

**AN ANALYSIS OF LANGUAGE ATTITUDE OF THE SIXTH SEMESTER  
STUDENTS ON LEARNING SPEAKING AT ENGLISH DEPARTMENT  
OF FKIP UIR**

**A THESIS**

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



**By**

**ENDANG MARIANTI BR. SIAGIAN**  
**NPM: 186310924**

**ENGLISH LANGUAGE EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS ISLAM RIAU  
PEKANBARU**

**2022**

## THESIS APPROVAL

Title

### AN ANALYSIS OF LANGUAGE ATTITUDE OF THE SIXTH SEMESTER STUDENTS ON LEARNING SPEAKING AT ENGLISH DEPARTMENT OF FKIP UIR

Name : Endang Marianti Br. Siagian  
Place/Date of Birth : Bangkinang/ October, 6<sup>th</sup> 1998  
Student Number : 186310924  
Faculty : Teachers Training and Education Faculty  
Study Program : English Education

Advisor

Prof. Dr. Seno Hinala Putra, M.Pd  
NIDN. 1025086701

The Head of English Language Education

Muhammad Ilyas, S.Pd., M.Pd.  
NPK. 160702565  
NIDN. 1021068802  
Penata/Lektor/IIIC

This thesis has been accepted to be one of requirements for the Award of *Sarjana* Degree at English Study Program of Education and Teacher Training Faculty Islamic University of Riau.

Pekanbaru, August 18<sup>th</sup> 2022  
The Vice Dean of Academic

Dr. Miranti Eka Putri, S.Pd.,  
M.Ed  
NIK. 091102367  
NIDN. 10050682

**THESIS**

**AN ANALYSIS OF LANGUAGE ATTITUDE OF THE SIXTH  
SEMESTER STUDENTS ON LEARNING SPEAKING AT ENGLISH  
DEPARTMENT OF FKIP UIR**

Name : Endang Marianti Br. Siagian

Student Number : 186310924

Study Program : Language Education

**THE CANDIDATE HAS BEEN EXAMINED**

**Thursday, August 18<sup>th</sup> 2022**

**THE EXAMINERS COMMITTEE**

Advisor

**Prof. Dr. Sento Himala Putra, M.Pd**  
**NIDN. 1025086701**

Examiners



**Dr. Hj. Svofianis Ismail., M.Ed.**  
NIDN.0023045901




**Shalawati, S.Pd.L., MA. TESOL**  
NIDN.1023027904

The thesis has been approved to be one of requirements for the Award of Sarjana Degree at English Study Program of Education and Teacher Training Faculty Islamic University of Riau.

Pekanbaru, August 18<sup>th</sup> 2022

**The Vice Dean of Academic**



**Dr. Miranti Eka Putri, S.Pd., M.Ed**  
NIK. 091102367  
NIDN. 10050682



## LETTER OF NOTICE

The advisor hereby notifies that :

Name : Endang Marianti Br. Siagian  
Place/Date of Birth : Bangkinang/ October, 6<sup>th</sup> 1998  
Student Number : 186310924  
Faculty : Teachers Training and Education Faculty  
Study Program : English Education

Has completely written a thesis which entitled :

**An Analysis of Language Attitude of The Sixth Semester Students on  
Learning Speaking at English Department of FKIP UIR**

It has been examined. This letter is made to be used, as it is needed.

Pekanbaru, August 18<sup>th</sup> 2022  
Advisor

Prof. Dr. Seno Himala Putra, M.Pd  
NIDN. 1025086701



**YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU**  
**UNIVERSITAS ISLAM RIAU**

F.A.3.10

Jalan Kaharuddin Nasution No. 113 P. Marpoayan Pekanbaru Riau Indonesia – Kode Pos: 28284  
Telp. +62 761 674674 Fax. +62 761 674834 Website: [www.uir.ac.id](http://www.uir.ac.id) Email: [info@uir.ac.id](mailto:info@uir.ac.id)

**KARTU BIMBINGAN TUGAS AKHIR**  
**SEMESTER GANJIL TA 2022/2023**

NPM : 186310924  
Nama Mahasiswa : ENDANG MARIANTI BR. SIAGIAN  
Dosen Pembimbing : 1. Prof.Dr.Seno Himala Putra, M.Pd  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Judul Tugas Akhir : Analisis Sikap Bahasa Mahasiswa Semester VI Dalam Pembelajaran Berbicara di Jurusan Bahasa Inggris FKIP UIR  
Judul Tugas Akhir (Bahasa Inggris) : An Analysis of Language Attitude of The Sixth Semester Students on Learning Speaking at English Department of FKIP UIR  
Lembar Ke : : ....

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	October 1 <sup>th</sup> 2021	ACC the title and make a proposal	ACC the title	
2	February 8 <sup>th</sup> 2022	Revised chapter I	Revised background	
3	February 8 <sup>th</sup> 2022	Revised chapter II	Revised relevance studies	
4	February 27 <sup>th</sup> 2022	Revised chapter I,II,III	Last checking allchapter I, II, III	
5	March 28 <sup>th</sup> 2022	Approved to join proposal seminar	The advisor signed proposal	
6	April 14 <sup>th</sup> 2022	Seminar proposal	Join proposal seminar	
7	July 28 <sup>th</sup> 2022	Revised chapter IV	Revised data presentation	
8	July 30 <sup>th</sup> 2022	Revise chapter IV & V	Revised assumption and suggestion	
10	August 1 <sup>th</sup> 2022	Approved to join thesis eamination	The advisor signed thesis to join thesis examination	
11	August 18 <sup>th</sup> 2022	Thesis examination	Join thesis examination	

Pekanbaru, August 22<sup>th</sup> 2022  
The Vice Dean of Academic



MTG2MZEWOT10

(Dr. Miranti Eka Putri. S.Pd., M.Ed)  
NIDN. 1005068201



## DECLARATION

**Name** : Endang Marianti Br. Siagian  
**Student Number** : 186310924  
**Place/Data of Birth** : Bangkinang/ October, 6<sup>th</sup> 1998  
**Faculty** : Teachers Training and Education Faculty  
**Study Program** : English Language Education

I hereby declare this thesis is definitely from my own ideas, except the quotations (direct or indirectly) which were taken from various sources and scientifically referenced. The researcher is responsible for the data and facts provided in this thesis.

Pekanbaru, August 18<sup>th</sup> 2022  
The Researcher

Endang Marianti Br. Siagian  
NPM: 186310924

## ACKNOWLEDGMENT

First of all, I would like to thank to God for His blessings and guidance in the process of completing this thesis. I am very grateful for the valuable learning that I got through the struggle of the thesis process. However, I realized this thesis could not be completed without much help from the whole family, lecturers, friends and all institutions involved in completing this thesis.

In this memorable moment, I would like to express my deepest gratitude to the very adorable:

1. The late Dr. Hj. Sri Annah, M.Si as the former dean and Dr. Miranti Eka Putri, as the current acting dean and all staff members of Teacher Training and Education Faculty who have given their assistance for the completion of this thesis.
2. Prof. Dr. Seno Himala Putra, M.Pd as the Head of English Language Education and Sri Wahyuni, S.Pd., M.Pd as the Secretary of English language Education who gave support and permission to write the thesis.
3. Prof. Dr. Seno Himala Putra, M.Pd as my advisor, i would like to say a big thank for your support, criticism, advice, and convenience in the guidance period in my thesis. Thankyou for your quick response to my questions, you are the nicest lecturer and i will never forget your kindness and joyful. Hopefully, God will repay all your kindness. I will always pray for you to be calm there. Thank you very much.
4. All lecturers in English Language Education Teacher Training And Education Faculty Universitas Islam Riau who gave contributed their knowledge to me during the course.
5. My beloved families, My father (Tewierno Siagian) and My mother (Santinah Br.Hutapea), for my sisters (Rusmani Siagian (Mama Daud),

Setia Murni (Mama Andre), Sumiana (Mami Paima), Dewi (Mama Elkana), Nely (Mama Paima), Lena (Mama Paima), and for my brother (Hardi Joni Siagian (Papa Adrian), Thanks a lot for greatly supporting me either materially and spiritually, they gave me more than they had. I proud to have you all.

6. Last but not least, I wanna thank myself for believing in me, I want thank my self for doing all this hard work, for having no days off, for never quitting, for just being me at all the times.

May God reward all deeds and kindness to all parties involved in helping the researcher to complete this thesis.

**Pekanbaru, August 18<sup>th</sup> 2022**

**Endang Marianti Br. Siagian**  
**NPM: 186311003**



## ABSTRACT

ENDANG MARIANTI BR. SIAGIAN , 2022 An Analysis of Language Attitude of The Sixth Semester Students on Learning Speaking at English Department of FKIP UIR

**Key Word :** Language Attitude, Learning Speaking

*The purpose of this study is to discover the students' language attitudes in the sixth semester of English Language Education at FKIP UIR. A student's language attitude occurs in how they think and act. The Students can have a positive attitude but struggle to define it.*

*The descriptive quantitative method was applied in this study. The research sample comprised 24 sixth-semester English Language Education students chosen by purposive sampling. The study instrument was used to collect data from questionnaires and interviews. Meanwhile, Google Forms and Zoom Meeting were utilized to collect data. The overall number of questions included 30 statements on the Likert Scale for the questionnaire and 15 open-ended questions for the interviews.*

*According to the results of the questionnaire, the research discovered that the students had a positive attitude toward learning speaking skills, as indicated by the percentages of the three components of attitude, of which the cognitive component accounted for a large proportion of the responses at about 70.25 % stated that speaking English is important because it will make them more educated and help them acquire new information). Then, for the affective component, more than half of the students, or 68.75%, reported that speaking English is fun and induces positive emotions. In addition, from a readiness for action (conative) perspective, a substantial proportion of students, 67.16 %, like learning English and finding ways to improve their speaking skills, despite feeling ashamed and lacking confidence when speaking the language.*

