AN ANALYSIS OF STUDENTS' LANGUAGE ATTITUDE IN LEARNING SPEAKING SKILL OF THE SIXTH SEMESTER AT ENGLISH LANGUAGE EDUCATION OF FKIP UNIVERSITAS ISLAM RIAU

A THESIS

Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in English Language Teaching and Education

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ENGLISH LANGUAGE EDUCATION
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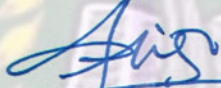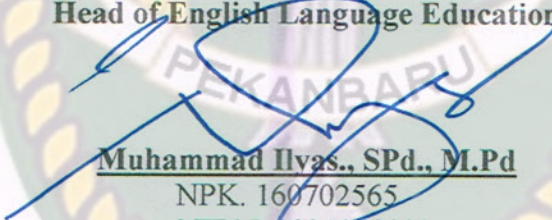**PEKANBARU**
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THESIS APPROVAL

TITLE

AN ANALYSIS OF STUDENTS' LANGUAGE ATTITUDE IN LEARNING SPEAKING SKILL OF THE SIXTH SEMESTER AT ENGLISH EDUCATION OF FKIP UNIVERISTAS ISLAM RIAU

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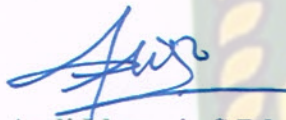
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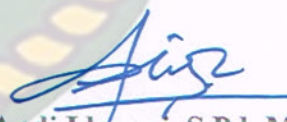
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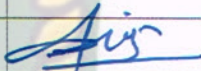Pekanbaru, 23rd August 2021

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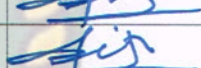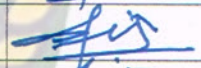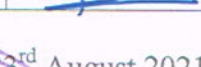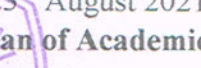
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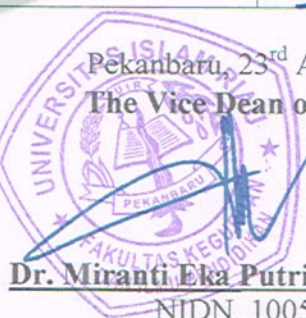
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       I truly confess that this paper writing is derived from my own ideas, except some questions (directly and indirectly) which were adopted or taken from various sources included in the references. Scientifically, I take responsibility for the truthfulness of the data presented in this paper.

Pekanbaru, 23rd August 2021

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Then the writer expresses peace be upon prophet *Muhammad Sallallahualaihiwassalam*, his companions, and families who have brought mankind to the bright world.

This thesis is written as one of the requirements to obtain the undergraduate degree (S1) of the English Language Education of Universitas Islam Riau. The writer realizes that the accomplishment of this thesis has been contributed by many people to whom she would like to express her deepest gratitude:

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For closing this statement, this thesis may be uncompleted and still far being perfect. To complete this paper need suggestions and critics from the reader.

Pekanbaru, July 2021

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ABSTRACT

MIA FEBRIANI, 2021. Students' Language Attitude in Learning Speaking Skill of The Sixth Semester at English Language Education of FKIP UIR"

Department of English Language Education, Faculty of Teacher Training and Education, Universitas Islam Riau

Keywords: Language Attitude, Learning Speaking

A student's language attitude occurs in how they think and act. The students can have a positive attitude and sometimes lose to define their attitude. This research aims to find out the students' language attitude in learning speaking of the sixth semester at English Language Education of FKIP UIR.

This research used the descriptive quantitative method. The Sample of the research consisted 27 students at the sixth-semester student of English Language Education which were taken by purposive sampling. The instrument of the research was used to get the data from questionnaires and interviews. Meanwhile, The data collected used Google form and Google Meet. The total number of questions consisted of 30 statements using the Likert Scale for the questionnaire and 15 questions for interviews using open-ended questions.

According to the questionnaire result, the research found that the students had a positive attitude on learning speaking skill, it can be seen from the result percentage in three components of attitude which the cognitive component is large of percentage around 75,81% stated that speaking English is important because it will make them more educated and speaking English helps them to get new information. Then, for the affective component, over half of the students, or 76,07% stated that speaking English makes to have good emotions and enjoyable. Besides that, from a readiness for action (conative) component, a large fraction 77,84% the students like practicing English and help to improve their speaking skill event though the students get many feelings such as embarrassed and lack of confidence when speaking English.

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Pekanbaru, 23rd August 2021

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CHAPTER I

INTRODUCTION

1.1   Background of the Problem

In this era of globalization, English is one of the most widely spoken languages. English has an increasingly essential role in communication since it is a very worldwide language that is widely studied and used as a lingua franca today. Besides that, being used as an introductory language in the business world, English is also used in the world of education, from elementary school to university level, because language mastery, particularly English, is the most effective means of increasing mastery in science and technology with the goal of improving human resource competitiveness on the international stage. Language as a tool of human communication can be separated into the certain units, i.e sentences, words, morphemes, and phonemes (Chaer and Agustina, 2004) cited in (Rabiah, 2012). Many people can communicate in languages other than their native languages. It is fairly usual for people to utilize two or more languages as a communication medium in today's context of international communication.

In Indonesia, English is considered a foreign language. The language that is taught to students or individuals at the educational level for the purpose of practical communication. As a result, the Indonesian government has incorporated this language in the curriculum of not only junior high but also senior high and university institutions. For the people of Indonesia, where English classes were first introduced at an early age, knowing the language is important. Government

rules make it clear that English must be taught in every academic program. Afterward, the importance of learning English as a foreign language has been established as one of the stepping stones to academic and professional success, encouraging you to seek a career in the working world.

Learning a foreign or second language is beneficial for a variety of reasons. It's conceivable that a big percentage of language students all around the world do it since it's expected of them. Some people believe that studying English will allow them to prepare for the future. The term "English for specific purposes" refers to circumstances where only students desire to study the language for a specific cause. English is one of the most widely used world languages today (Eskicumalı & Türedı, 2010). Learning English as a foreign language helps to build the sense of human beings and construct the identity among learners (Gardner, 2001).

Many students studying English as a Foreign Language / Second Language (EFL / ESL) choose to acquire English skills. Language learners evaluate their language learning achievement differently depending on how effectively they develop their spoken language skills. The four fundamental language talents are listening to ability, speaking ability, reading ability, and writing ability. To master a speaking skill, English learners need to speak English everywhere and every time because speaking is the most important skill in language for oral communication and needs more practice than other skills. Speaking is social, in the sense that it develops rapport and mutual agreement, maintains and alters social identity, and includes interpersonal skills (Thornbury

and Slade, 2006). This social aspect manifests itself in the form of wants, emotions, attitudes, opinions, and judgments, all of which may clash with the formal character of the classroom while teaching and learning to speak.

Learning speaking is closely related to attitude. The attitude of a person, particularly a college student, determines their ability to study. One's attitude has an impact on motivation growth. Positive attitudes boost learning motivation, but negative attitudes reduce learning motivation, making the learning process more challenging. Attitudes are essential to us since they cannot be easily separated from studies, according to (Reid, 2006). Besides that, from the academic component, language acquisition involves psychological and social dimensions and is largely dependent on the learners' motivation and attitude toward learning the target language (Padwick, 2009).

Language attitude might be positive or negative depending on how people learn the language (Chaer & Agustina, 2010). The process of learning to speak is shown to be a beneficial development in an individual's personality in terms of emotional, psychomotor (behavioral), and cognitive domains, since after studying a topic, a person should think and conduct differently, and one's views should also be different (Abidin Dr. et al., 2012)

The three components of the attitude notion are cognitive, affective, and readiness for action (conative). The cognitive component of attitude is concerned with the language learners' thoughts and ideas about the knowledge they gain and their comprehension during the language learning process. While the affective component of attitude is concerned with emotions, it is widely acknowledged that

FL learners' inner sentiments and emotions impact their perceptions and attitudes about the target language. The conative (readiness for action) component entails a willingness to act or how one acts in specific situations.

Furthermore, language attitudes are typically consistent with human ideas and acts. To put it another way, someone who learns a language and has a positive attitude toward learning English, particularly for learning speaking, should behave positively and speak English regularly, enjoy it, develop it, and improve it. Then there are occasions when an individual's attitude is positive yet their actions are poor. The gap occurs as a result of the difference in their thoughts and actions.

The researcher observes students' language attitudes on learning speaking in this study. The language's attitude is selected for a variety of reasons. First, the research was performed at the English Language Education department at the university where the researcher was enrolled. There would be no obstacles to finding respondents during the research if this were the case. Here, respondents are often met by the researcher. This allows researchers to study them more carefully, resulting in more thorough data. Furthermore, whether for a test project or a big enterprise, the timeline may be simply defined. Another reason is the importance of research, it can be used by the English Language Education. The English Language Education Study Program will know the attitude students' of English. Research on language attitudes has not been found. s a consequence, it's crucial to do so because it'll help the study program build language learning policies.

Additionally, the researcher's observations revealed that some students have a good attitude but struggle to define it, while others are stuck in the gap between what they think and how they act. As a consequence, the results of the study help students to understand how they should perform into the object of their study. The second reason is that the research was conducted to confirm assumptions regarding language attitude in English Language Education and University. Students appear to be in such a rush to acquire the language that they utilize English in a variety of situations. On the other hand, appear to be learning English just to satisfy the requirements. So far, the researcher has not found any academic research on it, but it could be a trigger for the researcher to conducted this study. Hopefully, this research can be developed in other research.

