on the separate roles played by interest, motivation, anxiety, and self-confidence in English achievement using multiple regression analyses. Last but not least, since 67.3% of variations in students' English achievements are still left unaccounted for, other factors need to be included in the model of future research, such as learning strategies, teaching, learning styles, and family background.

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APPENDICES

Appendix 1 Affective Attitude Questionnaire

Kuesioner Bahasa Inggris

fikrimustofa81@gmail.com [Switch account](#)

Not shared

* Indicates required question

Untitled Section

Harap baca setiap pernyataan dengan saksama dan pilih jawaban yang paling mewakili pendapat Anda. Tidak ada jawaban yang benar atau salah. Tanggapan Anda akan dirahasiakan dan hanya akan digunakan untuk tujuan penelitian.

Saya senang belajar bahasa Inggris di kelas. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya penasaran dengan budaya negara-negara yang menggunakan bahasa Inggris. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya ingin tahu lebih banyak tentang bahasa Inggris di luar kelas. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya berusaha mencari kesempatan untuk menggunakan bahasa Inggris (misalnya melalui lagu, video, atau percakapan). *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya merasa pelajaran bahasa Inggris adalah salah satu pelajaran yang saya nantikan di sekolah. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya berusaha sebaik mungkin untuk meningkatkan kemampuan bahasa Inggris saya. *

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya membayangkan diri saya bisa berbicara bahasa Inggris dengan lancar di masa depan. *

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya tetap belajar bahasa Inggris meskipun terasa sulit. *

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya percaya bahwa belajar bahasa Inggris penting untuk masa depan saya. *

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya merasa termotivasi ketika melihat perkembangan dalam belajar bahasa Inggris, meskipun kecil. *

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya merasa gugup ketika harus berbicara dalam bahasa Inggris. *

	1	2	3	4	5	
Sangat Tidak Setuju	☐	☐	☐	☐	☐	Sangat Setuju

Saya khawatir membuat kesalahan saat pelajaran bahasa Inggris. *

	1	2	3	4	5	
Sangat Tidak Setuju	☐	☐	☐	☐	☐	Sangat Setuju

Pikiran saya menjadi kosong ketika harus menjawab dalam bahasa Inggris. *

	1	2	3	4	5	
Sangat Tidak Setuju	☐	☐	☐	☐	☐	Sangat Setuju

Saya takut ditertawakan ketika menggunakan bahasa Inggris. *

	1	2	3	4	5	
Sangat Tidak Setuju	☐	☐	☐	☐	☐	Sangat Setuju

Saya merasa tegang ketika pelajaran bahasa Inggris akan dimulai. *

	1	2	3	4	5	
Sangat Tidak Setuju	☐	☐	☐	☐	☐	Sangat Setuju

Saya percaya diri dengan kemampuan saya dalam belajar bahasa Inggris. *

12345

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya yakin kemampuan bahasa Inggris saya bisa meningkat dengan latihan. *

12345

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya merasa percaya diri saat menjawab pertanyaan dalam bahasa Inggris. *

12345

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya tidak takut untuk mengungkapkan pendapat saya dalam bahasa Inggris. *

12345

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya yakin saya bisa mendapatkan nilai yang baik dalam bahasa Inggris. *

12345

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Back

Submit

Clear form

57

Appendix 2 Data from the Questionnaire

No.	A. Minat / Interest (Q1–Q5)					B. Motivasi / Motivation (Q6–Q10)				
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	2	1	1	1	1	2	2	1	3	2
2	2	2	1	2	2	1	2	1	3	2
3	1	2	2	1	1	1	2	3	2	2
4	1	2	2	3	3	1	1	1	2	1
5	2	2	2	3	1	2	2	3	3	2
6	1	1	1	2	1	2	3	2	3	2
7	2	2	2	2	2	3	2	2	3	2
8	2	2	2	2	2	2	2	1	2	1
9	1	2	2	2	1	3	1	2	1	1
10	2	1	1	1	2	1	1	2	2	3
11	2	1	2	1	2	3	2	2	2	2
12	1	2	2	1	2	2	2	1	2	2
13	1	2	1	1	1	1	3	1	2	1
14	1	1	2	1	1	2	2	2	2	2
15	2	2	2	2	1	2	2	1	1	2
16	2	2	2	2	2	2	2	3	1	1
17	2	2	1	2	2	2	1	3	3	2
18	1	2	2	1	1	2	2	2	3	1
19	2	2	3	2	2	1	2	2	2	1
20	2	1	2	2	2	1	2	2	2	2
21	2	2	3	2	3	1	3	2	4	2
22	2	2	2	1	2	2	2	2	3	2
23	3	2	2	2	2	2	3	3	5	1
24	3	3	3	2	2	3	2	2	4	2
25	1	2	2	2	1	2	2	2	4	2
26	2	2	2	1	1	3	2	2	5	2
27	2	3	3	2	2	3	3	2	4	2
28	3	3	3	3	3	3	3	3	4	3
29	3	3	3	3	3	3	4	3	4	3
30	3	3	3	3	3	3	3	4	4	3