## TABLE OF CONTENT

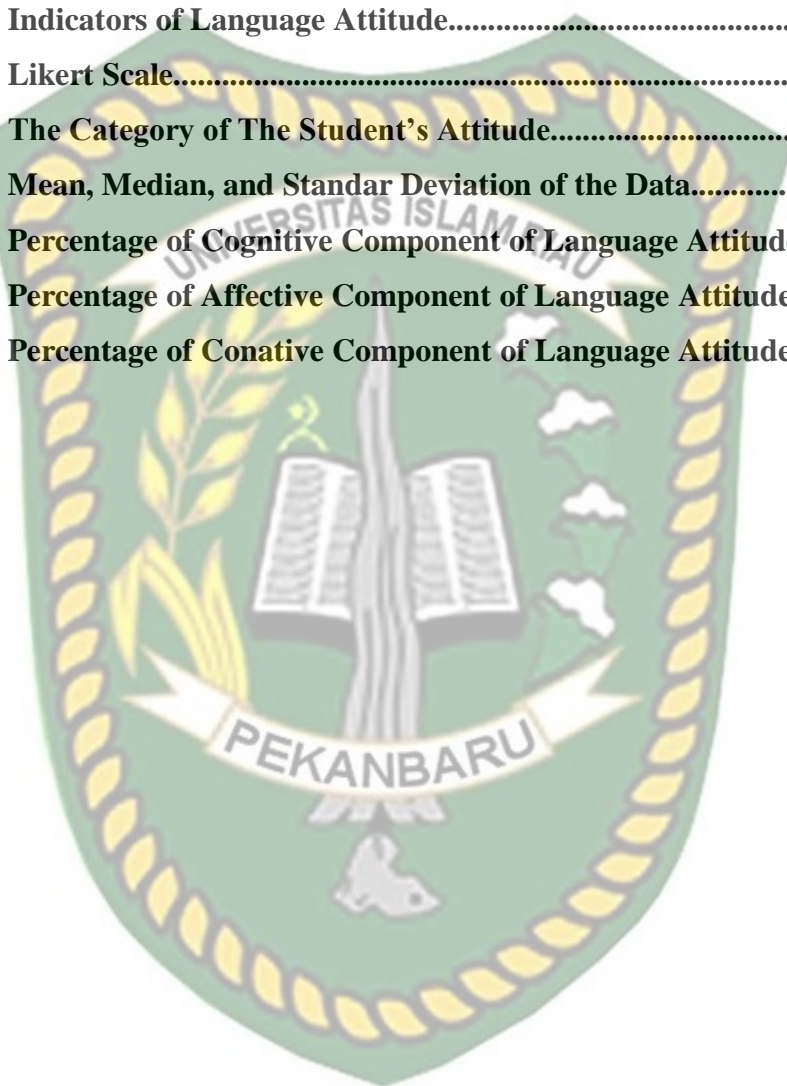
<b>THESIS APPROVAL.....</b>	<b>i</b>
<b>THESIS.....</b>	<b>ii</b>
<b>LETTER OF NOTICE.....</b>	<b>iii</b>
<b>THESIS GUIDENCE AGENDA.....</b>	<b>iv</b>
<b>DECLARATION.....</b>	<b>v</b>
<b>ACKNOWLEDGMENT.....</b>	<b>vi</b>
<b>ABSTRACT.....</b>	<b>viii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Problem.....	1
1.2 Setting of the Problem.....	5
1.3 Limitation of the Problem.....	5
1.4 Formulation of the Problem.....	5
1.5 Objective of the Research.....	6
1.6 Significance of the Research.....	6
1.7 Definition of the Key Terms.....	7
<b>CHAPTER II REVIEW OF RELATED LITERATURE.....</b>	<b>8</b>
2.1 Relevance Theories.....	8
2.1.1 Linguistics.....	8
2.1.2 Psycholinguistics.....	9
2.1.3 Attitude.....	10
2.1.4 Components of Attitude.....	12
2.1.5 Factors Influencing Language Attitude.....	15
2.1.6 Learning Speaking.....	17
2.1.7 Language Attitude In Learning Speaking.....	19
2.2 Relevance Studies.....	21
2.3 Conceptual Framework.....	26
2.4 Hypothesis.....	28

<b>CHAPTER III RESEARCH METHODOLOGY.....</b>	<b>29</b>
3.1 Research Design.....	29
3.2 Location and Time of the Research.....	30
3.3 Population and Sample of the Research.....	30
3.4 Instrument of The Research.....	32
3.5 Data Collection Technique.....	32
3.6 Data Analysis Technique.....	34
<b>CHAPTER IV RESEARCH FINDINGS.....</b>	<b>37</b>
4.1 Data Presentation.....	37
4.2 Data Interpretation.....	38
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>68</b>
5.1 Conclusion.....	68
5.2 Suggestion.....	69
<b>REFERENCES.....</b>	<b>71</b>



## LIST OF TABLES

Table 3.1 Population of The Research.....	31
Table 3.2 Indicators of Language Attitude.....	32
Table 3.3 Likert Scale.....	36
Table 3.4 The Category of The Student's Attitude.....	37
Table 4.1 Mean, Median, and Standar Deviation of the Data.....	39
Table 4.2 Percentage of Cognitive Component of Language Attitude.....	41
Table 4.3 Percentage of Affective Component of Language Attitude.....	46
Table 4.4 Percentage of Conative Component of Language Attitude.....	52



## LIST OF FIGURE

Figure 2.1 Conceptual Framework.....27



Dokumen ini adalah Arsip Miik :  
Perpustakaan Universitas Islam Riau

## LIST OF APPENDICES

Appendix I Questionnaire.....	75
Appendix II List of Interview.....	79
Appendix III Student Responses From Questionnaire (Google From).....	81
Appendix IV Total Number of Respondents.....	98





## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

Language is a purely human and non-instinctive manner of transmitting ideas, emotions, and wants through a system of consciously constructed symbols, Sapir (2020). It signifies that language is important in human life and has numerous benefits in many different parts of human life. People use language as a tool to communicate and develop relationships with others, Wardhaugh (2009). People are motivated to learn English in order to improve their lives. English is an international language is used as a means of communication in almost every country on the planet. People are motivated to learn English in order to improve their lives. English is now widely used in all aspects of life around the world, including diplomacy and international communication, tourism and international communication, business, education, science, computer technology, media, and the internet. According to Rabiah (2012) as a result, English is one of the international languages utilized as a means of daily communication. As a tool for human communication, language can be split into a number of categories, including sentences, words, morphemes, and phonemes. Numerous people are fluent in languages other than their native one. In today's worldwide communication climate, it is rather typical for individuals to use two or more languages to communicate.

As one of the world's nations, Indonesia cannot escape the influence of globalization. It is considered a foreign language. The language is taught in schools to students or individuals for communication. In response, the Indonesian government has incorporated this language into the curricula of not just junior high schools but also senior high schools and universities. For the people of Indonesia, where English instruction began at an early age, understanding the language is essential since it facilitates communication with people from around the world. According to the regulations set forth by the government, all academic programs are required to include instruction in the English language. After that, it was determined that the benefit of studying English as a foreign language was one of the foundations for academic and professional success, which inspired many to pursue a career in the working world.

There are several reasons why it is beneficial to learn a foreign language or a second language, one of which is that English is taught in Indonesia as a foreign language even though Bahasa Indonesia is the primary language spoken in the country. The fundamental objective of English education in Indonesia is to instill in pupils the ability to comprehend and communicate effectively in English through listening, speaking, reading, and writing. In addition, according to Depdiknas RI (2006), students are required to demonstrate proficiency in English. Therefore junior and senior high school years must be concluded with an English requirement. English education is intended to prepare students for future competitiveness. In addition, it prepares students for national and international study by fostering their professionalism and competence. In the meantime, the

significance of English as foreign language instruction in Indonesia has increased. It is a mandatory topic taught for three years in junior high and high school. Lauder (2008).

The ability to communicate is inextricably linked to one's Attitude. The ability to maintain consistency is determined by a person's Attitude, particularly that of a college student. In person's Attitude influences their motivational growth. Positive attitudes increase learning motivation, whereas negative attitudes reduce learning motivation, making learning more difficult. According to Mubeen and Reid (2014), attitudes are important to us because they cannot be easily separated from studies. According to Baker in Munthe and Sihombing (2019), Language Attitude comprises three components: cognitive, affective, and readiness for action (Conative). These three factors are applicable to the research of attitude. Each of these aspects has distinctive features that influence language attitudes. The cognitive aspect of an attitude refers to the language learner's thoughts and ideas regarding the knowledge and comprehension they acquire during the language-learning process. While the affective component of attitude is concerned with motion, it is generally accepted that EFL students' inner feelings and emotions influence their perceptions and attitudes regarding the target language. Component conative of the disposition to act toward the object of the attitude.

The English Department is a major that focuses on learning literary works or linguistics with the use of English as a tool. Actually, students in the English Department should have a positive attitude toward English not only during the



learning process, but also when using English because it is a part of their education. They are required to use English in academic activities. Students in the English Department, particularly at the University Islam of Riau, are expected to have a positive attitude toward English because their academic performance is affected. Knowing English Department students' language attitudes is one way to evaluate their performance in the learning and teaching process.

This study was carried out to examine the language attitudes of English Department students toward Learning and Speaking English. Because the writer studies in this English Department, all of the preceding explanations cause the writer to pay closer attention to the language attitudes of English Department students. This research is important in determining English students' attitudes and improving the quality of English students' achievement as English students.

Furthermore, the researcher observed students who had issues with their attitudes toward learning Speaking. Even though they are enrolled in English as a study program, this does not imply that they have a positive attitude toward learning English. They may also have a pessimistic attitude. This study's population was drawn from English-education students at the Islamic University of Riau during their sixth semester. Respondents will be asked to complete a questionnaire. These constraints were incorporated into the case data analysis. Furthermore, the sample represents the student population in the English Education Study Program.