Furthermore, the researcher observed that some students rarely speak English even in English classes. This suggests students have problems with attitudes towards learning English language being studied by them. Although they take English Language Education as their course of study, that does not mean they have a positive attitude towards learning English. They may also have a negative attitude. The population of the research is students of English Language Education of Universitas Islam Riau. Then they are the sixth-semester students. The respondent will fill out a questionnaire. The limitation is applied to ease the data analysis. Moreover, the sample has shown a representation of the student population at the English Language Education Study Program.

Previous research on language attitudes toward learning English was too general, and respondents or the study's topic had to be classified into some groups

to allow for a more specific interpretation of the findings. Therefore, the result showed that they were uninterested in studying English since they did not yet recognize the importance of English. Hence, this research is analyzed the students' attitudes on learning speaking in English. An analysis was conducted to determine the students' language attitudes. Finally, this study might represent students' language attitudes regarding learning to speak, so that the students and the English Language Education program where the research is conducted get the benefit from it.

Based on all of the reason that explained above, so the researcher discussed the analyzed of language attitude students' entitled "AN ANALYSIS OF STUDENTS' LANGUAGE ATTITUDE IN LEARNING SPEAKING SKILL OF THE SIXTH SEMESTER AT ENGLISH EDUCATION OF FKIP UNIVERSITAS ISLAM RIAU."

1.2   Setting of the Problem

Through this phenomenon, the researcher is really interested in conducted the research about a study of the language attitudes in learning speaking of English Language Education of FKIP UIR, the researcher identified the problems is The students' language attitude in learning speaking skills particularly including the three components of attitude that are cognitive, affective, and conative component English students at English Language Education of FKIP Universitas Islam Riau.

1.3 Limitation of the Problem

Based on the identification of the problem above, the researcher focused on the students' attitude on learning speaking. The students' attitude their response either three components that are cognitive, affective, and conative in learning speaking at the sixth semester students of English Language Education of Universitas Islam Riau in academic years 2020/2021.

1.4 Formulation of the Problem

The problem in this research can be formulated in the following questions: What are the students' language attitude in learning speaking skill of the sixth semester at English Language Education of FKIP Universitas Islam Riau?

1.5 Objective of the Problem

In accordance with the problems of this research, the objective of the research is to find out the students' language attitude in learning speaking skill of the sixth semester at English Language Education of FKIP Universitas Islam Riau.

1.6 Significance of the Research

By conducting this study, some significances could be expected in contribution to students, readers, lecturers, English Department and further research.

1) Theoretically, these findings can be used to develop further research on the student's language attitude in learning speaking skill of English Language Education of FKIP Universitas Islami Riau.

2) Practically, the significance of the study actually can give beneficial for students, readers, writers, lecturers, and English Language Education. The following present some possible ways:

a. For the students

    The result of this research, hopefully, is to help them to know their attitude and study more about language attitude in learning speaking skill in English. In order to they can be considered and be able to undertake a decision about how they should have a certain attitude in a language they speak especially in English. Thereupon, they can develop and make use of it in daily life.

b. For the readers

    The writer hopes that the results of this study would assist the readers to behave against the language and try to improve and to be able to apply attitude towards English appropriately in society.

c. For the writer

    Hopefully, The results of this study can be an additional reference and also for people around the student's language attitude, especially in English, and convince the reader of the value in this study.

d. For the lecturer

    This research aims to be a reference in the teaching plan for speaking courses and analyze the characteristics of students in the

learning process. Even though the lecturer can evaluate and provide motivation for students.

e. For the English Language Education

The study on Students' Language Attitude on learning speaking is expected, the results of the research would be additional information when developing curriculum, policies or rules, as well as teaching plans in English Language Education Universitas Islam Riau.

1.7   Definition of the Key Terms

1.7.1   Analysis

An analysis is the detailed study or examination of something in order to understand more about it (Oxford Dictionary). In this research means a detailed study or examination of students' language attitude towards learning English in order to understand more about it.

1.7.2   Language Attitude

Language attitude is the internal stage that influences people to do what they want to do (Zeinivand et al., 2015). In this research, language attitude means that the students' attitude towards learning English when they study in English Language Education of FKIP Universitas Islam Riau.

1.7.3   Speaking

Speaking is also a multi-sensory activity because it involves paralinguistic features such as eye contact, facial expressions, body language, tempo,

pauses, voice quality changes, and pitch variation which affect conversational flow (Thornbury, 2005). In this research, speaking which the skill that the sixth semester students' have in their personality for using communication and learning in campus.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1   Relevance Theories

2.1.1   Psycholinguistics

Psycholinguistics is an interdisciplinary field of study in which the goals are to understand how people acquire language, how people use language to speak and understand one another, and how language is represented and processed in the brain. Psycholinguistics is primarily a sub-discipline of psychology and linguistics, but it is also related to developmental psychology, cognitive psychology, neurolinguistics, and speech science. The purpose of this book is to introduce the reader to some of the central ideas, problems, and discoveries in contemporary psycholinguistics (Fernández & Cairns, 2011)

Attitudes have been and indeed continue to be the focus of a great deal of research throughout the social sciences. In particular, attitude has been a central explanatory variable in the field of social psychology more than in any other academic discipline. Despite some fluctuations in its popularity, research on attitudes has been conducted by social psychologists from the 1920s and this research has undergone extensive theoretical and empirical developments since then. Indeed, Edwards (1999), describes the importance of perception (i.e., attitude) as the most pervasive theme in modern social psychology. A particular problem with the definition of attitude concerns the overlap with other concepts in social psychology such as 'belief', 'opinion', 'value', habit', 'trait', 'motive' and 'ideology'.   Precise definitions of related terminology are likely to help the

researcher to avoid ambiguity, despite the tendency for the terms to become blurred in everyday usage outside the field of social psychology. A language attitude can be positive or negative. In fact, some people can have a neutral attitude. A positive language attitude is supported by positive actions, whereas an inappropriate language attitude is followed by negative actions. The positive and negative can be changed to favorable or unfavorable in various circumstances. le, as stated by Edwards (1994):

> "The concept of attitude, a cornerstone of traditional social psychology, is not one about which there has been universal agreement. At a general level, however, attitude is a disposition to react favorably or unfavorably to a class of objects. This disposition is often taken to comprise three components: feelings (affective element), thoughts (cognitive element), and, following upon these, predispositions to act in a certain way (behavioral element). That is, one knows or believes something, has some emotional reaction to it and, therefore, may be assumed to act on this basis." (Edwards, 1994)

2.1.2 Attitude

There are some concepts about expressed by some definition of attitude as follows:

Attitudes toward global languages, such as English, are likely to be strong (as they are toward ethnic groups, celebrities, or favorite goods) and are marked by a well-learned relationship between the language and assessment. The student's attitude toward the language is one of the most significant indications of success in learning English. According to (Latchanna & Dagnew, 2004), attitude is described as a mental state that incorporates thoughts and feelings and is recognized as an essential term in understanding human behavior.

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On the one hand, according to (Bohner & Dickel, 2011), an attitude is an evaluation of a thought object. The object of attitude consists of anything a person might remember, from the ordinary to the abstract, including things, people, groups, and ideas. Similarly, İnal et al., (2000) Similarly, Inal et al., (2000) claim that "attitude pertains to our sentiments and influences our learning behaviors". Thus, conduct is linked to attitude, as the latter has a significant impact on and manifests in the former. Furthermore, attitude can only be inferred from observed reactions and cannot be directly known or decided.

Attitudes are essential to us since they cannot be easily separated from research, according to Reid (2006). Language performance is said to be influenced by one's attitude (Visser, 2008). The ability to succeed in the target language is determined not only by intellectual ability but also by the learner's attitude toward the language. As a result, rather than being seen just as an academic phenomenon, the language used in the learning process should be viewed as a social and psychological phenomenon. The language attitude is a catalyst to have a successful language learning.

Zeinivand, Azizifar, and Gowhary defined it (2015) Attitudes have a crucial role in the growth or deterioration of a language, as well as its repair or annihilation. Internal variables impact what pupils do, and attitudes are one of them. Positive/negative or advantageous internal conditions are some favorable/unfavorable levels or reactions to an object. Next, The term "language attitude" is used by Brown (2000) to describe the learner's collection of beliefs. As a result, language attitude is a broad phrase that encompasses a wide range of

attitudes, including languages, dialects, speech styles, speakers, communities, language acquisition, and language usage, among other things (Ianos et al, 2015).

A language attitude can be positive or negative. In some cases, the terms positive or negative can be changed in to favorable or unfavorable, as stated by Montano and Kasprzyk (2008) state;

> "Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude."

Attitude is considered as an essential factor influencing language performance and attitude like all aspects of the development of cognition and fact in human beings. Students' emotional aspect is one of the factors students attitude. It is affected by different emotional factors.

Based on the explanation above attitude, the researcher can conclude that attitude is one of the considerable factors in learning and lays an important function since it can affect language acquisition and performance. Negative attitudes can obstruct students' studies, while good attitudes can help them succeed. Students with a positive attitude can achieve their goals, but students with a negative attitude would find it difficult to achieve their goals in studying English. In short, attitude can be defined as a student's way of thinking, believing, and perceiving English learning.