No.	C. Kecemasan / Anxiety (Q11–Q15) [Raw]					D. Kepercayaan Diri / Confidence (Q16–Q20)				
	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
1	5	4	2	5	5	2	2	3	2	2
2	4	4	1	4	4	2	2	1	1	2
3	5	5	2	5	5	3	2	2	2	2
4	4	4	1	4	4	2	2	2	1	2
5	5	5	1	4	5	1	2	1	1	2
6	5	4	1	5	5	1	2	2	2	2
7	4	4	1	5	4	1	2	1	2	1
8	5	5	2	5	5	3	2	1	2	2
9	4	4	4	4	4	1	3	2	1	2
10	4	4	5	4	4	2	2	2	2	2
11	4	4	4	4	4	2	2	2	1	2
12	5	5	4	4	4	1	3	2	1	2
13	4	4	4	4	5	2	1	2	2	2
14	4	4	4	4	4	2	2	2	2	2
15	5	5	5	5	4	2	2	1	2	2
16	4	4	5	4	4	1	2	2	1	1
17	5	5	4	4	4	1	2	2	2	2
18	4	4	4	4	4	2	3	2	2	1
19	3	4	2	3	4	2	1	2	3	2
20	4	3	3	3	3	2	3	3	3	2
21	3	3	2	3	3	3	1	3	3	3
22	3	4	4	4	3	2	2	2	2	2
23	3	3	3	4	4	2	2	2	1	3
24	3	4	2	3	3	2	3	2	2	3
25	3	3	3	4	3	2	2	2	2	2
26	3	3	4	3	3	2	3	2	1	2
27	3	3	3	4	3	3	3	3	3	3
28	3	3	2	3	3	3	3	2	2	3
29	2	3	2	3	2	3	3	3	3	2
30	3	3	2	3	3	3	3	3	3	3

Appendix 3 List of Student Final Exam Scores

Nilai UAS Kelas 8		
No.	Nama	Nilai
1	Student 1	36
2	Student 2	31
3	Student 3	40
4	Student 4	40
5	Student 5	48
6	Student 6	45
7	Student 7	48
8	Student 8	40
9	Student 9	55
10	Student 10	41
11	Student 11	45
12	Student 12	42
13	Student 13	43
14	Student 14	47
15	Student 15	38
16	Student 16	48
17	Student 17	39
18	Student 18	50
19	Student 19	43
20	Student 20	44
21	Student 21	44
22	Student 22	42
23	Student 23	57
24	Student 24	52
25	Student 25	51
26	Student 26	55
27	Student 27	45
28	Student 28	55
29	Student 29	58
30	Student 30	50

Appendix 4 Tabulation and Crosstabulation Result

Results

Descriptive Statistics

Descriptive Statistics

	Affective Total	Int. Tot	Mot. Total	Anx. Rev.	Conf. Total	English Score
Valid	30	30	30	30	30	30
Missing	0	0	0	0	0	0
Mean	42.33	9.500	10.97	11.60	10.27	45.73
Std. Deviation	9.091	2.649	2.798	3.058	2.164	6.549
Minimum	32.00	6.000	6.000	6.000	7.000	31.00
Maximum	64.00	15.00	17.00	18.00	15.00	58.00

Q1 to Q5

Frequentist Scale Reliability Statistics

Coefficient	Estimate	Std. Error	95% CI	
			Lower	Upper
Coefficient α	0.842	0.050	0.745	0.940