Based on the explanation above, the writer would conduct a research which the title is “**An Analysis Of Language Attitude Of The Sixth Semester Students On Learning Speaking At English Department Of FKIP UIR**”.

### **1.2 Setting of the Problem**

Researchers are interested in conducting research on the study of language attitudes in learning to speak English in English Language Education of FKIP UIR, researchers identify the problem as students' language attitudes in learning speaking, particularly those that include the three components. Attitude which is a component of cognitive, affective, and conative of students of English Language Education FKIP UIR.

### **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 FKIP UIR in academic years 2021/2022.

### **1.4 Formulation of the Problem**

Based on the background mentioned earlier, the researcher formulated the research problem as follows:

What are the students' language attitude in learning speaking of the sixth semester at English Language Education of FKIP UIR ?

### 1.5 Objective of the Research

From the problems of this research above, the objective of the research is to get the description of the language attitudes of students of the sixth semester at English Language Education of FKIP UIR toward learning speaking whether positive or negative based on the three components of attitude : cognitive, affective, and conative .

### 1.6 Significance of the Research

The significance of the research could be expected in terms of providing knowledge and some benefit to students, readers, lecturers at the English Department, and future research.

- 1) Theoretically; these findings can be used to develop further research on the student's language attitude in learning speaking of English Language Education of FKIP Universitas Islami Riau.
- 2) Practically; This research is expected to be used as a reference by the lecturer, and I hope the findings influence how they teach. Teachers should be able to better manage their lessons if they are aware of their students' linguistic attitudes. Then, hopefully, this research will aid students in writing or studying more about language attitudes on Learning Speaking English. The findings of this study will assist her in gaining research experience on language attitudes toward learning and speaking English. The researcher expects the next researcher to prepare the research needs both before and during the research.



## 1.7 Definition of the Key Terms

It is thought necessary for the researcher to present the definition of key terms used in this research in order to have a better understanding and avoid misinterpretation.

### 1.7.1 Analysis

In the Oxford Dictionary, analysis is defined as the resolution or breaking down of anything complex into its various simple elements, which is the inverse process of synthesis; the precise determination of the elements or components of anything complex (with or without their physical separation).

### 1.7.2 Language Attitude

In this study, language attitude refers to students' attitudes toward learning English while enrolled in English Language Education at FKIP Universitas Islam Riau.

### 1.7.3 Speaking

Speaking is a useful skill (Spratt et al.,2005:34). It entails using speech to convey meaning to others. In this study, speaking refers to how students express their ideas to other people.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theories

##### 2.1.1 Linguistics

Linguistics is the study of language. Linguistics is concerned with human language as a universal and recognizable part of human behavior and of the human abilities. According to Olsen in Jimmi, (2014) “Linguistics is concerned with the nature of language it is the scientific study of natural language is acquired and used by humans. The structure of human language is highly complex a fact that is not always apparent to speakers because of the ease with which is it learned and put to use in daily communication”. It is means linguistic is knowledge that can be easily learned and commonly used daily in society. According in Andriyani (2016) , defined linguistics as “the study of language as a system of human communication”. They further stated that linguistics includes many different approaches to the study of language and many different areas of investigation, for example sound systems (phonetics phonology), sentence structure (syntax), relationships between language and cognition (cognitive linguistics), meaning systems (semantics, pragmatics, functions of language), as well as language and social factors (sociolinguistics). Then, several specialized branches of linguistics have also developed in combination with other disciplines, e.g. applied linguistics, anthropological linguistics, psycholinguistics, forensic linguistics.

### 2.1.2 Psycholinguistics

Psycholinguistics is an interdisciplinary field of study whose objectives are to comprehend how humans acquire language, how they use language to communicate and understand others, and how language is represented and processed in the brain. Psycholinguistics is largely a subfield of psychology and linguistics, but it also has ties to developmental psychology, cognitive psychology, neurolinguistics, and speech science. This book is intended to expose the reader to some of the most important concepts, challenges, and findings in contemporary psycholinguistics. Fernández & Cairns (2011).

Attitudes have been and continue to be the topic of much research in the social sciences. More than in any other academic area, the attitude has been a central explanatory variable in the study of social psychology. Despite significant variations in popularity, social psychologists have been doing attitudes research since the 1920s, and this study has undergone extensive theoretical and empirical advancements since then. Indeed, Edwards (1999) identifies perception (ie, attitude) as the most prevalent theme in modern social psychology.

The similarity with other categories in social psychology, such as 'belief,' 'opinion,' 'value,' 'habit,' 'trait,' 'motive,' and 'ideology,' presents a specific difficulty with the definition of 'attitude.' It is possible that precise definitions of related terminology will assist the researcher in avoiding ambiguity, notwithstanding the tendency for the concepts to become muddled outside of social psychology. Positivity or negativity can constitute a language attitude. In actuality, some individuals can have a neutral mindset. A positive language attitude is



accompanied by positive acts, whereas a bad language attitude is accompanied by negative actions.

### 2.1.3 Attitude

According defined by Zeinivand, Azizifar, & Gowhary (2015) Attitudes play a major part in the development or decline of a language, as well as in its maintenance or extinction. Attitudes are one of the internal factors that influence what students do. Internal circumstances that are positive/negative or advantageous are examples of favorable/unfavorable levels or reactions to an object. Next, Brown (2000) uses the term "language made" to characterize the learner's collection of beliefs. As a result, language attitude is a broad term that incorporates a variety of attitudes regarding, among other things, languages, dialects, speech styles, speakers, communities, language acquisition, and language usage, Ianos, et al (2015).

A language attitude can be either positive or negative. In some circumstances, the terms positive or negative can be modified to favorable or unfavorable, as stated by Montano & Kasprzyk (2008) also add:

“ 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 ”. (p. 71).”

Attitude is regarded as an important factor determining language performance, as are all aspects of the development of cognition and fact in human beings. One of the things that influence pupils' attitudes is their emotional state. It is influenced by several emotional elements.

The researcher might conclude, based on the explanation above attitude, that attitude is one of the significant components in learning and plays an important role, since it can influence language acquisition and performance. Negative attitudes can hinder a student's academic success, whilst positive attitudes can assist them succeed. Students with a positive attitude are able to attain their aims, but students with a negative attitude will struggle to reach their goals in studying English. In brief, attitude is the way a learner thinks, believes, and perceives English learning.

**a. Positive Attitude**

A positive attitude toward the language is the desire to learn it. It means that if people have a good attitude, they will be excited and want to keep the language independent. In this study, a positive outlook could come from three things, such as:

- 1) Understanding the importance of using English in classroom activities and verbal communication.
- 2) Confidence in using English in classroom activities and verbal contact with students and lecturers.

- 3) Using English in classroom activities and verbal connection with classmates and teachers.

According to Kara (2009), a good mindset leads to positive conduct toward studying, such as immersing oneself in it and seeking to learn more. Because this study focuses on language use rather than language itself, the positive attitude can be seen in how the students use the target language.

#### **b. Negative Attitude**

The negative attitude leads to negative thoughts and actions. It means that people aren't very interested in keeping the language separate from other languages. In this research, the negative attitude could be caused by three things, such as:

- 1) A lack of understanding of the significance of using English in classroom activities and verbal communication.
- 2) Lack of confidence in using English in class activities and verbal communication with classmates and lecturers.
- 3) Failure to use English in class activities and verbal communication with classmates and lecturers.

#### **2.1.4 Components of Attitude**

Based on the statement of Baker (1992). These three dimensions can be utilized to investigate the concept of attitude. Accordingly, the attitude consists concept has three components: cognitive, affective, and readiness for action (conative).



### **a. Cognitive**

The language learners' ideas about the knowledge they receive and their comprehension of the language learning process fall under this category of attitude.

The cognitive aspect of attitude is determined by how much a students knows and understands English. For example, could be linked previous knowledge to new knowledge that can be used in a variety of situations. In addition, (Kartubi, 2017) state that the cognitive attitude can be divided into four steps : connecting the previous knowledge and new knowledge, creating new knowledge, checking new knowledge, and applying the new knowledge in a variety of situations.

### **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 show how emotional psychological stimulus affects emotional changes. A decrease in passion could indicate that someone is attempting to conceal their true intentions.

The affective or emotional component refers to the student's feelings and emotions about an object, such as 'like' or 'dislike', as well as 'with' or 'against.' This component discusses the emotions that students experience as a result of their ideas about a person, an object, or a 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.

**c. Readiness for action (Conative)**

Baker (1992) defines conative component as a readiness for action. While Gardner (1985) defines it as the tendency to behave toward the attitude object. In other words, conative is kind of action made by people towards an attitude object regarding to the cognitive and the affective components. Ajzen (2015) says conative is like what people say to do, plan to do, or would do under appropriate circumstances. For example, people with a positive attitude to English might state they would send their children to a bilingual school. Another example, people with negative attitudes towards the medical profession might indicate that they would refuse to be hospitalized. On the other hand, those with negative attitudes might express intentions to donate money to a fund for a new hospital wing, or they might plan to encourage their children to go to medical school.

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.

The response to doing something about an object can be positive or negative. These components' reactions can take the form of speech or words, and they are not always in the form of activities that can be directly measured. Students who dislike English are more likely to stay in class, pay no attention to the teacher, and copy assignments from their classmates than to leave the class every meeting. In terms of behavior, the action or behavior already demonstrates a negative attitude. As a result of positive classroom behavior experiences, students may develop positive attitudes toward English mastery.

In conclusion, attitude can be classified into three types: cognitive, affective, and conative. The cognitive component of an attitude refers to how we perceive things, events, or circumstances, as well as our perspectives on the world around us. What we can see, feel, and use in our reasoning is referred to as cognitive. The affective component, on the other hand, is a person's experience or emotion elicited by an item, event, or symbolic representation, such as sympathy, pity, wrath, or love. The conative component is the tendency or disposition to respond in specific ways to various things, events, and individuals engaging in formal interactions that display their formal behavior.