2.1.3 Components of Attitude

Based on the statement of Baker (1992) Attitude concept can be view by three dimensions. Accordingly, the attitude consists of three components that are cognitive, affective, and readiness for action (conative).

a.   Cognitive

The cognitive component consists of beliefs and ideas or opinions about objects. Including one's beliefs is about a particular person, object, or situation. The belief that discrimination is wrong is a statement of value. Cognitive is evaluative belief and is measured by attitude scale or by asking about the mind.

Language learners' views about the knowledge they receive and their comprehension of the language learning process are included in this component of cognitive attitude. Linking previous and new information, gaining new knowledge, evaluating new knowledge, and applying new knowledge in a variety of contexts are the four steps of cognitive attitudes.

Convictions and conceptions, or almost a thing, comprise the cognitive component. Concerning a certain individual, questions, or circumstances, one's convictions are included. The belief that discrimination is unacceptable might be an expression of esteem. Cognitive is evaluative conviction and is measured by the state of mind scale or by inquiring around the intellect. Component of cognitive attitudes involves students' beliefs about the knowledge they receive and their understanding of the language teaching process.

b.   Affective

The affective component of an attitude is referred to as emotional. It's when a pupil trips over anything or someone. These markers reveal emotional changes as a function of psychological stimulation. A decrease in passion might suggest that someone is attempting to hide their intentions.

The affective or emotional component refers to the student's feelings and emotions about an object, such as 'like' or 'dislike,' and 'with' or against.' This component describes the feelings that students experience as a result of their beliefs about a person, item, or condition. For example, students who think that hard effort leads to promotion may experience anger or frustration if they work hard but are not promoted. As an individual has more frequent and direct contact with focus objects, people, or circumstances, this component grows stronger.

"Learning is an emotional process," according to (Feng & Chen, 2009). It is influenced by a variety of emotional aspects. In it, the teacher and his learners participate in a variety of emotional activities, yielding a variety of emotional fruits." Learners can use attitudes to communicate whether they like or dislike items or situations in their environment. It is well accepted that FL learners' inner feelings and emotions have an impact on their perception and attitude toward the target language.

c.   Readiness for action (Conative)

The conative component of attitude, or preparation for action, is concerned with how one acts and reacts in certain situations. In reality, successful language acquisition allows students to identify with native speakers of that language and

acquire or adopt a variety of behaviors that are characteristic of members of the target language community. Kara (2009) stated that,

> "Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally."

Other than that, the conative or readiness for action component refers to the student's constant behaviors or desires toward the object. Because they are unsatisfied with their employment, someone may complain, request a transfer, or be less productive. The behavioral element of an attitude refers to a person's or something's purpose to act in a specific manner toward them. This component is the intention to behave in a certain way towards an object or person. The conative component of an attitude is measured by observing behavior or intention. Whether it is a verbal or nonverbal act, behavior or a tendency to react in reaction to the object's attitude. A person's tendency to behave consisted of an object's action or response.

Responses to do something about an object might be positive or negative. This component's reaction can take the shape of remarks or words, and not always in the form of activity that can be directly measured. Students who dislike English are more likely to stay in class, not pay attention to the teacher, and copy assignments from their classmates than to leave the class every meeting. Such actions or behaviors already demonstrate negative attitudes in terms of conduct. Students may have a good attitude toward English language acquisition as a result of positive classroom behavior experiences.

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In conclusion, attitude may be divided into three categories: cognitive, affective, and conative. The tendency or disposition to respond in particular ways with regard to various things, events, and individuals engaging in formal interactions that display their formal behavior is referred to as the conative component. The cognitive component of an attitude refers to how we perceive things, events, or circumstances, as well as our views or thoughts about the world around us. Cognitive refers to what we can see, feel, and employ in our reasoning. The affective component, on the other hand, is the experience or emotion elicited in a person by an item, event, or symbolic representation, such as sympathy, pity, wrath, or love.

2.1.4 Factors Influencing Language Attitude

The first factor that impacts students' attitudes is their perceptions of English. Students' views are influenced by how they think about English. They will concentrate on English if they believe it is important.

According to Budyatna (2015), interest and motivation are two factors that influence students' attitudes. Because interests are inseparable from human feelings because they are a part of the human personality. Whereas, motivation can influence learning achievement and can arise as a result of a competent teacher's teaching technique. Then there's motivation, which is the question of why people behave, think, and feel the way they do.

A teacher has the ability to influence students' opinions. Students regard a teacher as an agency or someone who shapes their ideas. Parents can influence their children's attitudes toward learning English (Bartram, 2010). Besides that,

according to (Sultana & Binti Rosli, 2016), Parental participation has a beneficial influence on youngsters' English achievement and skills. Parents clearly have an impact on their children's learning of the English language in terms of involvement and encouragement in the learning process.

One of the most important aspects of a student's learning process is their attitude. Furthermore, (Hashwani, 2008) claims there are some factors that can influence students' learning namely motivation, personalities, aptitude, ages, attitudes, learning achievement, intelligence, and anxiety. For example, some students feel that learning English is difficult, while others disagree. An opinion or belief will impact a student's attitude toward language, resulting in a positive attitude that will enhance the student's learning process. However, some students may disagree, and as a result, negative attitudes may develop.

In conclusion, students will play an important role in the study of the language, particularly English. They will actively engage and participate in the class if they are allowed to do anything they want as long as it is in line with their learning goals or objectives. Finally, the student's behavior is highlighted at this stage since it pertains to the attitude itself. Students' learning attitudes can affect their choices of books to read, language styles to speak, and types of friends and teachers to learn from. Thus, students' attitudes might impact their conduct during learning English.

2.1.5 Measuring Language attitude

Attitudes toward language can be positive or negative. Some people, in fact, may take a neutral attitude. There are three techniques to use to assess a

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person's attitude toward a language: direct, indirect, and commitment to a method (Jendra, 2010).

1. Direct Method

The direct method involves asking questions in interviews or having some respondents fill out questionnaires to measure language attitudes. In this approach, the interviewer asks a question and the interviewee responds in the interviewee's native language. Inquiries might employ interrogative structures or open questions. Respondents should assess each item to indicate whether they agree or disagree with the subject at hand when filling out the questionnaire. Language Attitude Scales (LAS) are commonly used to display the provided alternatives. Depending on the question, you can also choose from adjectives like unclear, clear, eloquent, ineloquent, educated, and uneducated. Attitude scale is a common way of measuring attitudes. It is used to measure a person's attitude towards a particular object. In this study, the attitude of measurements is used to measure students' attitudes in learning English.

2. Indirect Method

The indirect technique is a way for determining a 's feelings through their language. This approach was used in such a way that the participants had no idea their attitudes were being measured. The most common form is known as guise.

3. Commitment Method

Another way for determining the proposed language's attitude is the commitment measure method. This approach is used to determine if a respondent's attitude indicated in an interview or questionnaire corresponds to

their behaviors. Language attitude data is more likely to be genuine if the interview findings and questionnaire match the in-person assessment.

2.1.6 Learning Speaking

According to Choy & Troudi (2006) Individuals' views of language acquisition, motivations for learning the language, sentiments about oneself, and attitudes may all impact how effectively they learn the language in the end. With the increasing need and interest in learning English as a second language, it is critical to study and comprehend the factors that might influence the learning process.

The learning process is seen to be a positive change in an individual's personality in terms of emotional, psychomotor (behavioral), and cognitive domains, since after studying a topic, a person should think and conduct differently, and one's attitudes should also be different (Abidin Dr. et al., 2012) Among several the most prominent factors are attitudes and perceptions towards Language (Alkaff, 2013).

Learning Many English as a Foreign Language / Second (EFL / ESL) students prioritize speaking abilities. Language learners frequently assess their language learning success based on how well they develop their spoken language abilities. Speaking is a type of oral communication in which the speaker and the listener not only share knowledge and declare freely but also accomplish communicative communication. Students can improve their speaking abilities by listening and repeating. Teachers may demonstrate structures to students and ask them to copy them. This may assist their students in overcoming their anxiety.

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Teachers can use quick inquiries and short dialogues in the classroom to help students develop their speaking abilities (Bashir, Azeem, & Dogar, 2011).

The most difficult skills language learners face in language learning is speaking skills. It is believed that speaking is the most important of the four language skills. Humans are programmed to speak before learning to read and write. Humans spend more time verbally interacting with language than using it in written form in any particular situation. Because speaking is one of the talents required to conduct conversations, it is the most important skill. Speaking English is a challenging task since speakers must be familiar with several key aspects such as pronunciation, grammar, and vocabulary, fluency, and Understanding. Students must have sufficient English skills to communicate easily and effectively with others.

When it comes to speaking abilities, students frequently experience challenges due to a lack of English vocabulary. Furthermore, when learning a language, feelings of shame and insecurity emerge. The existence of a reaction to provide an assessment (like or dislike) to the English language is a natural occurrence since it represents each student's attitude toward the language. One of the internal factors that have a significant impact on the learning process and student achievement is attitude. Various factors that exist in each individual student, such as variances in skill, interests, experience, knowledge, the intensity of feeling, and contextual conditions, produce distinct attitudes in each individual student.