Frequentist Individual Item Reliability Statistics

Item	Coefficient α (if item dropped)			Item-rest correlation		
	Estimate	Lower 95% CI	Upper 95% CI	Estimate	Lower 95% CI	Upper 95% CI
Q 1	0.818	0.710	0.927	0.618	0.331	0.800
Q 2	0.804	0.677	0.930	0.678	0.421	0.835
Q 3	0.808	0.679	0.937	0.657	0.389	0.823
Q 4	0.817	0.702	0.931	0.626	0.343	0.805
Q 5	0.806	0.692	0.920	0.665	0.401	0.827

Q6 to Q10

Frequentist Scale Reliability Statistics

Coefficient	Estimate	Std. Error	95% CI	
			Lower	Upper
Coefficient α	0.718	0.063	0.594	0.842

Frequentist Individual Item Reliability Statistics

Item	Coefficient α (if item dropped)			Item-rest correlation		
	Estimate	Lower 95% CI	Upper 95% CI	Estimate	Lower 95% CI	Upper 95% CI
Q 6	0.685	0.527	0.844	0.437	0.092	0.689
Q 7	0.666	0.514	0.818	0.497	0.166	0.727
Q 8	0.672	0.509	0.834	0.473	0.136	0.712
Q 9	0.635	0.377	0.893	0.583	0.282	0.779
Q 10	0.683	0.511	0.856	0.456	0.114	0.701

Q11 to Q15

Frequentist Scale Reliability Statistics

Coefficient	Estimate	Std. Error	95% CI	
			Lower	Upper
Coefficient α	0.708	0.063	0.584	0.831

Frequentist Individual Item Reliability Statistics

Item	Coefficient α (if item dropped)			Item-rest correlation		
	Estimate	Lower 95% CI	Upper 95% CI	Estimate	Lower 95% CI	Upper 95% CI
Q 11	0.529	0.283	0.775	0.771	0.569	0.886
Q 12	0.577	0.398	0.756	0.726	0.495	0.861
Q 13	0.919	0.848	0.990	0.011	-0.351	0.370
Q 14	0.610	0.426	0.795	0.639	0.362	0.812
Q 15	0.594	0.406	0.782	0.645	0.371	0.816

Q11 to Q15 Exclude Q13

Frequentist Scale Reliability Statistics

Coefficient	Estimate	Std. Error	95% CI	
			Lower	Upper
Coefficient α	0.919	0.036	0.848	0.990

Frequentist Individual Item Reliability Statistics

Item	Coefficient α (if item dropped)			Item-rest correlation		
	Estimate	Lower 95% CI	Upper 95% CI	Estimate	Lower 95% CI	Upper 95% CI
Q 11	0.867	0.737	0.996	0.896	0.791	0.950
Q 12	0.905	0.799	1.012	0.784	0.590	0.892
Q 14	0.915	0.831	0.998	0.756	0.543	0.877
Q 15	0.886	0.774	0.999	0.838	0.684	0.920

Q16 to Q20

Frequentist Scale Reliability Statistics

Coefficient	Estimate	Std. Error	95% CI	
			Lower	Upper
Coefficient α	0.700	0.094	0.517	0.884

Frequentist Individual Item Reliability Statistics

Item	Coefficient α (if item dropped)			Item-rest correlation		
	Estimate	Lower 95% CI	Upper 95% CI	Estimate	Lower 95% CI	Upper 95% CI
Q 16	0.588	0.320	0.857	0.591	0.293	0.784
Q 17	0.772	0.639	0.906	0.132	-0.240	0.470
Q 18	0.589	0.320	0.859	0.606	0.315	0.793
Q 19	0.627	0.387	0.866	0.512	0.186	0.737
Q 20	0.640	0.396	0.884	0.496	0.165	0.727

Q16 to Q20 Exclude Q17

Frequentist Scale Reliability Statistics

Coefficient	Estimate	Std. Error	95% CI	
			Lower	Upper
Coefficient α	0.772	0.068	0.639	0.906