#### **2.1.5 Factors Influencing Language Attitude**

Language attitudes influence the EFL learning of students. These attitudes may influence a student's decision to learn or not to learn English in accordance



with school requirements. Some components, such as educational considerations, social factors, learner personality traits, and others, influence learners' attitudes about EFL study.

The first aspect that influences pupils' views is how they perceive English. The way in which students see English influences their perspectives. If they believe English is essential, they will focus on it.

According to Budyatna (2015), two elements influence students' attitudes are interest and motivation. Because interests are inextricably linked to human emotions as a component of the human personality Motivation, on the other hand, can influence learning achievement and can emerge as a result of a good teacher's teaching method. Then there's motivation, which asks why people act, think, and feel the way they do.

A teacher has the ability to change her students' minds. Students see a teacher as a force or as someone who shapes their ideas. Parents can have an effect on how their children feel about learning English, Bartram (2010). Also, Sultana & Binti Rosli (2016) say that parents' involvement has a positive effect on their children's English skills and grades. Parents do have an effect on their children's ability to learn English by getting them involved and giving them encouragement.

One of the most significant parts of a student's learning process is their attitude. Furthermore, Hashwani (2008) states that various aspects can influence students' learning, such as motivation, personalities, aptitude, age, attitudes,

learning achievement, IQ, and anxiety. Some pupils, for example, believe that learning English is tough, whilst others disagree. An opinion or belief will influence a student's attitude toward language, resulting in a positive attitude that will benefit the student's learning process. However, some pupils may disagree, and as a result, negative attitudes may develop.

In conclusion, students will play a crucial role in the study of language, especially English. They will actively engage and participate in class if they are let to do whatever they want as long as it aligns with their learning objectives or aims. At this level, the student's behavior is highlighted because it relates to the attitude itself. Students' learning attitudes can influence their selection of books to read, language styles to speak, and learning partners. Thus, pupils' attitudes may influence their behavior while learning English.

#### **2.1.6 Learning Speaking**

Speaking is one of the most important and effective skills to develop when learning a language, Rao (2009). Speaking is regarded as the most crucial skill in learning a foreign or second language.

Several English as a Foreign/Second Language (EFL/ESL) students prioritize speaking skills. People who are learning a language frequently measure their progress based on how effectively they speak the language. Speaking is a type of oral communication in which the speaker and listener not only convey knowledge and make free statements but also communicate with one another. Students can improve their communication skills by listening and repeating what

they hear. Teachers may demonstrate how to make something and instruct students to replicate it. This may assist their students in overcoming their concerns. Teachers can assist students to develop their speaking skills in the classroom by asking rapid questions and having short talks. Bashir, Azeem, & Dogar (2011).

When learning a language, speaking is the most difficult skill to learn. Speaking is thought to be the most important of the four skills. People are made to speak before they can learn to read and write. People use language more verbally than in the written form in any given situation. Speaking is the most important skill because it is one of the things you need to do to have a conversation. Speaking English is hard because you have to be good at a lot of things, like pronunciation, grammar, vocabulary, fluency, and comprehension. Students need to know English so they can talk to others easily and effectively.

Students usually have trouble speaking because they don't know enough English words. Also, learning a language can make you feel embarrassed and unsafe. It's natural for students to have a reaction that shows how they feel about the English language (like or dislike). Attitude is one of the internal factors that have a big effect on a student's ability to learn and succeed. Each student has a different attitude because of differences in skill, interest, experience, knowledge, the intensity of feelings, and the situation.

The importance of student confidence, student experience, and positive interactions between student-teachers and students cannot be overstated. Teachers



and students must work together to build a bond. They should be acquainted. Students should get to know their professors, appreciate them, and be courteous when criticizing their teachers' instruction. Teachers, on the other hand, should get to know their students, appreciate them, and explain things clearly. Teachers must also grasp why pupils are studying English, what their future aspirations are, and, most importantly, who they are. Another aspect that can influence a person's attitude is learning methods.

To summarize, English is primarily learned in a classroom setting rather than in real-life situations. Students are unable to communicate outside of the classroom in English. The language in question can only be studied in a proper educational setting. Thus, learning English in Indonesia is a unique experience in and of itself.

#### **2.1.7 Language Attitude In Learning Speaking**

One of the internal factors that influences the learning process and student achievement is attitude. Variations in skill, interests, experience, knowledge, emotion intensity, and contextual conditions, among other things, produce unique attitudes in each individual student.

These difficulties may prevent students from reaching their full potential. A student almost certainly encountered a learning barrier when learning to speak. This can happen to anyone, including English language students, especially non-English studies students. The three components are cognitive, affective, and ready-to-act. In terms of cognitive components, the majority of respondents

believe that English is an important language to have in today's globalized world. Regarding the affective component, the majority of them express pride in learning the language. The conatively component is sincere in its desire to speak English correctly. Their positive attitude is also evident in semi-cultural interviews.

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 result in better learning outcomes. In contrast, a negative attitude toward the language being learned is more likely to produce negative results. A person can have a variety of attitudes, such as intelligence.

Intelligence is influenced by attitude. As a result, people can more easily understand the language and accents of people they admire or like. The closely related argument, at least among members of the majority group, is that when people are optimistic about the implications for both politics and business, they are more likely to learn a second language and thus be more effective. In contrast, English standards have a long and illustrious history of distinction. It is recognized as the national symbol of the United Kingdom. It has been promoted as the only permissible variant for use in all official areas, including education, for more than a century.

Students with a positive attitude are more likely to achieve their full potential. The learner will achieve the desired result because he has a positive attitude toward himself. Students who keep a positive attitude in the face of

adversity (low grades) are more motivated to study harder and work harder in order to improve their grades. Students who are negative when faced with difficulties are more likely to fail. Students who have a negative attitude when faced with challenges, no matter how simple, will not try. Is easily discouraged and believes he or she is incapable of succeeding.

Finally, Attitude is one of the internal factors that has a significant impact on the learning process and student achievement. As a result of the various factors that exist in each individual, each student has a different attitude. Individual students have different attitudes as a result of these differences. Students' attitudes toward English can be defined as an individual's proclivity to respond positively or negatively to English, particularly when learning to speak.

## **2.2 Relevance Studies**

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

First, Said M. Mawardin et al, (2021), entitled *Integration of University Students Attitudes and Behaviours in Learning Speaking English*. The descriptive qualitative method. This study was conducted in 2020 among Tadulako University English Education Students. They are made up of 12 males (30%) and 28 females (70%). In this study, 40 students participated. They each completed the Questionnaire on their own. The researcher distributed a questionnaire containing 30 statements. The data for this study were gathered through a questionnaire distributed to students of the English Education Study Program,



Department of Language and Art Education, Faculty of Teacher Training and Education, Tadulako University in 2020. The majority of student respondents have successfully and consistently integrated their attitudes and behaviors in learning to speak English in practice.

Second, (Susanti an Mujid, 2019) conducted a study with the titled A Study of Students' Attitude Toward Learning English of The Tenth Graders in SMAN 1 Abung Semuli Lampung Utara. The design of this study is qualitative method. The researcher from This study looked at the behavioral, cognitive, and emotional elements of Libyan secondary school students views about learning English, to assess or learn how students' attitudes toward learning are implemented so that it can be used as a reflection material for students' teachers to determine the strategy to be implemented in order to achieve learning objectives. A qualitative descriptive study will be conducted to investigate students' attitudes toward language learning. The observation method is used in English. The research subject is class X IPA 5 at SMAN 1 Abung Semuli, which has 32 students. Based on the findings of eight (eight) meetings, it was discovered that the students of class X IPA 5 at SMAN 1 Abung Semuli have a positive attitude toward learning English. As a result, it is recommended that teachers continue to design learning activities capable of increasing students' positive attitudes toward the learning process English learning.

Third, Abidin Dr. Et al, (2012) entitled EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students. The design of this study is quantitative. 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' attitudes toward the English language based on demographic factors like gender, field of study, and year of study. During the three study years, 180 participants from the three specializations of Basic Sciences, Life Sciences, and Social Sciences completed a questionnaire as a measuring instrument. Individuals had negative attitudes toward learning English in all three attitude components, namely cognitive, behavioral, and emotional. On the demographic profile, there were statistically significant differences in attitudes toward gender and area of study. But not for a year of study. Finally, some recommendations are made based on the research findings. Because the respondents had such a negative attitude toward English, it is possible that they are unaware of how important it is to learn it as a required subject. In a nutshell, the attitude concept is critical to language learning. As a result, the language umbrella should be a positive attitude.

Fourth, Buana and Miftachudin (2021), entitled Students' Attitude And Difficulties In Practicing Speaking Through Autonomous Learning On Podcast. The purpose of this study is to investigate students' attitudes toward producing podcasts as a medium for practicing speaking for autonomous learning, as well as the difficulties encountered by students in producing podcasts of speaking. The data for this descriptive qualitative study was gathered using a questionnaire and a semi-structured interview. Over the course of several semesters, 28 students from the English Education Department of a public Islamic institution in Central Java

completed the questionnaire, and four students were chosen to be interviewed to validate the information. The research found that the majority of the students have positive attitude towards producing podcasts activity as their media to practice their speaking. Students are excited about the process, and they are encouraged behaviorally to prepare the material well. In terms of cognition, students believe that producing podcasts is a great activity for beginning students. They are assisted in autonomously practicing speaking without a partner, allowing them to assess their own speaking quality, particularly in pronunciation. Students faced numerous challenges, including public speaking anxiety, complex preparation, and the inconvenience of repeated recording.