Student confidence, student experience, and positive connections between student-teachers and students are all important. Teachers and students must work together to establish a relationship. They should be acquainted. Students should get to know their teachers, appreciate them, and be kind to criticism when their instruction is unclear. On the other hand, teachers should get to know their students well, appreciate them, and provide clear explanations. Teachers also need to know why pupils are learning English, their future objectives, and, most significantly, their personalities. Another factor that might impact a person's attitude is learning methods.

In conclusion, Learning English mostly takes place in the classroom, rather than during daily communication. Students do not have access to use English as a means of communication during their daily lives outside the classroom. The language at the front in this context is only learned during formal education. As a such, Learning English in Indonesia presents special challenges.

2.1.7 Language Attitude In Learning Speaking

One of the internal factors that have a significant impact on the learning process and student achievement is attitude. Various factors that exist in each individual student, such as variances in skill, interests, experience, knowledge, the intensity of feeling, and contextual conditions, produce distinct attitudes in each individual student.

A student has almost definitely experienced a learning barrier when learning to speak. These difficulties may prevent students from achieving their full potential. This may happen to anybody, including students taking English

language classes, particularly non-English studies students. Cognitive, affective, and ready-to-act are the three components. In terms of cognitive components, the majority of respondents think that English is an essential language in today's globalized world. In terms of the affective component, the majority of them express that they are proud in learning the language. The conatively component has genuine intentions to speak English in a grammatically correct manner. In semi-cultural interviews, their positive attitude is also shown firmly.

According to Rafika (2017) Language, instructors and psychologists have studied learners' attitudes about the language they are learning several times. The majority of studies agreed that having a favorable (positive) attitude toward the language will lead to better learning outcomes. In contrast, a negative view to the language being learned will be more likely to cause negative results in this study. different types of attitudes that a person can show, such as in the form of intelligence.

Attitude has an impact on intelligence. As a result, it is simpler for individuals to understand the language and accents of people they like or admire. The argument that is closely related, at least to members of the majority group, is that individuals are more encouraged to learn a second language, and hence are frequently more effective, when they are optimistic about the consequences for both politics and business. Furthermore, English standards have a long and illustrious history of distinction. It is considered a national symbol of the United Kingdom. It has been pushed as the only permissible variant for usage in all official areas, including education, for more than a century.

Individual students' differences are caused by these disparities. The disposition that individuals develop to respond positively or negatively to the English language may be characterized as a student's attitude toward English. Students that have a good attitude toward English will develop a positive orientation as a result of their enjoyment and interest in the language. A positive attitude of students is quite decisive output learning, as Thorndike's law says, is the law of effect which means that the stimulus relationship and response will be stronger if accompanied by feelings of pleasure or satisfaction. The absence of a positive attitude can cause students to dislike English so it is difficult to concentrate and difficult to understand the content of the subject and will get a poor output.

Students with a good mindset have a better chance of reaching their full potential. Because the learner has a favorable attitude about himself, he will achieve the desired results. Students who maintain a positive attitude in the face of adversity (bad grades) are more motivated to study harder and try to improve their results. Students who have a negative attitude when confronted with a challenge are more likely to fail. On the contrary, students who have a negative attitude when facing a challenge even though it is easy still do not want to try. He became easily discouraged, and even then considered himself incapable or don't have the ability to improve.

In conclusion, Attitude is one of the internal factors that greatly influence the learning process and student achievement. With different attitudes in each individual student is caused by various factors that exist in each individual.

Because of this, these differences give rise to different attitudes in individual students. The student's attitude towards English can be defined as the tendency that individuals learn to respond positively or negatively to the English language especially to learning speaking.

2.2   Relevance Studies

To compose this thesis, these are some previous researchers related to this study that can be described as follows:

First, Abidin Dr. et al., (2012) entitled EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students. The researcher from This study looked at the behavioral, cognitive, and emotional elements of Libyan secondary school students' views about studying English. It also looked to see if there were any significant differences in students' opinions about the English language depending on their demographic characteristics, such as gender, field of study, and year of study. A total of 180 participants in the three study years from three specializations of Basic Sciences, Life Sciences, and Social Sciences took a questionnaire as a measuring instrument. The individuals had negative attitudes about learning English in all three components of attitude, namely cognitive, behavioral, and emotional. There were statistically significant variations in attitudes about gender and area of study on the demographic profile, but not year of study. Finally, based on the research findings, some recommendations are offered. Because the respondents had such a bad attitude about English, it's possible that they don't realize how important it is to acquire it as a required subject. In a nutshell, the attitude notion is an important part of

language learning. As a result, the umbrella of language should be a positive attitude.

Second, the research from (Abdullah and Shah, 2014) entitled Motivation and Attitude towards learning English among Undergraduates in National University of Malaysia (UKM). This research used a quantitative technique. Motivation and attitude are two key factors in learning a second language, as well as providing the necessary consistency to continue the learning process. For teaching and studying a second language, a variety of techniques are employed. Learners in nations where English is taught as a second language have varying motivating reasons and attitudes, resulting in a unique relationship with English. Students' attitudes toward English language learning might be influenced by motivational factors and previous experiences. The report presents the findings of a study conducted to determine the motivation and attitude of undergraduates at the National University of Malaysia (UKM) toward learning English. Gardner's (1985) and Cooper and Fishman's (1977) studies were used to analyzing students' motivation and personal motivation. Learners' attitudes are focused on English in a social, educational, and cultural context. A total of 30 UKM undergraduates were included in the study. Data was collected using a questionnaire as a survey tool. The majority of students had strong enthusiasm and positive attitudes toward studying English as a second language, according to the findings of this brief survey.

Third, the research from Alkaff, (2013) entitled Students' Attitudes and Perceptions towards Learning English. The research used the questionnaire survey

design. This paper studies the attitudes and perceptions of Foundation Year (FY) students towards learning English, at the English Language Institute (ELI) of King Abdulaziz University (KAU) in Jeddah, Saudi Arabia. English is one of the required courses, the rest of which are primarily taught in Arabic. The aim is to investigate how important English is to the students, whether they think it is tough or not, and where the problem resides. The author also considers how people try to improve their English, as well as the frequency and contexts in which they use it. Following the selection of a random sample of 47 female students from levels 3 and 4 (pre-intermediate and intermediate levels), who represented the majority of students throughout the research study, a questionnaire was developed and students" responses were tabulated and analyzed. The findings show that, despite having a lot of demands on their time and little opportunities to do so, most students have a positive attitude toward learning English and attempt to develop and use the language. The study also takes into account the difficulties that students experience and their suggestions for making the learning process easier.

Fourth, the research from Astrid et al. (2020) entitled The Language Attitude towards English Learning among EFL Learners: A Case at One Private Islamic Senior High School. The research used descriptive method. The aim of the study was to investigating students' towards English language learning. This research implemented a survey approach to describe students' opinions regarding English language instruction at one Islamic private senior high school. A total of 217 students from an Islamic private senior high school in Indralaya took part in this study. It used a Likert scale questionnaire with 20 items split into five

categories: (1) attitude toward native English speakers, (2) motivational orientation in learning English, (3) interest in English, (4) attitude toward English class, and (5) attitude toward English teachers in gathering data. The result of this study indicated that the attitude of the students of one Islamic private senior high school in Indralaya South Sumatera towards English language learning was generally positive.

Fifth, the research journal from Ahmed (2015) entitled Attitudes towards English Language Learning among EFL Learners at UMSKAL. The result of a survey on 238 undergraduate EFL students at a public university in Malaysia. The findings of a study of 238 undergraduate EFL students at a Malaysian public institution. The survey inquired about their attitudes toward English learning as well as the factors that may have affected their progress. for a As a 19-item questionnaire was created and distributed to 238 students for data collection. The objective of this study was to investigate (1) The attitudes of the learners towards the use of English in different areas; (2) Causes that may have influenced the effect of English learning for students (3) Perspectives of English learning among non-major English learners in Malaysia. The results of the qualitative study reveal that people have a very positive attitude about learning English and applying it in different contexts. The figures also revealed that the majority of students had negative feelings or worries regarding classroom directives during their learning experience. Students from diverse fields showed differing attitudes toward English language acquisition in terms of areas of usage and concentration of learning abilities, showing that a single curriculum or teaching technique is

inappropriate. Several suggestions have been made regarding teaching methodology, curriculum, teaching materials, and the status of English in Malaysia from this point of view.

Based on the findings of the previous studies, the researcher may conclude that the majority of respondents who were studying English had a good attitude based on the outcomes of previous studies. Integrative or instrumental motivation, or both, may encourage someone to learn languages (instrumental and integrative). Respondents may think they have a positive attitude, but their behaviors reveal otherwise. This may be seen in their daily life in terms of how they approach the English language. Do respondents practice their English during English classes or prefer to use their official language? Do they have an English community? How often to use English as a communication language with other languages English students outside the classroom? Therefore this research will discuss whether the gap occurs or not.

2.3 Conceptual Framework

(Baker, 1992) Her study of language attitude were focused on a very specific kind of attitude, that attitude were built by the three aspects of attitude such as : cognitive, affective and conative. seen in the Figure 2.1 below.