Frequentist Individual Item Reliability Statistics

Item	Coefficient α (if item dropped)			Item-rest correlation		
	Estimate	Lower 95% CI	Upper 95% CI	Estimate	Lower 95% CI	Upper 95% CI
Q 16	0.681	0.499	0.864	0.640	0.363	0.813
Q 18	0.721	0.553	0.888	0.569	0.263	0.771
Q 19	0.704	0.506	0.903	0.602	0.309	0.791
Q 20	0.755	0.598	0.912	0.501	0.171	0.729

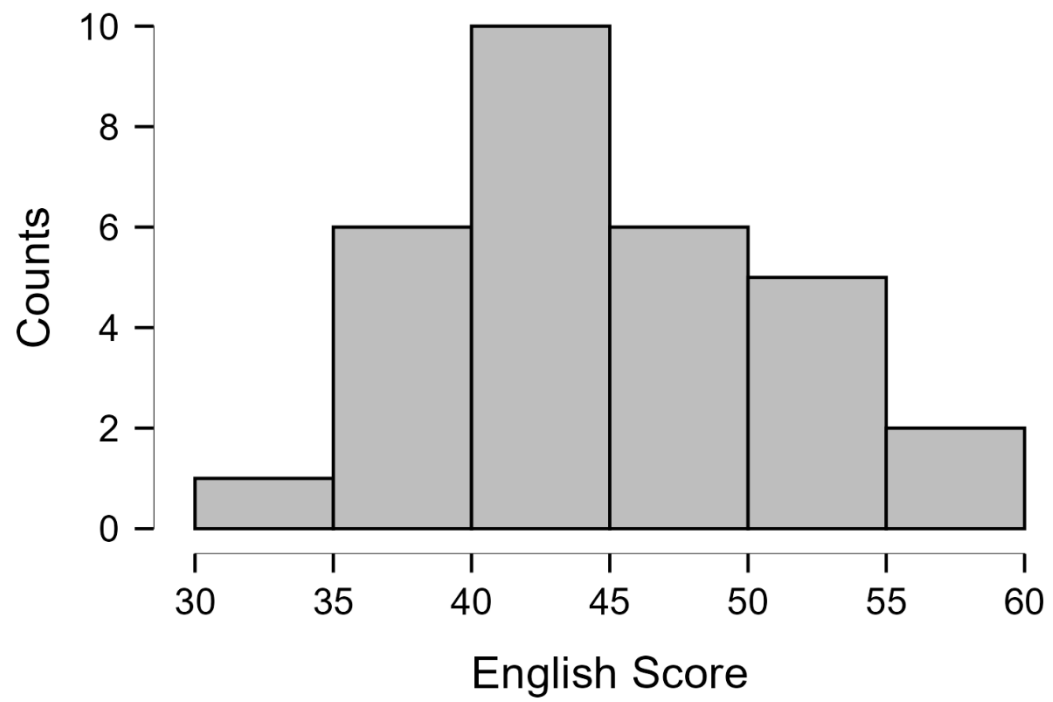
Normality Test

Descriptive Statistics

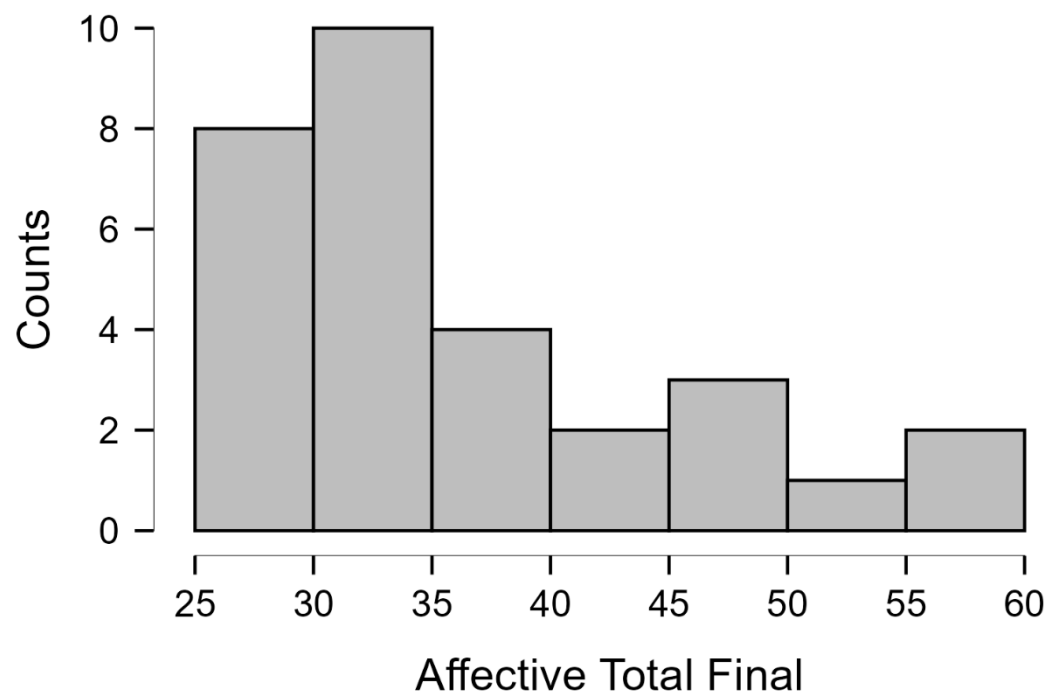
	English Score	Affective Total Final
Valid	30	30
Missing	0	0
Mean	45.73	36.97
Std. Deviation	6.549	8.451
Skewness	0.070	1.163
Std. Error of Skewness	0.427	0.427
Kurtosis	-0.342	0.248
Std. Error of Kurtosis	0.833	0.833
Shapiro-Wilk	0.978	0.826
P-value of Shapiro-Wilk	.770	< .001
Minimum	31.00	29.00
Maximum	58.00	57.00