Fifth, Abdullah and Shah (2014), conducted a study titled Motivation and Attitude towards Learning English among Undergraduates at the National University of Malaysia (UKM). A quantitative approach was used in this study. Motivation and attitude are two important factors in learning a second language, as they provide the consistency required to continue the learning process. A variety of techniques are used to teach and learn a second language. Learners in countries where English is taught as a second language have different motivating factors and attitudes, resulting in a distinct relationship with English. Students' attitudes toward English language learning might be influenced by motivational factors and previous experiences. The findings of a study conducted to determine the motivation and attitude of undergraduates at the National University of Malaysia (UKM) toward learning English are presented in this report. Gardner's (1985) and Cooper and Fishman's (1977) studies were used to examine students'



motivation and personal motivation. Learners' attitudes toward English are centered on the social, educational, and cultural contexts. The study included 30 UKM undergraduates in total. A questionnaire was used as a survey tool to collect data. According to the findings of this brief survey, the majority of students were enthusiastic and positive about learning English as a second language.

Sixth, Al-Hafiedz IT (2020) entitled Students' attitude towards English Language Learning of 3rd Grade Students of SMP Nasional Makassar. Attitude is known to be a key factor influencing language production and has gained significant attention from language researchers. According to Al-Mamun et al., attitude is the impression that people have about their own words. As a result, attitude toward language is a concept that specifically describes linguistic behavior. The purpose of this study was to look into the behavioral, cognitive, and emotional attitudes of English as a Foreign Language (EFL) students at SMP Nasional Makassar toward English Language Learning. The researcher concludes that the respondents of 3rd Grade Students of SMP Nasional Makassar have a positive attitude toward English learning and English Use. Based on the data analysis, the overall total of the students' attitude is positive with total score 8532 and the mean of the total score is 94.8.

Briefly, the attitude concept is regarded as an essential component in language learning . As a result, language learning should be framed by a positive attitude. EFL teachers should respect and think about students' feelings, beliefs and behaviors before the cognitive abilities. English curriculum and classroom activities should include affective goals tailored to students' needs and individual

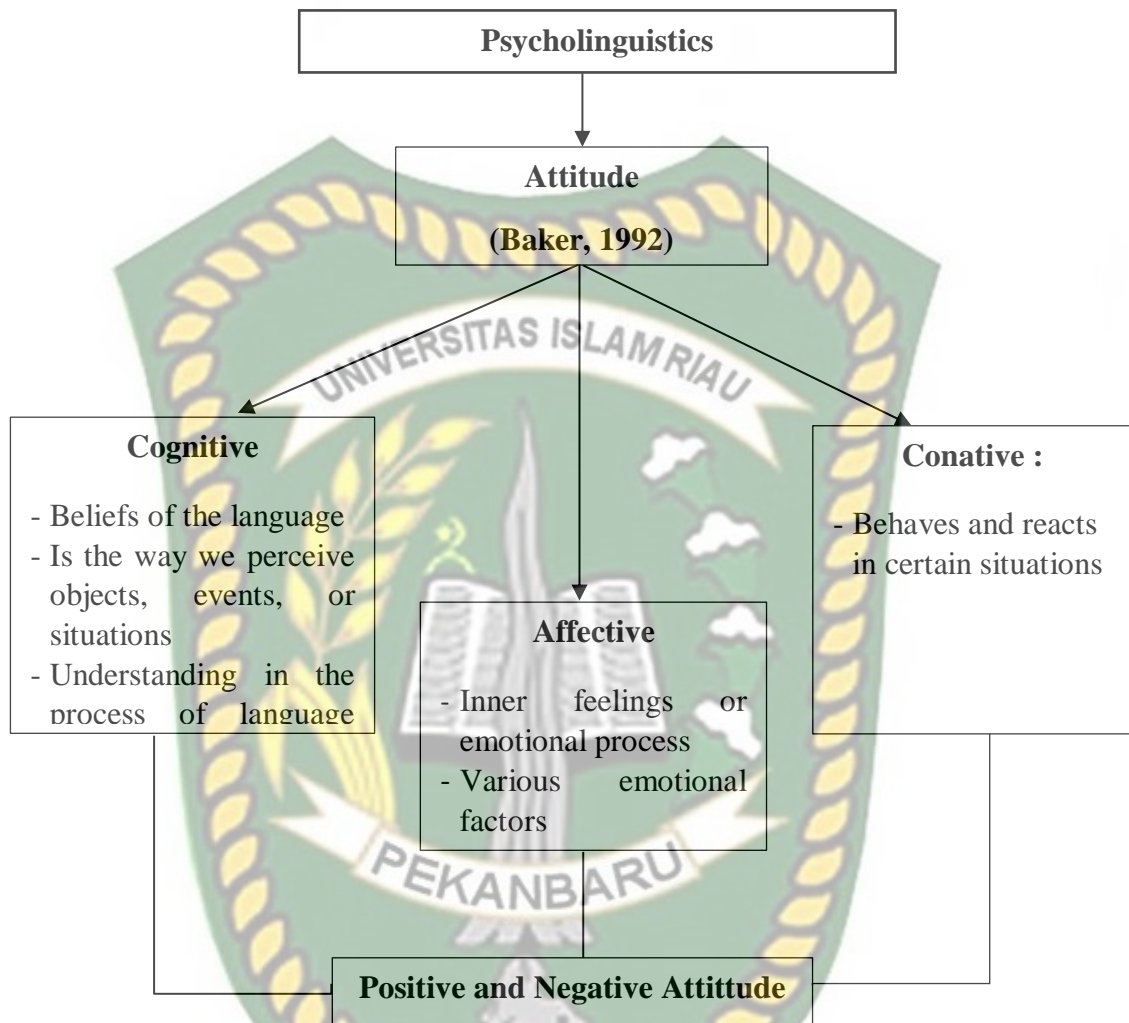
differences in order to foster positive attitudes toward English. It is critical to investigate the personalities of students. Cognitive performance can be achieved if EFL students have a positive attitude and enjoy learning the target language. As a result, the affective perspective, particularly attitude, should be taken into account in language research. To that end, a questionnaire survey was administered to 30 people chosen from a pool of 90. The quantitative data analysis revealed a favorable attitude toward the English language and its application in three areas of behavioral, cognitive, and emotional learning.

Based on the findings of the previous studies, the researcher may conclude that the majority of respondents who were studying English had a positive attitude. 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 can be seen in how they approach the English language in their daily life. Do respondents prefer to use their official language or practice their English in English classes? Do they have an English community? How frequently should English be used as a communication language with students of other languages outside of the classroom? As a result, the purpose of this study will be to determine whether or not the gap exists.

### **2.3 Conceptual Framework**

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

Figure 2.1 Component of Attitude



The conceptual framework above is used to describe the research that was done by the researcher. The researcher looked at how students felt about English using the three parts of attitude shown in Figure 2.1. The first is the cognitive part, which deals with thoughts and beliefs. For example, someone may learn English because they think it is an important language. The affective part is how the person feels about the attitude's objects (e.g. English). Language can make you feel either love or hatred. The final part of the attitude is conative. It is called

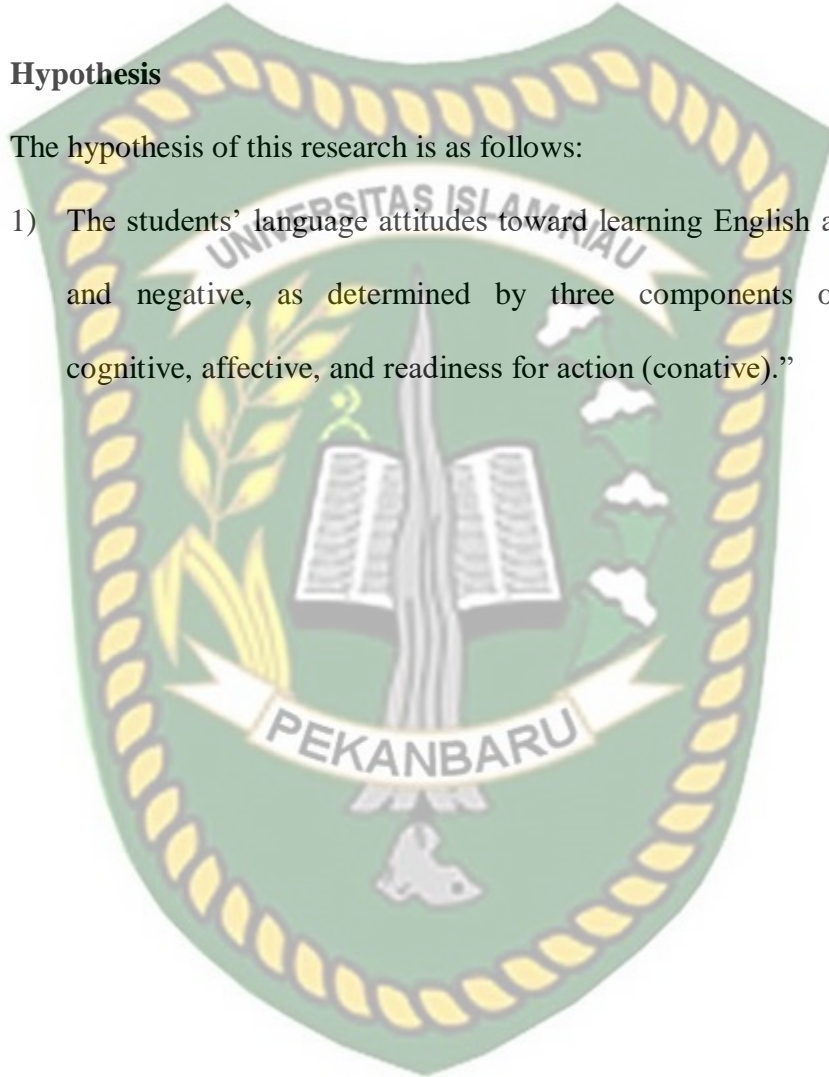


behavioral intent. It all comes down to the intention to act in a certain way. In this case, whether the student's attitude is positive or negative in terms of cognitive, affective, and action-readiness (conative) components.