Figure 2.1 Component of Attitude

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                    ┌───────────────────────┐
                    │   PSYCHOLINGUISTICS   │
                    └───────────┬───────────┘
                                │
                                ▼
                    ┌───────────────────────┐
                    │       ATTITUDE        │
                    │     (Baker,1992)      │
                    └───────────────────────┘
```

Cognitive	Affective	Conative

- Beliefs of the language
- Understanding in process
  of language learning
	- Emotional process and
	  inner feelings
	- Different emotional factors
		- Behaves and reacts in
		  particular situation

Positive and Negative Attitude
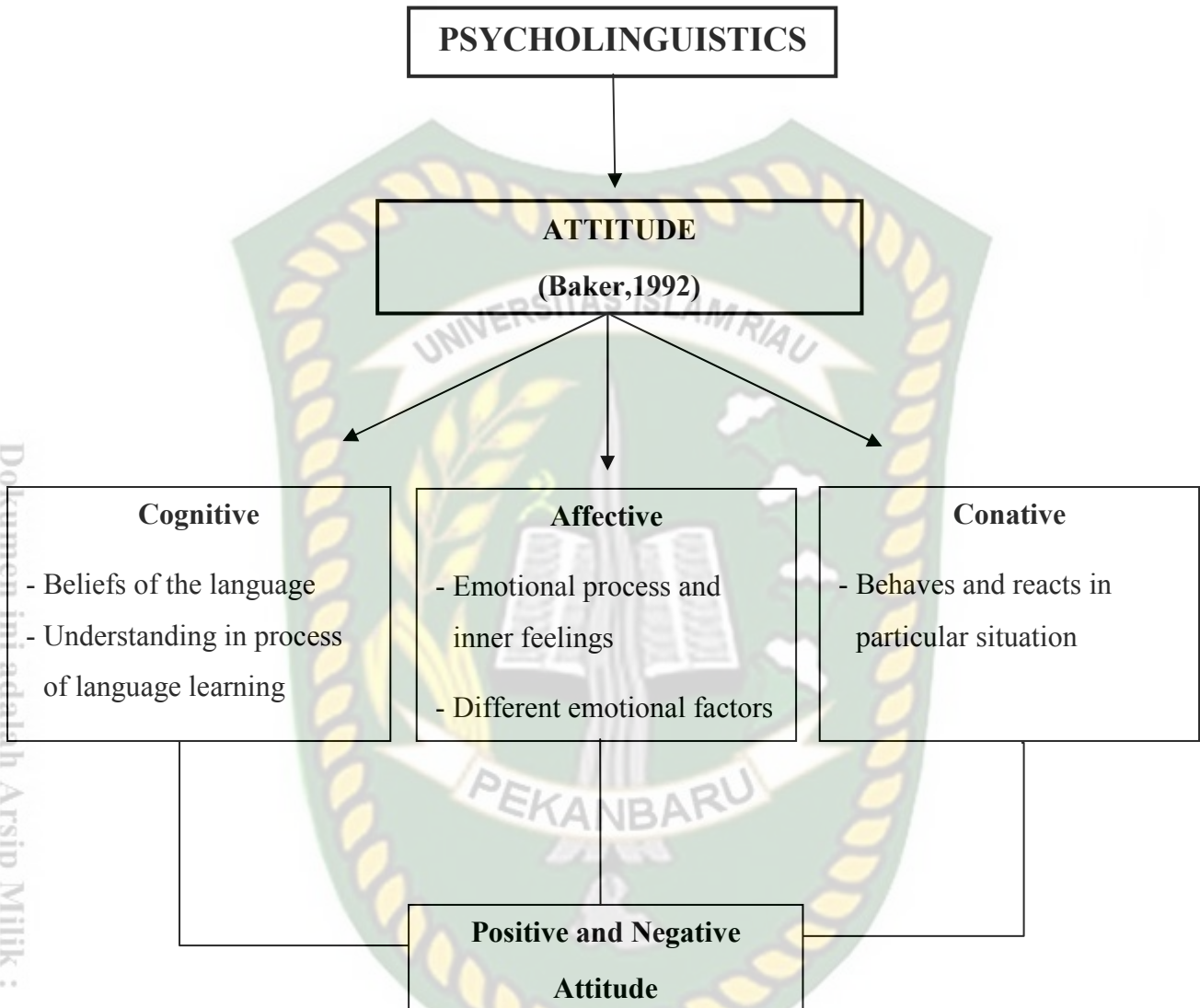
Based on the conceptual framework, The researcher conducted a study on students' language attitudes regarding English by the three components of attitude as shown in Figure 2.1. The first is cognitive component is concerned with thought and belief. For instance, a person may study English because they feel it is an important language. The affective component refers to feelings towards the objects of attitude (e.g. English). That feeling may be love or hatred of language.

The last component of the attitude is conative. It's behavioral intent. t's all about the intention to behave in a certain way. In this situation, whether the student's attitude is good or negative in cognitive, affective, and readiness for action (conative) components.

2.4   Assumption

The assumption is a simple description of a transitory guess, estimate, opinion, or conclusion. Basic assumptions or hypotheses, according to Arikunto (2013), are something that academics feel must be clearly formulated.

Based on the formulation of the problem above, the researcher make assumes that there are: "The students' language attitude in learning English are positive and negative attitude which determined by the three components that are cognitive, affective, and readiness for action (conative) component of attitude".

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The study employed the survey method and allow the author to determine the students' language attitudes regarding learning English in English Language Education of FKIP UIR. The method that researchers use in this study is the descriptive quantitative method; according to Seno H Putra (2001), A quantitative approach is a research design that, in its analysis, uses numbers (calculations) or statistical formulas. In other words, quantifiable research is a study in which data obtained from informant samples and objects must be calculated through statistics.

Sugiyono (2016) Quantitative research method can be interpreted as a research method based on the philosophy of positivism, used to research on a particular population or sample, sampling techniques are generally done randomly, data collection using research instruments, data analysis is quantitative/statistical to test that has been established.

3.2 Location and Time of the Research

This research was conducted in Universitas Islam Riau (UIR). It is located on Jalan Kaharuddin Nasution No. 133 Pemberhentian Marpoyan, Pekanbaru-Riau. The researcher interest in finding out their language attitude in learning speaking at the sixth semester of English Language Education of FKIP Universitas Islam Riau on the campus.

3.3 Population and Sample of the Research

3.3.1 Population

The population is populations are objects, to be studied, and objects that can be in the form of: humans, animals/ animals, and plants / types of plants, which are animate, and objects or objects or things that are lifeless or abstract. Populations are usually in the form of groups such as humans (Seno H Putra, 2004-2006). The population in this research is the sixth semester of English Language Education of FKIP UIR in the academic year 2020/2021. In additon, the students of sixth semester of English Language Education of FKIP UIR have 4 classes that are 6A, 6B, 6C, and 6D.

Table 3.1 The total number of students at the Second Semester of English Language Education Study Program of FKIP UIR

Class	Students' Number
A class	33
B class	37
C class	37
D class	40
Total of Population	**147**

3.3.2 Sample

Sample are part of the population or representing the population, which are taken and collected either randomly, structurally or in other scientific collective ways (Seno H Putra, 2004-2006). Based on the population in the total number of students at the sixth semester of English language Education of FKIP UIR amounted to 147 students. So, the research will choose class 6B as a sample

Because there is one class consisted of 37 students and for an interview the researcher selects a few students to collect data. The sample of this research used the purposive sampling. According to Arikunto (2019), Purposive Sample aims to be done by taking the subject not based on strata, random, or area but based on the existence of a specific purpose. This technique is usually done due to several considerations, such as the reason for the limitation of time, energy, and funds so that it can not take large and distant samples. Although this method is allowed, researchers can determine based on a specific purpose, but there are conditions that must be met.

3.4 Instrument of The Research

To make this research easier and preferred in the end result, the researcher gathered data from a variety of instruments, including questionnaires and interviews.

3.4.1 Questionnaire

An attitude scale is a questionnaire structured and fashioned to an overall attitude result McKenzie (2010). The Questionnaire on this research was adopted from Abidin et al. (2012) about the attitude scale of English. In this research, there were questions that should be answered by students. The questionnaire consist of 30 questions based on the three indicators of Language attitude. The detail of the questionnaire will be shown on the table 3.2.

Table 3.2 Blue print of Questionnaire

No.	Indicators	Sub-Indicators	Number of the test item
1.	Cognitive	1. Previous knowledge and the new one	1-3
		2. Creating new knowledge	4-5
		3. Checking new knowledge	6-8
		4. Applying the knew knowledge	9-10
2.	Affective	1. Various emotional activities	11-15
		2. Varies fruits of emotions are yield	16-20
3.	Readiness for Action (Conative)	Various aspects of behaviors	21-30

3.4.2 Interview

Interviews are used to support the questionnaires given to students. To get information related to the research, a representative of the students was interviewed. Many questions focused on the students' language attitudes in learning speaking studying English in the sixth semester of English Language Education FKIP UIR. An interview is a type of oral questionnaire that requires comprehension. Based on certain questions from researchers, the purpose of this interview was to learn how students use English in everyday life, particularly on

campus. There are 15 questions in the interview, questions about the attitude of the student-centered language towards learning speaking in English.

3.5 Data Collection Technique

When researchers perform the genuine study, such as class, labor, or field, this data collecting technique is usually mentioned. By using study design and methods, the researcher will be able to correctly analyze the results of all procedures. The main objective of data collection is to confirm the problem-solving assumptions or hypotheses. The data collection technique process began with permission from the English Language Department of UIR. Thereafter, the researcher distributed the questionnaire and interview.

3.5.1 Questionnaire

The steps of collecting data are as a following:

1. The researcher delivered the questionnaire and met with the student virtually via an application, where they discussed the best time to complete the questionnaire and interview.

2. The researchers then meet with the students in the classroom online via a Google Form connection and distribute a questionnaire sheet to them.

3. Allow time for them to complete the questionnaire and write or record the interview, particularly the responses of the study participants.

4. The researcher gathered and analyzed the students' responses to the questionnaire sheet as well as the results of the interview.

3.5.2 Interview

The steps to interview, as a follow:

1. The researcher meets or contacts the participants to arrange an interview time.

2. The researcher will next gather data through interviews with students, utilizing the Google Meet tool to make the process of collecting data from several students easier.

3. Researchers ask students several questions, and the students respond to the researchers' inquiries.

4. Researchers listen carefully to student explanations and record and collect them.

3.6 Data Analysis Technique

The data was taken through a five-point Likert Scale questionnaire survey. The five points are strongly agree, agree, doubt, disagree, and strongly disagree. then, Semi-structural interviews with chosen respondents are applied to selected the data. Hal f of the interview questions are based on guidelines, while the remaining questions are independent questions. According to Seno H Putra (2001) Data analysis technique is data that is purely based on samples, informants, and objects studied, and then the data must be processed and analyzed by researchers in line with the design and type of research.

The research adopted questionnaires from previous studies that investigated the students' language attitude towards learning English. The main questions and items in the questionnaire were adopter according to the needs of

this study. Respondents answered and sent back the results of the questionnaire that will answer. Data from questionnaires are calculated and analyzed by using Microsoft Excel. Data is calculated in percentages using frequency and SPSS 26.0

In this research, the technique analysis data are:

1. Collecting data

The researcher creates a questionnaire and distributes it to all of the study's participants. There are 35 students that responded to the questionnaires in this study. The researcher then conducted an interview with a student representative to assist with the questions.

2. Categorized the data based on indicators

Afterward, the researcher categorized the data based on the indicators to make it easier for a writer to describe the data.