Distribution Plots

English Score

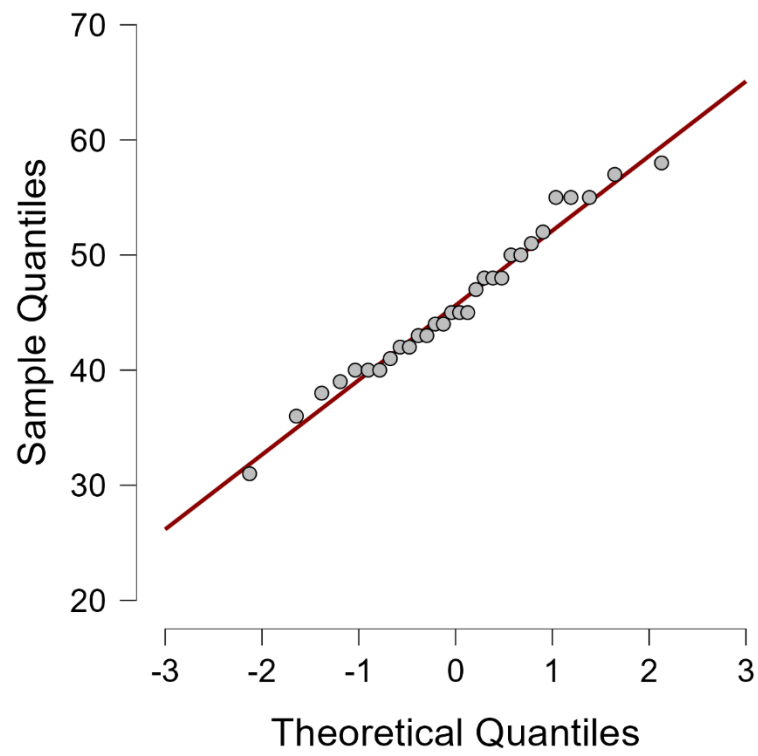


Affective Total Final

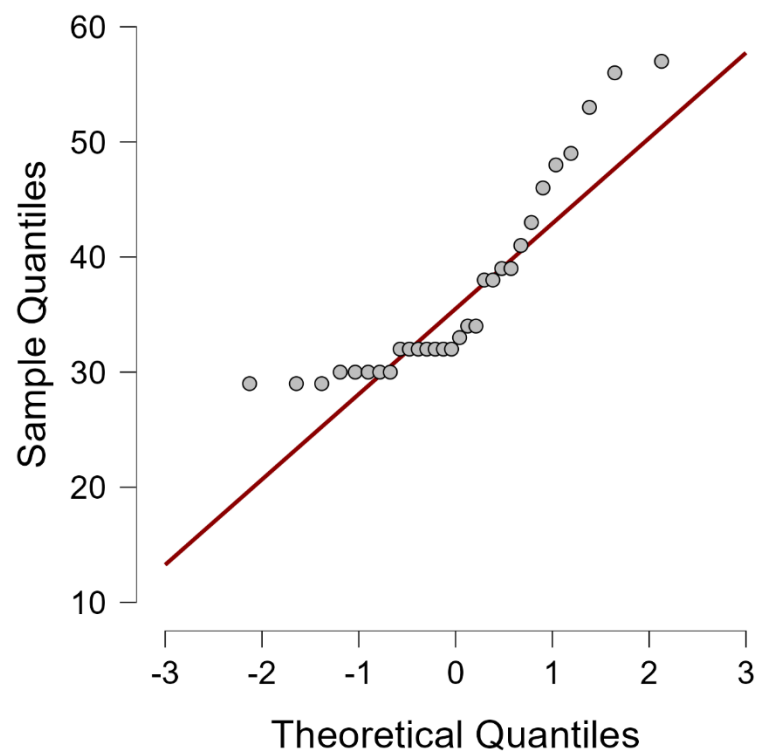


Q-Q Plots

English Score



Affective Total Final



Correlation

Spearman's Correlations

			Spearman's rho	p
English Score	-	Affective Total Final	0.572***	< .001

* p < .05, ** p < .01, *** p < .001

Appendix 5 Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 1136/Un.03.1/TL.01.04/05/2026
Lampiran : -
Hal : Permohonan Izin Penelitian

19 Mei 2026

Kepada Yth.
Kepala MTS Islamiyah Pakis, Kabupaten Malang
di
Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Fikri Wasilul Mustofa
NIM	: 220107110024
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Genap - 2025/2026
Judul Skripsi	: The Correlation Between Students' Affective Attitudes and Their English Language Score in Junior High School
Lama Penelitian	: Mei 2026 sampai dengan Juli 2026 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.


Muhammad Walid, MA
NIP. 198708232000031002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix 6 Letter of Completion of Research



Yayasan Pendidikan Agama Islam

MADRASAH TSANAWIYAH ISLAMIYAH

TERAKREDITASI : B

NPSN : 20518091 NSM : 121235070096 NSS : 212350723065

JL. . Ky. Ghozali No. 01 Desa Jln SumberkradenanKec. PakisKab. Malang 65154 Telp. (0341)73326

SURAT KETERANGAN

Nomor : 159/SKet/MTS.I/VI/2026

Yang bertanda tangan di bawah ini :

Nama : Mahrus Ali, S.Pd.I

Jabatan : Kepala MTSS Islamiyah Pakis

Alamat : Jln. KH. GHOZALI NO. 01 PAKIS