#### 2.4 Hypothesis

The hypothesis of this research is as follows:

- 1) The students' language attitudes toward learning English are positive and negative, as determined by three components of attitude: cognitive, affective, and readiness for action (conative)."



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

The survey method was used in the study, which allowed the author to determine the students' language attitudes toward learning speaking in English Language Education of FKIP UIR. In this research, According to Seno H Putra (2001), the descriptive quantitative method is used by the researchers in this study. A quantitative approach is a research design that analyzes data using numbers (calculations) or statistical procedures. In other words, measurable research is a study in which data gathered from informant samples and objects must be calculated using statistics.

According Sugiyono (2016) The quantitative research method is one that can be interpreted as a research method that is based on the philosophy of positivism, that is used to research on a particular population or sample, that uses sampling techniques that are generally done randomly, that collects data using research instruments, and that analyzes data using quantitative statistical testing to test that which has been established.

Based on the definition, it is possible to conclude that descriptive quantitative research collects actual and detailed information, identifies problems, makes comparisons or evaluations, determines what others do in the face of

similar problems, and learns from their experiences in order to set plans and decisions for the future.

### **3.2 Location and Time of the Research**

The researcher will take the population from the sixth semester student of English study program FKIP Universitas Islam Riau, academic year 2021/2022. It is located on Jl. Kaharuddin Nasution No.113, Simpang Tiga, Kec. Bukit Raya, Kota Pekanbaru, Riau. The reason for choosing this location is to make it easier for the researcher to collect data. 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 researcher will take the population from the sixth semester student of English Study Program FKIP Universitas Islam Riau, academic year 2021/2022. It is located on Jl. Kaharuddin Nasution No.113, Simpang Tiga, Kec. Bukit Raya, Kota Pekanbaru, Riau. The reason for choosing this location is to make it easier for the researcher to collect data. 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.



**Tabel. 3.1 The total number of student at the sixth semester of english language education study program of FKIP UIR**

Class	Students' Number
6 A Class	45
6 B Class	45
<b>Total of Population</b>	<b>90</b>

### 3.2.2 Sample

A sample is a part of the population or a representation of the population that is taken and collected randomly, systematically, or in other scientific collective ways Seno H Putra (2004-2006). According to the population, the total number of students enrolled in the sixth semester of English Language Education at FKIP UIR was 90. As a result, class 6B will be used as a sample in the study, because there is one class of 45 students, the researcher chooses a few pupils to interview. Purposive sampling was employed for this study's sample. According to Arikunto (2019), a purposive sample is conducted by selecting subjects based on the existence of a specific objective rather than strata, randomness, or area. This technique is typically used due to a number of factors, including a lack of time, energy, and funds, which makes it impossible to collect big and distant samples. Although this method is permitted, researchers can use it to determine a specific objective, but certain conditions must be met.

### 3.4 Instrument of The Research

#### 3.4.1 Variable X

In this variable X, the researcher gives a questionnaires about language attitude. In this questionnaire, consist of 30 questions relate with language attitude. The questions is divided into 3 indicators

**Tabel 3.2 Indicators of Language Attitude**

Approach	Instrument	Indicator	Number of the test item
Quantitative	Questionnaire	Cognitive	1-10
		Affective	11-20
		Conative	21-30

adopted from febriami, (2021)

#### 3.4.2 Variable Y

According to Sugiyono (2010), a dependent variable is a variable whose existence is influenced or becomes a result, because of the independent factors. This means that the existence of the dependent variable is affected by the independent variables. In this study, the learning speaking level of the students will serve as the variable denoted by (Y).

### 3.5 Data Collection Technique

The data needed in this study are as follows:

#### 1) Premiere Data

Premier data is a source of data collected directly by researchers Riduwan, (2015). In this study, the premiere data is data obtained directly from respondents by giving a questionnaire to the research sample, namely sixth semester student of English Education FKIP UIR.

## 2) Secondary Data

Secondary data is a source obtained through second hand, Riduwan,(2015). In this study secondary data was obtained from students namely interviews, of class students in the English Education of FKIP UIR.

### 3.5.1 Questionnaire

An attitude scale is a questionnaire structured and fashioned to an overall attitude result McKenzie (2010). There were questions in this study that students were supposed to answer. The questionnaire consists of 30 questions based on the three indicators consisting of cognitive, affective, readiness for action (conative).

The steps of collecting data are as a following:

- 1) The researcher and students discuss through the WhatsApp application the ideal time to complete the questionnaire and conduct interviews
- 2) Following that, the researcher met with students in class online using zoom meeting to share questionnaire sheets in google form.
- 3) Allow plenty of time for them to complete questionnaires.
- 4) Students' questionnaire responses are collected and analyzed by researchers.



### 3.6 Data Analysis Technique

The data was collected using a Likert Scale questionnaire with five points. Strongly agree, agree, Neutral, disagree, and severe disagreement are the five points. Then, semi-structured interviews with selected respondents are conducted with selected data. The interview questions are based on specific rules, while the remaining questions are independent. According to Seno H Putra (2001), the data analysis technique is data that is solely based on samples, informants, and objects researched, and the data must be processed and evaluated by researchers in accordance with the research design and methodology.

The study used questionnaires from earlier studies that looked at how the students felt about learning English. The main questions and items in the questionnaire were changed so that they fit the needs of this study. The results of the questionnaire were sent back by the people who answered it. Using Microsoft Excel, the data from the questionnaires are calculated and analyzed. Using frequency and SPSS (Statistical Package for the Social Sciences) 25, data is turned into percentages.

In this research, the technique analysis data are:

1. Collecting data

The researcher writes and sends a questionnaire to all study participants. Within this study, 24 students answered the questionnaires. To assist with the questions, the researcher then conducted an interview with a student representative.

2. Categorized the data based on indicators

The researcher then categorized the data according to the indicators to make it easier for a writer to describe the data.

3. Describe the data

After categorizing the data, the researcher must conduct an analysis and summarize the data based on the gathered data.

4. Make conclusion

The last stage of data analysis is the conclusion, in which the writer forms a conclusion based on the data collected and generated for this study.

The Likert scale is comprised of five options, either positive or negative statements. The classification of Likert's scale options is as follows:

**Table 3.3 Likert Scale**

<b>Assesment Criteria</b>	<b>Positive (+) Statement and score</b>	<b>Negative (-) Statement and Score</b>
SA	5	1
A	4	2
N	3	3
DA	2	4
SDA	1	5

Where:

SA : Strongly Agree

DA : Disagree

A : Agree

SDA : Strongly Disagree

N : Neutral

Sugiyono (2016) defines descriptive analysis as "a type of data analysis that describes or describes the obtained data as it is." A descriptive analysis was used to examine the questionnaire results and student learning outcomes. To analyze the obtained questionnaire, the researcher converts the data into a percentage using the percentage formula, namely:

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

Where:

P = Percentage

N = Number of Students

F = Number of Frequency

100% = Fixed Value

(Sudijono, 2010)

**Table 3.4 The category of the Student's Attitude**

No.	Mean Score	Category
1.	81 % - 100 %	Very High
2.	61 % - 80 %	High
3.	41 % - 60 %	Moderate
4.	21 % - 40 %	Low
5.	0 % - 20 %	Very Low

adopted from pranatawijaya et al., (2019)



## CHAPTER IV

### RESEARCH FINDINGS

#### 4.1 Data Presentation

In this chapter, the researcher presents the result of the research entitled An Analysis of Language Attitude of The Sixth Semester Students on Learning Speaking at English Department of FKIP UIR. This research used two instruments, namely questionnaires and interviews. The primary instruments for representing all required data were questionnaires, and the tools that supported questionnaires were interviews. The questionnaire contained a total of 30 items, while the interview was comprised of 15 questions. The data was gathered between the 11<sup>th</sup> and 18<sup>th</sup> of July in 2022. The population and the sample for the study were comprised of students in the English Language Education program.

The questionnaire was distributed via a Google form, followed by a link distributed via a WhatsApp group. In this study, the researcher collected responses from 24 people who completed the questionnaire and 6 people who participated in the interview. These responses came from the B Class of the sixth semester of the English Language Education program at FKIP UIR.

In this study, the researcher analyzed the data using three indicators of language attitude components from Baker (1992) : cognitive, affective, and conative. The 15-question interview focused on language attitudes toward learning to speak. While the questionnaire, which was adapted from Abidin, has 30 items (2012).

Furthermore, there are five possible responses: SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), SD (Strongly Disagree). The questionnaire was completed by an English Language Education Student of FKIP UIR.

#### 4.2 Data Interpretation

Statistical data analysis is used to demonstrate the amount of data utilized in this study and the mean, median, and standard deviations. The following statistics provide an overview of the minimum number of respondents overall:

**Table 4.2 Mean, Median, and Standard Deviation of the data**

Questions No.	Mean	Median	Standard Deviation
1.	3.20	3.00	0.658
2.	3.29	3.00	0.806
3.	2.70	3.00	0.690
4.	2.75	3.00	0.989
5.	2.70	3.00	1.041
6.	4.29	4.00	0.750
7.	4.00	4.00	0.659
8.	4.08	4.00	0.717
9.	4.20	4.00	0.721
10.	3.87	4.00	0.612
11.	3.37	3.00	0.769
12.	3.79	4.00	0.721
13.	2.37	2.00	0.989
14.	2.25	3.00	0.779
15.	3.20	3.00	0.999
16.	2.95	4.00	0.721
17.	3.79	4.00	0.701
18.	4.33	4.00	0.637
19.	3.66	4.00	0.701
20.	3.83	3.00	0.963
21.	3.16	3.00	0.928
22.	3.08	3.00	0.928
23.	3.08	3.00	0.907
24.	3.33	3.00	0.761
25.	2.37	2.00	1.134
26.	3.33	3.00	0.701

27.	4.00	4.00	0.722
28.	3.70	4.00	0.550
29.	3.75	4.00	0.675
30.	4.20	4.00	0.721

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 24 people with a number of questions as many as 30 questions that have been distributed. Furthermore, 24 sample data students have the lowest mean score of 2.25 and the highest mean of 4.33 While the lowest median is 2.00 and the highest median is 4.00 After that, at the lowest standard deviation value of 0.550 and with the highest standard deviation of 1.134

Language Attitude is made up of three components: a 'cognitive', an 'affective', and a 'readiness for action' (conative), Baker (1992).