3. Describe the data

After categorizing the data, the writer to carry out an analysis and describe the data according to the data obtained.

4. Make conclusion

The last step of the analysis data is the conclusion, the writer make conclusion based on the data obtained and generated in this study.

The Likert's scale is divided into five options with two kinds of statements, positive and negative. The category of Likert's scale options could be seen as follow:

Table 3.3 Likert Scale

Positive Statement and Score	Assesment Criteria	Negative Statement and Score
5	SA	1
4	A	2
3	N	3
2	DA	4
1	SDA	5

Adopted from (Gay, Mills & Airasian, 2012)

Where :

SA   : Strongly agree

A   : Agree

N   : Neutral

DA   : Disagree

SDA   : Strongly disagree

To find out the percentage of each statement, the writer use the following formula:

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

Where :

P = Percentage

F = Frequency

N = The total number of student

After getting the data questionnaire the research analyzed it by using the formula as follow:

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

where:

$\bar{X}$ = Mean Score

$\sum x$ = The sum of all the scores

N = The number of students

Table 3.4 The category of the Student's Attitude

No.	Mean Score	Category
1.	80.0% - 100%	Very High
2.	60.0% - 79.0%	High
3.	40.0% - 59.0%	Moderate
4.	20.0% -39.0%	Low
5.	0.0% - 19.0%	Very Low

(Adopted from Pranatawijaya et al., 2019)

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Description

In this chapter, the researcher presents the result of the research entitled An Analysis of Students' Language Attitude In Learning Speaking Skill of The sixth semester at English Language Education of FKIP Universitas Islam Riau. This research used two instruments, namely questionnaires and interviews. Questionnaires were the main instruments for represent all the necessary data and interview was the instruments that support questionnaires. There were 30 items for the questionnaire and 15 questions for an interview. The data was collected from 5 June to 15 June 2021. The researcher took the students of English Language Education as the population and sample.

The distribution of the questionnaire used Google form and then shared a link via WhatsApp group. In this research, the researcher has got 27 respondents for the questionnaire and 5 respondents from an interview which was collected from B Class of the sixth semester of English Language Education of FKIP UIR.

In this study, the researcher analyzed the data based on three indicators of Component of Language Attitude from Baker (1992); there are cognitive component, affective component, and conative component. In this research, the interview consisted of fifteen questions about language attitude on learning speaking. While the questionnaire consists of 30 items, and it was adopted

from Abidin (2012). Furthermore, there are five available options, and they are; SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), SD (Strongly Disagree). The questionnaire has been fill by an English Language Education Student of FKIP UIR.

4.2 Data Analysis

Statistical data analysis is used to show the amount of data used in this study as well as to show mean, medians, and standard deviations. The following numbers give a glimpse of the overall min respondents:

Table 4.1: Mean, Median, and Standard Deviation of the Data

Questions No.	Mean	Median	Standard Deviation
1.	4.26	4.00	0.764
2.	4.00	4.00	0.679
3.	4.33	4.00	0.620
4.	4.30	4.00	0.609
5.	4.30	4.00	0.724
6.	1.78	2.00	0.641
7.	3.22	3.00	0.847
8.	4.22	4.00	0.641
9.	2.96	3.00	0.706
10.	2.78	3.00	0.847
11.	4.22	4.00	0.751
12.	3.81	4.00	0.879
13.	2.96	3.00	0.649
14.	3.63	4.00	0.688
15.	2.48	3.00	0.700
16.	3.22	3.00	0.892
17.	2.37	2.00	0.742
18.	4.04	4.00	0.808
19.	4.37	5.00	0.839
20.	2.04	2.00	0.808
21.	3.11	3.00	0.801

22.	2.22	2.00	0.698
23.	3.41	3.00	0.747
24.	4.48	5.00	0.753
25.	3.52	3.00	0.802
26.	4.33	4.00	0.734
27.	2.85	3.00	0.770
28.	2.78	3.00	0.892
29.	3.85	4.00	0.718
30.	4.30	4.00	0.724

Based on the results of calculation of descriptive statistical data shows that there is a description of mean values, median, and standard deviation. In this study, the sample consisted of 27 people with a number of questions as many as 30 questions that have been distributed. Furthermore, 27 sample data students have the lowest mean score of 1.78 and the highest mean of 4.48. While the lowest median is 1.00 and the highest median is 5.00. After that, at the lowest standard deviation value of 0.609 and with the highest standard deviation of 0.892.

4.2.1 Cognitive Component of Language Attitude

The cognitive component consists of beliefs and ideas or opinions about objects. Including one's beliefs is about a particular person, object, or situation. The belief that discrimination is wrong is a statement of value. Cognitive is evaluative belief and is measured by attitude scale or by asking about the mind.

In terms of respondents results on each question or indicator used consisting of 10 questions to measure the attitude of the students' language towards English through indicators of cognitive components as follows:

Table 4.2 Percentage of Cognitive Component

Questions No.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Speak English is important because it will make me more educated.	40,7% (11)	40,7% (11)	14,8% (4)	3,7% (1)	0% (0)
2. Being good to speak English will help me study other subjects well and speaking English help me communicate in English effectively.	18,5% (5)	66,7% (18)	11,1% (3)	3,7% (1)	0% (0)
3. I like my English class so much; I look forward to studying to speak English more in the future.	40,7% (11)	51,9% (14)	7,4% (2)	0% (0)	0% (0)
4. Studying English helps me getting new information in which I can link to my previous knowledge.	37,0% (10)	55,6% (15)	7,4% (2)	0% (0)	0% (0)
5. In my opinion, people who speak more than one language are very knowledgeable.	44,4% (12)	44,4% (12)	7,4% (2)	3,7% (1)	0% (0)
6. Occasionally, I cannot summarize the important points in English subject content by myself.	33,3% (9)	55,6% (15)	11,1% (3)	0% (0)	0% (0)
7. I cannot apply the knowledge by speaking English in English subject in my real life.	0% (0)	22,2% (6)	37,0% (10)	37,0% (10)	3,7% (1)
8. I am satiesfied with my speaking perfomance in the English subject.	0% (0)	0% (0)	11,1% (3)	55,6% (15)	33,3% (9)
9. Actually, I study English just to pass the exams	3,7% (1)	14,8% (4)	63,0% (17)	18,5% (5)	0% (0)
10. In my opinion, speaking the English language is difficult and complicated to learn.	7,4% (2)	25,9% (7)	48,1% (13)	18,5% (5)	0% (0)

Based on table 4.2 above showed that most of the participants agree that

speak English is important because it will make them more educated, with a large

percentage of 80% and only a very small number of the students stated disagree.

Similarly, a large fraction of around 85% of students agree that being good to

speak English will help them study another subject well and speaking English

helps to communicate effectively, and the rest of the students stated that still

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undecided and disagree with the statement. Likewise, over half of students agree and stated that they like English so much, and look forward to studying to speak English more in the future and helps them getting new information. Then, the percentage of the participants who agree that, in their opinion, people who speak more than one language are very knowledgeable (88,8%) was a large percentage than the number of those who disagree (3,7%), and no student strongly disagree.

Most of the students stated that they agree when they are cannot summarize the important points in English subject content by themself. Around 88,9% and 11,1% stated undecided. Furthermore, as in the responses to statements, strong disagreement remained 0%. Other than that, they cannot apply the knowledge by speaking English in real life elicited 22,2% of agreement, compared to 40,7% of disagreement, While 37,0% of the participants said that they were still undecided or did not know. In addition, the students were dissatisfied with speaking performance because nearly 90% of students stated disagree. Meanwhile, 63% or 17 students said that even though they like English but they learn it just to pass exams is held. Besides that, nearly 50% or half of the students are still undecided with statements speaking English is difficult and complicated to learn.

NO. ITEMS	SA	A	N	D	SD	TOTAL	PERCENTAGE	LEVEL
Q1	11	11	4	1	0	115	90,55%	Very High
Q2	5	18	3	1	0	107	84,25%	Very High
Q3	11	14	2	0	0	117	92,12%	Very High
Q4	10	15	2	0	0	116	91,33%	Very High
Q5	12	12	2	1	0	127	100%	Very High
Q6	9	15	3	0	0	48	37,79%	Low
Q7	0	6	10	11	0	64	50,39%	Moderate

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Q8	0	0	3	15	9	114	89,76%	Very High
Q9	1	4	17	5	0	80	62,99%	High
Q10	2	7	13	5	0	75	59,05%	Moderate
Percentages Overall							**75,81%**	**High**

In conclusion, from the questions that researchers have asked in terms of cognitive with 5 positive statements and 5 negative statements from 27 students with high level of means 75,81%. It can be seen that students give more positive responses than all questions. The students stated that they like to learn English especially on their speaking development, helping them get information, they are also still not satisfied with their speaking perfomance when in class, can apply their speaking inside or outside the classroom although some of them are still hesitant in expressing their opinion on the question faced to them.

4.2.2 Affective Component of Language Attitude

Affectiveness is the emotional aspect of an attitude. It refers to a student falling about something or someone. These indicators show changes in emotions with measure psychological arousal. If someone tries to hide their feelings, this may be indicated by a change of passion.

In terms of respondents results on each question or indicator used consisting of 10 questions (11-20) to measure the attitude of the students' language towards English through indicators of affective components as follows:

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Table 4.3 Percentage of Affective Component

Questions No.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11. I feel proud when I speaking English	37,0% (10)	44,4% (12)	18,5% (5)	0% (0)	0% (0)
12. I feel excited when I communicate in speak English with others.	25,9% (7)	33,3% (9)	37,0% (10)	3,7% (1)	0% (0)