Dengan ini menerangkan bahwa Mahasiswa Program S-1 Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim, yang bernama :

Nama : Fikri Wasilul Mustofa

NIM : 220107110024

Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan Penelitian "The correlation Between Students affective Attitudes and Their English Language Score in Junior High School". Untuk Tugas Akhir/Skripsi yang bersangkutan mulai bulan Mei 2026 - Juni 2026.

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya dengan penuh tanggung jawab.

Malang, 17 Juni 2026

Kepala Madrasah

Mahrus Ali, S.Pd.I

Appendix 7 Instrument Validation Letter for Lecturer



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Gajayana 50 Telepon (0341) 552398 Faksimili (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email: fitk@uin-malang.ac.id

Nomor : VAL-497/Un.03.1/FITK/TL.01.04/6/2026
Lampiran : -
Perihal : Permohonan Menjadi Validator

11 Juni 2026

Kepada Yth.

Prof. Dr. H. LANGGENG BUDIANTO, M.Pd

di-

Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Fikri Wasilul Mustofa
NIM : 220107110024
Program Studi : Tadris Bahasa Inggris
Judul Skripsi/Tesis : The Correlation Between Students' Affective Attitudes and Their English Language Score in Junior High School
Dosen Pembimbing : Prof. Dr. H. LANGGENG BUDIANTO, M.Pd/

Maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Dekan,

Prof. Dr. H. Muhammad Walid, MA

NIP. 197308232000031002

Appendix 8 Instrument Validation from Lecturer

Validations Sheet

Instrument Validation Sheet of Interview Guideline and Observation checklist for Research Entitled