#### 4.2.1 Component of Language Attitude

##### a) Cognitive Component of Language Attitude

The cognitive part comprises beliefs, ideas, and opinions about things. Including what one thinks about a certain person, thing, or event. It is a statement of value to think that discrimination is wrong. The attitude scale or asking about the mind can be used to measure cognitive beliefs. Indicators of cognitive components were used to find out how students felt about English by asking them 10 questions. Here are the results of each question or indicator, based on how students answered:



- **Figure 1. Percentages of Students' Respond**

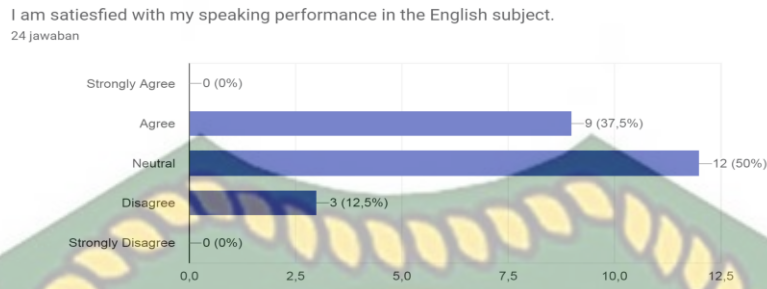


Figure 1. showd that 0 students (0%) said " strongly agree, 9 students (37,5%) said "agree, 12 students (50%) said "neutral", 3 students (12,5%) said "disagree" and 0 students (0%) said, “strongly disagree. Therefore, we can conclude that the majority of students in the sixth semester at English Department of FKIP UIR disagree in terms of their pride in learning English.

- **Figure 2. Percentages of Students' Respond**

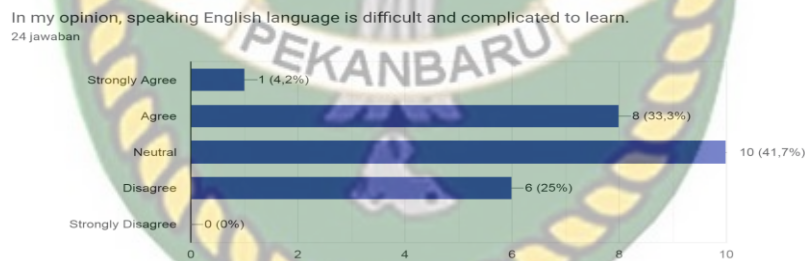


Figure 2. showd that 1 students (4,2%) said " strongly agree, 8 students (33,3%) said "agree, 10 students (41,7%) said "neutral", 6 students (25%) said "disagree" and 0 students (0%) said, “strongly disagree. So, we may conclude that most students in the sixth semester at the English Department of FKIP UIR were neutral in terms of having no trouble studying English.

- **Figure 3. Percentages of Students' Respond**

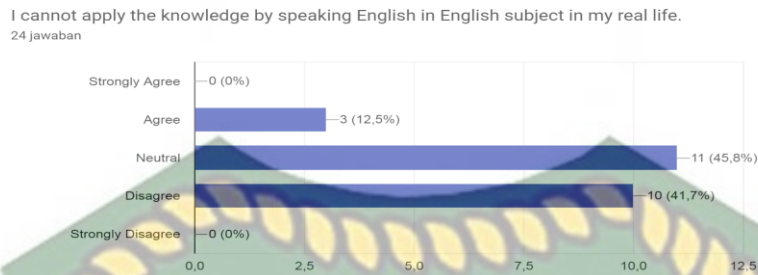


Figure 3. Showd that 0 students (0%) said " strongly agree, 3 students (12,5%) said "agree, 11 students (45,8%) said "neutral", 10 students (41,7%) said "disagree" and 0 students (0%) said, “strongly disagree. Thus, it can be concluded that the majority students in the sixth semester at the English Department of FKIP UIR disagree in terms of their ability to apply their knowledge by speaking English in real life.

- **Figure 4. Percentages of Students' Respond**

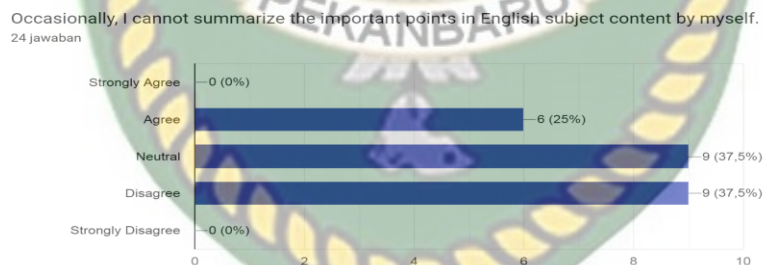


Figure 4. showd that 0 students (0%) said " strongly agree, 6 students (25%) said "agree, 9 students (37,5%) said "neutral", 9 students (37,5%) said "disagree" and 0 students (0%) said, “strongly disagree. Therefore, we can conclude that the majority of sixth-semester students in the English Department of FKIP UIR disagree that they are unable to summarize the key points of English subject material.

- **Figure 5. Percentages of Students' Respond**

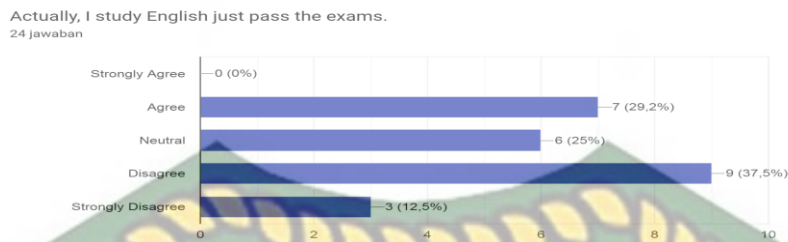


Figure 5. Showd that 0 students (0%) said " strongly agree, 7 students (29,2%) said "agree, 6 students (25%) said "neutral", 9 students (37,5%) said "disagree" and 3 students (12,5%) said, “strongly disagree. So, we may conclude that most students in the sixth semester at the English Department of FKIP UIR disagree in terms of statement studying English to pass the exams.

- **Figure 6. Percentages of Students' Respond**

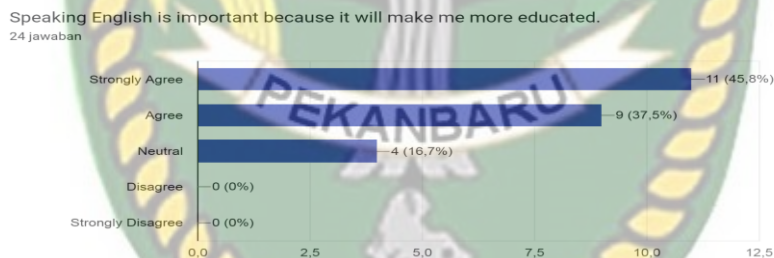


Figure 6. showd that 11 students (45,8%) said " strongly agree, 9 students (37,5%) said "agree, 4 students (16,7%) said "neutral", 0 students (0%) said "disagree" and 0 students (0%) said, “strongly disagree. So, we can conclude that the majority of students in the sixth semester at the English Department of FKIP UIR agree in terms of learning speaking English is important.



- **Figure 7. Percentages of Students' Respond**

I like my English class so much; I look forward to studying to speak English more in the future.  
 24 jawaban

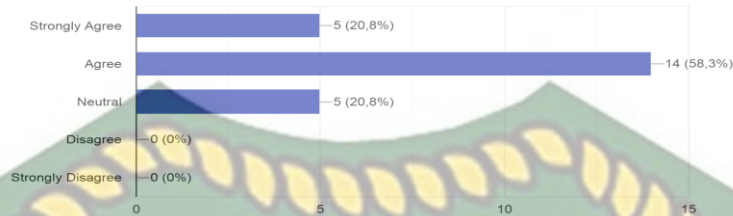


Figure 7. showd that 5 students (20,8%) said " strongly agree, 14 students (58,3%) said "agree, 5 students (20,8%) said "neutral", 0 students (0%) said "disagree" and 0 students (0%) said, “strongly disagree. Thus, we can conclude that the majority of students in the sixth semester at the English Department of FKIP UIR agree in terms of really like English class.

- **Figure 8. Percentages of Students' Respond**

Studying English helps me getting new information in which I can link to my previous knowledge.  
 24 jawaban

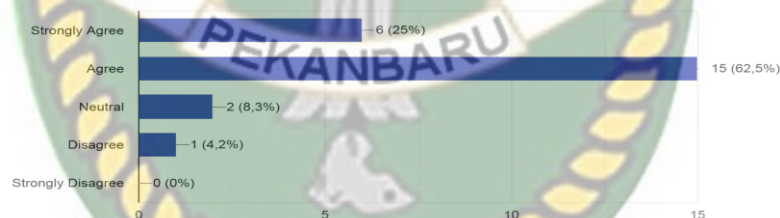


Figure 8. showd that 6 students (25%) said " strongly agree, 15 students (62,5%) said "agree, 2 students (8,3%) said "neutral", 1 students (4,2%) said "disagree" and 0 students (0%) said, “strongly disagree. Thus, we can conclude that the majority of students in the sixth semester at the English Department of FKIP UIR agree in terms of Studying English helps them get new information.