13. I get anxious when I should to speak English in my English class	3,7% (1)	11,1% (3)	70,4% (19)	14,8% (4)	0% (0)
14. Speak English makes me have good emotions (feeling) and speaking a foreign language is enjoyable.	11,1% (3)	40,7% (11)	48,1% (13)	0% (0)	0% (0)
15. I feel worry and not confident when I should to have ask and answer questions in my English class	11,1% (3)	29,6% (8)	59,3% (16)	0% (0)	0% (0)
16. I prefer studying in my mother tongue rather than any other foreign language to speak.	11,1% (3)	18,5% (5)	51,9% (14)	18,5% (5)	0% (0)
17. When the environment is not supportive, I do not feel enjoy doing activities in speaking English.	11,1% (3)	44,4% (12)	40,7% (11)	3,7% (1)	0% (0)
18. I do not like speaking English	0% (0)	0% (0)	18,5% (5)	48,1% (13)	33,3% (9)
19. I wish I could speak English fluently and look forward to the time I spend in improve my speaking in English class	55,6% (15)	33,3% (9)	11,1% (3)	0% (0)	0% (0)
20. Sometimes, I really have little interest in my speaking class.	29,6% (8)	37,0% (10)	33,3% (9)	0% (0)	0% (0)

As shown in table 4.3 above the highest percentage for the statement "I feel proud and excited when I speaking English" because a large number of students stated agree with that statement and those who give a responses disagree was 0%. Moreover, a quarter of them agree when they should to speak English they can get anxious. While around 19 students (70,4%) still undecided or they did not know toward statement. Someways, over a half of students sense speaking

English makes they have good emotions (feeling) and it is enjoyable. Then, roughly 14 students give a statement undecided or they did not for prefer studying in their mother tongue than any other foreign language. While, nearly 30% stated agreement and 5 those who give a responses disagreement.

Hereinafter, when the environment not supportive, they do not feel enjoy doing activities in speaking English, over a half of students stated agree and very small percentage stated that disagree (3,7%). The highest percentage of them said they like speaking English and they could to speak English fluently and look forward in spending time to improve their speaking. In contrary, about 19 students with percentage (66,6%) sometimes they are have little interest in speaking class.

NO. ITEMS	SA	A	N	D	SD	TOTAL	PERCENTAGE	LEVEL
Q11	10	12	5	0	0	113	94,16%	Very High
Q12	7	9	10	1	0	103	85,83%	Very High
Q13	1	3	19	4	0	80	66,66%	High
Q14	3	11	13	0	0	98	81,66%	Very High
Q15	3	8	16	0	0	67	55,83%	Moderate
Q16	3	5	14	5	0	97	80,83%	Very High
Q17	3	12	11	1	0	64	53,33%	Moderate
Q18	0	0	5	14	9	116	96,66%	Very High
Q19	15	9	3	0	0	120	100%	Very High
Q20	8	10	9	0	0	55	45,83%	Moderate
Percentages Overall							76,07%	High

In conclusion, from the above questions researchers argue that in terms of affective, in this stage got a score with percentage 76,07% in high level from 27 respondents. The students are proud if they can speak English, although they still feel nervous, worried, and still hesitant in answering questions about their emotions when speaking English that only when the emotion arises and make

them still feel some of these things. However, they desire them to improve their speaking to be smoother or fluently and better.

4.2.3 Readiness for Action (Conative) Component of Language Attitude

The component of readiness for action or conative refers to the actions or intentions of the student's consistent behavior towards the object. The behavioral aspect of an attitude refers to the intention to behave in a certain way towards a person or something.

In terms of respondents' results on each question or indicator used consists of 10 questions (21-30) to measure the attitude of the student's language towards English through indicators of conative components as follows:

Table 4.4 Percentage of Conative Component

Questions No.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
21. Speaking English anywhere make me feel worried	0% (0)	22,2% (6)	48,1% (13)	25,9% (7)	3,7% (1)
22. I do not feel enthusiastic to come to the class when English is being thought.	11,1% (3)	55,6% (15)	29,6% (8)	3,7% (1)	0% (0)
23. I like to give opinions during speaking lessons.	11,1% (3)	22,2% (6)	63,0% (17)	3,7% (1)	0% (0)
24. When I miss the class, I never ask my friend for the homework or what has been thought.	0% (0)	0% (0)	14,8% (4)	22,2% (6)	63,0% (17)
25. Speaking English makes me have more confident in expressing myself.	14,8% (4)	25,9% (7)	55,6% (15)	3,7% (1)	0% (0)
26. Studying English helps me to improve my speaking skill.	48,1% (13)	37,0% (10)	14,8% (4)	0% (0)	0% (0)
27. I am not relaxed whenever I have to speak in my English class.	0% (0)	25,9% (7)	51,9% (14)	18,5% (5)	3,7% (1)
28. I feel embrassed to speak English in front of other student.	7.4% (2)	25,9% (7)	51,9% (14)	11,1% (3)	3,7% (1)

29. I like to practice English the way native speaker do.	18,5% (5)	44,4% (12)	37,0% (10)	0% (0)	0% (0)
30. I wish I could have many English speaking friends and studying English helps me to have good relationship with friends.	37,0% (10)	44,4% (12)	18,5% (5)	0% (5)	0% (0)

The table 4.4 above show that nearly 50% student give responses undecided that speaking English make them feel worried, while a quarter of student disagree with that statement. Other than that, exactly 66,7% of students agree that they feel enthusiastic to come to the English class and a quarter of students said undecided or they did not know. Furthermore, they are still uncertain to give their opinion during a speaking lessons. As for the image of those who give a responses undecided approximately 17 students (63,0%) while a quarter of students agree with it.

In addition, even when they missed class, nearly of students in the class or around (63,0%) said that they asked their classmates for the homework or what has been thought. Besides that, over a half of students still uncertain or undecided in speaking English makes to have more confidents in expressing ourself. Then, a large of fraction (85,1%) the students agree that studying English helps them to improve speaking skill. Similar to the responses of the previous statement, virtually the participants agree and said that they like to practice English with the way native speaker do, with percentage 62,9%.

Nevertheless, for the statement " I am not relaxed whenever I have to speak in my English class" over a half of students still doubtful or give a responses undecided with percentage (51,9%). Meanwhile, a quarter of students

(22,2%) stated disagreement. As for undecided, the case similar with they are also feel embrassed to speak English in front of the other student. A slightly of those who answer disagree (11,1%). In addition, they hope that they have many speaking friends who will make a better relationship in learning speaking. A large percentage of the students stated agreement (81,4%). Noticeably, the percentage of those who said strongly disagree was 0%.

NO. ITEMS	SA	A	N	D	SD	TOTAL	PERCENTAGE	LEVEL
Q21	0	6	13	7	1	84	69,42%	High
Q22	3	15	8	1	0	61	50,41%	Moderate
Q23	3	6	17	1	0	92	76,03%	High
Q24	0	0	4	6	17	121	100%	Very High
Q25	4	7	15	1	0	95	78,51%	High
Q26	13	10	4	0	0	117	96,69%	Very High
Q27	0	7	14	5	1	81	66,94%	High
Q28	2	7	14	3	1	75	61,98%	High
Q29	5	12	10	0	0	103	85,12%	Very High
Q30	10	12	5	0	0	113	93,38%	Very High
Percentages Overall							77,84%	High

In conclusion, from the results of the table percentagease obtained, The researcher argue that a got score in high level with percentage 77,84% from 27 students based on component of conatif or readinees for action. The students give a positive response that learning English helps them in improving their speaking skills, enthusiastic when it comes to speaking classes, they are also diligent practice as native speakers do. However, some of them say that sometimes speaking anywhere makes them worry, still not confident, embarrassed, and sometimes they are still hesitant in speaking and giving opinions during speaking lessons.

4.3 Discussion

The result of Students' language attitude on learning speaking also took from the interview. In an interview, there are 15 questions where the researcher asked the 5 students in the sixth semester of English Language Education. The process of interview by the researcher is as below:

In the process interview, the researcher used media visuals such as Google Meet to interview students. For the first, the researcher asked some questions about the condition in their subject, to make the relax situation when the research doing an interview, and after that, the researcher asked the students based on some list questions.

At the time of the interview, the students answer casually, briefly, and concisely. All of the questions posed by the researcher were successfully explained by the students. At that time, the researcher asked about language attitude students based on three components of language attitude. In their explanation, the researcher pay attention, write down and also record the explanations of the answer by interviewees.

An Interview has 15 questions based on 3 components of Language attitude. There answer varied and gave many positive responses to each questions. As if for the first question, the researcher ask about in there opinion about learning speaking in English will make more educated. Their answer are quite varied as if English is very important to learn, is an international language, is a tool for communication with others, learning English can give new information or knowledge, bring something new, and also English at the most of used by merk on

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as if make up, skincare, product and others and learning english very usefull in educational for them.

> *"I think because English is so language that have been admitted by world that if we go to somewhere we don't have to being complicated anymore. because we can used English to speak with another people. That's why English is very important to learn."* (Student A)
> *"I think learning English make me more educated. Because some education uses English and most of the make up, skincare, product, also uses English. So learning English very usefull in educational for me."* (Student B)