“THE CORRELATION BETWEEN STUDENTS' AFFECTIVE ATTITUDES AND THEIR
ENGLISH LANGUAGE SCORE IN JUNIOR HIGH SCHOOL”

Validator : Prof. Dr. H. Langgeng Budianto, M.Pd
NIP : 197110142003121001
Expertise : English Academic Writing
Instance : Maulana Malik Ibrahim State Islamic University of Malang
Validation Date : May 12, 2026

A. Introduction

This validation was made to obtain an assessment from the validator on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this section, assess by ticking (✓) with the following criteria to the columns below:

- 1: Very poor
- 2: Poor
- 3: Average
- 4: Good
- 5: Excellent

2. Please give comments and suggestion in the columns below:

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Research instruments are well constructed					
2.	Research instruments are based on previous theory/research instruments					
3.	Research instruments are relevant to obtaining research objective					
4.	Research instruments use good and correct language and punctuation					
5.	Research instruments require less effort to understand					

6.	Research instruments are communicative								
7.	Research instruments do not cause bias								
8.	Research instruments can help the researcher seek their affective attitude in English subject								

D. Suggestion

.....

.....

.....

.....

.....

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (~~abad~~) the answer that doesn't match the conclusion you gave.

- The instrument can be used without revision.
- ~~The instrument can be used with slight revision.~~
- ~~The instrument can be used with many revisions.~~
- ~~The instrument can be used.~~

Malang, May 12, 2026

Validator,



Prof. Dr. H. Langgeng Budianto, M.Pd
197110142003121001

Appendix 9 Thesis Consultation Logbook



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMUTARBIYAH DAN KEGURUAN
Jl. Gajayana 50, Telp. 0341-552398, Fax. 0341-552398 Malang
<http://www.fitk.uin-malang.ac.id> Email: fitk@uin-malang.ac.id

BUKTI KONSULTASI SKRIPSI

Nama : Fikri Wasilul Mustofa
NIM : 220107110024
Program Studi : Tadris Bahasa Inggris
Judul : The correlation Between Students' affective Attitudes and Their English Language Score in junior high school
Dosen Pembimbing : Prof. Dr. H. Langgeng Budianto, M.Pd
NIP : 197110142003121001

No.	Tanggal	Materi Bimbingan	Tanda Tangan
1.	5 November 2025	Konsultasi judul proposal skripsi	
2.	11 November 2025	Konsultasi BAB 1	
3.	27 Januari 2026	Konsultasi revisi BAB I dan Konsultasi BAB 2 dan 3	
4.	3 Februari 2026	Konsultasi revisi BAB 2 dan 3	
5.	11 Februari 2026	Konsultasi revisi BAB 1 sampai BAB 3	
6.	13 April 2026	TTD Persetujuan Sempro	
7.	12 Mei 2026	Konsultasi dan validasi instrument penelitian	
8.	8 Juni 2026	Konsultasi BAB 4-5	
9.	11 Juni 2026	Konsultasi Revisi BAB 4-5 dan TTD Persetujuan sidang	



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Gajayana 50, Telp. 0341-552398, Fax. 0341-552398 Malang
<http://www.fitk.uin-malang.ac.id> Email: fitk@uin-malang.ac.id

Malang, 11 Juni 2026
Dosen Pembimbing

Prof. Dr. H. Langgeng Budianto, M.Pd
NIP. 197110142003121001

Appendix 10 Curriculum Vitae

CURRICULUM VITAE



Name : Fikri Wasilul Mustofa
Place, Date of Birth : Kota Madiun, 3 Juni 2003
Gender : Male
Address : Jl. Urip Sumoharjo, Sidodadi III/5,
RT. 45, RW. 15, Kel. Nambangan Kidul, Kec. Manguharjo,
Kota Madiun.

Educational Background

- | | |
|----------------|------------------------------------|
| 1. 2008 – 2009 | TK Aisyiyah Bustanul Athfal Madiun |
| 2. 2009 – 2010 | TK Rahmatal Lil 'Alamin Madiun |
| 3. 2010 – 2016 | MI Islamiyah Madiun |
| 4. 2016 – 2019 | MTsN Kota Madiun |
| 5. 2019 – 2022 | MAN 2 Kota Madiun |
| 6. 2022 – Now | UIN Maulana Malik Ibrahim Malang |