Hereafter, for the second question about learning English gain more knowledge and understanding in English subject. They said, learning English not only in English subject but learn English this can be done through watching educational videos, various applications, books, listening conversations, advertisement and others alternatives, in a lesson they can memories vocabulary in often to lesson to interpret something its easy to logic and understanding, gain a lot of knowledge and understanding in English subjects.

Furthermore, next question the researcher asked about their opinion when people can speak more than one language are very knowledgeable, They think people can speak more one language is kind, looks cool, educated, its extraordinary thing and deserve to be appreciated it because it can master the language well, have a lot of knowledge and information and will use motivation. Next, the researcher asked about how to overcome difficulties in learning speaking skill in English. Mose of them say that their way to overcome difficulties is really improved pronunciation practice, looked up the correct it pronunciation by using the oxford dictionary or google translate, ask for help from friends,

family to be able to improve and correct in speaking so that they can be better, and also learn to be confident when speaking English anytime, read more article, listened to a podcast which can provide information as needed.

Thereupon, to improve English knowledge if they cannot apply the knowledge from English subject in real life within a way to learn simple vocabulary that can be spoken in real life, read books that can practice speaking more fluently, improve how to pronounce vocabulary correctly, watched videos related to English content, listen to music, can learn from mistakes and accept input or advice from another person about speaking way. In addition, Some theories that support this explanation are according to;

> *"The cognitive component concern thought and beliefs. A favorable attitude to the Irish language might entail a stated belief in the importance of irish culture and use in immersion billingual education."* (Baker,1992)

Other than that, the students also explain how they deal with and how emotional they feel when they are in English language learning. The students experience such as feel excited and good emotions when communicating with others, feeling happy, can express their feeling more, with speaking English can practice students ability and know the extent of our competence to speak and also students think very cool even though not good to speak. But, every once in a while students get anxious or feel worried and not confident when they speak English as if should have to answer and ask questions, make a presentation in front of the class, do not have a lot of vocabulary, some are afraid of not using proper grammatically. However, the students have interested in learning speaking

besides that English is a very international language and as a foreign language, today English very useful, knowledgable, and impressive to learn.

- *"Yes, Because I feel cool when I speak English even though I'm not good at speaking."* (Student A)
- *"Yes, because when I speak second language I feel different vibes like feeling happy."* (Student B)
- *"Yes I do. Because after learning the theory we already had knowledgesso we feel excited to communicate with other people."* (Student C)
- *"Yes I do feel exicited when I communicate because with speaking English I can practice my English and know how good I am with English language."* (Student D)
- *"Yes, because when I speak with my friends, I can express my feelings more and my emotions. I can practice my pronounciation, adding more vocabulary, if I had wrong pronounciation my friends correct me."* (Student E)

Moreover, the students also added explanations that prefer to speak the native language or a foreign language. One of them stated that they prefer to use the original language rather than a foreign language because she feels anxiety and fear in speaking so she can comfortable with the native language. Some of them use native languages and foreign languages depending on the conditions. Occasionally it's native, and somewhile it's convenient to use a foreign language. For example, when discussing with classmates, it is more convenient to use the original language. Besides that, they are found to practice and learn English with friends. However, when the pandemic situation is rare and difficult to interact with other students are more likely to develop their English skills in a variety of ways.

In addition, at the same time when give opinions using to speak English learning during the learning process, some of the students reveal that delighted to

give opinions because it can hone English skills. Whereas, some of them do not like giving opinions in class because they only do it with one friend, are afraid of mistakes and are anxious. Then, learning English helps to improve their personality and try to keep them self-confident, make have good emotions, adding knowledge, and getting new information and they are as well enthusiastic when coming to the class. In addition, the theories that support this explanation are according to;

> *"The action or conative component of attitude concerns a readiness for action. It is behavioral intention or plan of action underdefined contexts and circumstances."* (Baker 1992)

In Summary, From the results of interviews with some students who have been taken with varied answers to some questions that have been asked related to the indicators. There was a positive response from students' opinions. in terms of cognitive, that is students say that learning English is a very important thing in the current era where the English Language especially those who are in the scope of the English Language Education study program, by studying English students will get in the form of self-development, addition of information or knowledge, improve and apply improve their learning especially in speaking, in various ways of learning. Likewise, in terms of effective or emotional they are also good at learning English, as well as in the behavioral aspect they still continue to develop their speaking to be better even though pandemics like this they say their speaking development is a little bit limited unlike before.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1   Conclusion

Based on the research findings and discussion in the previous chapter, the following conclusion are presented:

The Students' language attitude in learning speaking skill of the sixth semester at English Language Education of FKIP UIR had a positive attitude. Because, it was concluded based on the three components of attitude that are cognitive component, affective component, and readiness for action or conative component. The first component namely cognitive is got a score with a percentage 75,01% with high-level category. The students give a positive response to the questions and stated that they like to learn English especially on their speaking development, to help the students get information, they are also still not satisfied with their speaking performance.

In addition, from the affective component, a large number or fraction of students stated agreement about they feel proud, excited and have good emotions (feelings)when they speaking English even though they still get anxious, worry and confident in periodically. For affective component is high level with mean 76,07%. Thereupon, conative component also showed that a highest percentages 77,84% was categorized is high level. The students agree that studying English help to improve speaking skill and oftentimes to practice their speaking. With the

result that it can be seen from the three components had a positive result on Students' language attitude on learning speaking skill.

5.2   Suggestion

From the research, there were several suggestions followed and resulted in the following suggestions:

1. The Institution

The researcher hopes that the results of the study will give valuable experience in conducting research on language attitudes on learning speaking skills, particularly in the English Language Education of FKIP Islamic University of Riau. Then another researcher can continue to explore important information for their research and pay attention to the state of the student learning process on campus so that the language attitude of students will always succeed positively.

2. The Lecturer

Regarding the results obtained that is a positive attitude on learning speaking skill. The researchers propose that an encouraging environment be created in English courses to enhance students' positive attitudes toward learning English. A lecturer can continue to push students to study English by exposing them to diverse ways to improving their language attitudes, motivation and language performance. In addition, the lecturer can pay attention to students' language attitudes through three-component attitudes, such as from cognitive component can increase their apply the knowledge in the subject and real life, and help them to improve their speaking performance. From affective component, can promote the students emotions to be more confident, feel excited, and prefer their

foreign language. Furthermore, by conative component or readiness for action, to preserve their behave or action their attitude to improve speaking skill.

3. The Students

The students should be aware of and show a positive attitude towards anything they like mainly English because in this research, readers of this final project student of the English Language Education. In this study, Language attitudes must be established in this subject in order to learn English, particularly how to speak English fluently and accurately. Language attitude is one of the most essential aspects of language acquisition since it influences the seriousness with which students take their language studies. Students' attitudes, both positive and bad, reflect their sincerity. A positive attitude will provide them with good abilities, whereas a negative attitude will bring them not really good abilities.

4. The Further Research

From this research, the researcher hopes that the next researcher could use this research as their relevant study. Other than that, the next researcher who wants to conduct similar research about Students' Language Attitude On Learning Speaking Skill, in order to be able to dig up more information and find many various phenomena about that.

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