- **Figure 9. Percentages of Students' Respond**

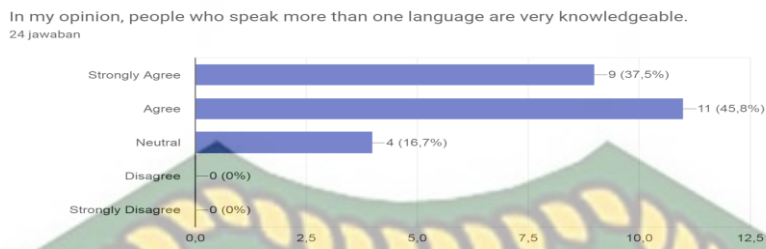


Figure 9. showd that 9 students (37,5%) said " strongly agree, 11 students (45,8%) said "agree, 4 students (16,7%) said "neutral", 0 students (0%) said "disagree" and 0 students (0%) said, “strongly disagree. Therefore, we can conclude that the majority of students in the sixth semester at the English Department of FKIP UIR agree in terms of those who speak more than one language being very knowledgeable.

- **Figure 10. Percentages of Students' Respond**

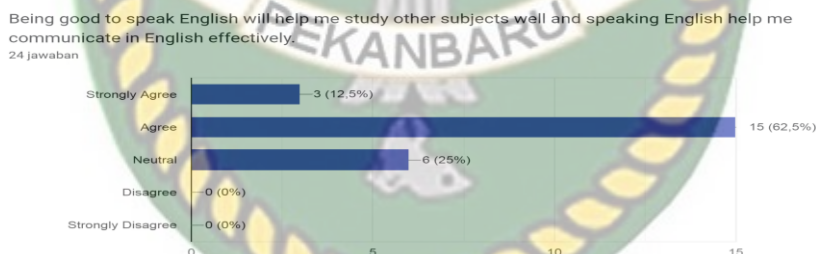


Figure 10. showd that 3 students (12,5%) said " strongly agree, 15 students (62,5%) said "agree, 6 students (25%) said "neutral", 0 students (0%) said "disagree" and 0 students (0%) said, “strongly disagree. So, Therefore, we can conclude that the majority of students in the sixth semester at the English Department of FKIP UIR agree in terms of speaking English helps me communicate in English effectively.

No.	SA	A	N	D	SD	N	Skor	Mean	TCR	Category
Q1	0	8	13	3	0	24	77	3,20	64,16%	High
Q2	1	9	10	4	0	24	79	3,29	65,83%	High
Q3	0	3	11	10	0	24	65	2,70	54,16%	Moderate
Q4	0	6	8	9	0	23	66	2,86	55,00%	Moderate
Q5	0	7	6	8	3	24	65	2,70	54,16%	Moderate
Q6	11	9	4	0	0	24	103	4,29	85,83%	Very High
Q7	5	14	5	0	0	24	96	4,00	80,00%	Very High
Q8	6	15	2	1	0	24	98	4,08	81,66%	Very High
Q9	9	11	4	0	0	24	101	4,20	84,16%	Very High
Q10	3	15	6	0	0	24	93	3,87	77,50%	High
<b>Percentages Overall</b>									<b>70,25%</b>	<b>High</b>

In conclusion, 7 positive responses and 3 negative statements from 24 students with a high percentage of 70.25% were provided in response to the cognitive questions posed by the researchers. All questions receive more positive replies from students. The students stated that they enjoy learning English, particularly the development of their speaking skills, as it helps them obtain information. However, they are still dissatisfied with their speaking performance in class, can apply their speaking skills inside and outside of the classroom, although some are still hesitant in expressing their opinion on the question posed.

#### b) Affective Component of Language Attitude

Affectiveness is the emotional aspect of an attitude. When a student falls over something or someone, it's called a "fall." The psychological arousal is measured by these signs, which reveal changes in emotional states. Trying to hide your emotions may be a sign of a change in enthusiasm. The following are the responses to a cliché question or indication that was used to gauge students'



attitudes toward English through indicators of affective components, comprising 10 questions (11-20):

- **Figure 11. Percentages of Students' Respond**

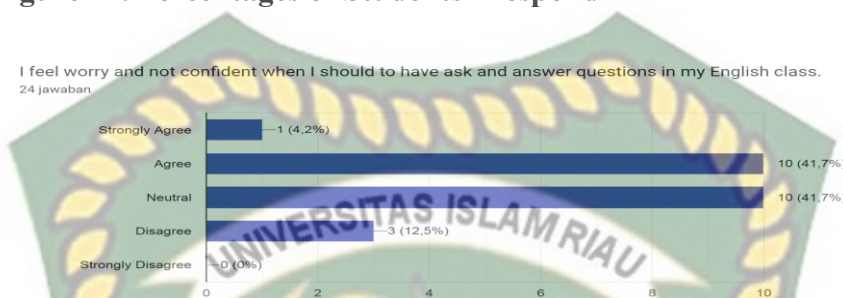


Figure 11. showd that 1 students (4,2%) said " strongly agree, 10 students (41,7%) said "agree, 10 students (41,7%) said "neutral", 3 students (12,5%) said "disagree" and 0 students (0%) said, “strongly disagree. So, we may conclude that most students in the sixth semester at the English Department of FKIP UIR agree in terms of worried and not confidence.

- **Figure 12. Percentages of Students' Respond**



Figure 12. showd that 3 students (12,5%) said " strongly agree, 14 students (58,3%) said "agree, 6 students (25%) said "neutral", 1 students (4,2%) said "disagree" and 0 students (0%) said, “strongly disagree. Furthermore, we may conclude that most students in the sixth semester at the English Department of FKIP UIR agree in terms of anxiety about should to speak English.

- **Figure 13. Percentages of Students' Respond**

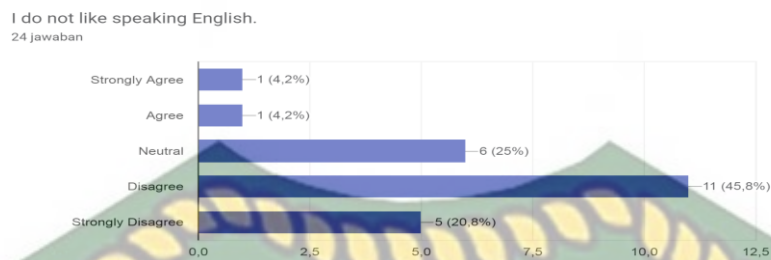


Figure 13. showd that 1 students (4,2%) said " strongly agree, 1 students (4,2%) said "agree, 6 students (25%) said "neutral", 11 students (45,8%) said "disagree" and 5 students (20,8%) said, “strongly disagree. So, we may conclude that most students in the sixth semester at the English Department of FKIP UIR disagree in terms of speaking English.

- **Figure 14. Percentages of Students' Respond**

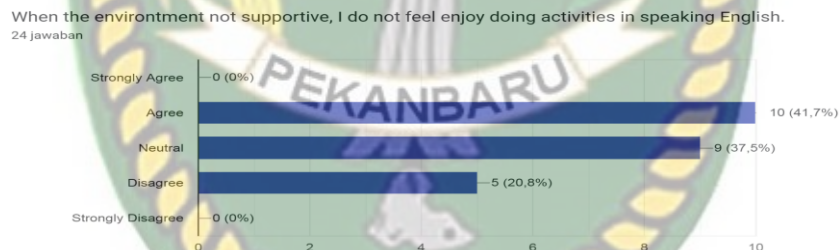


Figure 14. showd that 0 students (0%) said " strongly agree, 10 students (41,7%) said "agree, 9 students (37,5%) said "neutral", 5 students (20,8%) said "disagree" and 0 students (0%) said, “strongly disagree. Thus, we may conclude that most students in the sixth semester at the English Department of FKIP UIR agree in terms of the environment is not supportive, and not feeling enjoys doing activities in speaking English.

- **Figure 15. Percentages of Students' Respond**

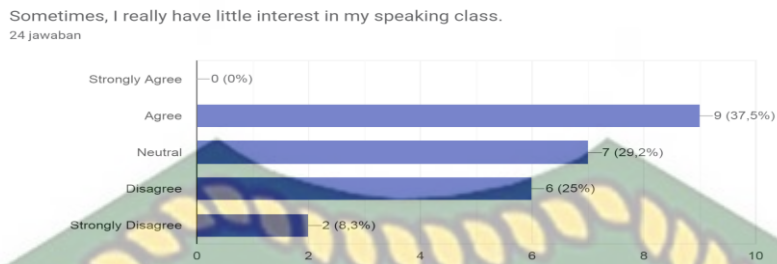


Figure 15. showd that 0 students (0%) said " strongly agree, 9 students (37,5%) said "agree, 7 students (29,2%) said "neutral", 6 students (25%) said "disagree" and 2 students (8,3%) said, “strongly disagree. So, we may conclude that most students in the sixth semester at the English Department of FKIP UIR agree in terms of little interest in speaking in class.

- **Figure 16. Percentages of Students' Respond**

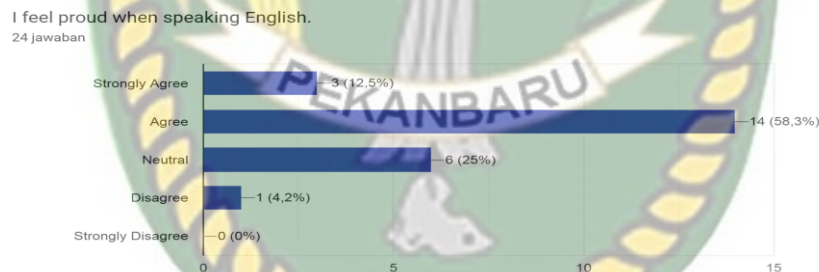


Figure 16. showd that 3 students (12,5%) said " strongly agree, 14 students (58,3%) said "agree, 6 students (25%) said "neutral", 1 students (4,2%) said "disagree" and 0 students (0%) said, “strongly disagree. Thus, we may conclude that most students in the sixth semester at the English Department of FKIP UIR agree in terms of they feel proud when speaking English.



- **Figure 17. Percentages of Students' Respond**

I wish I could speak English fluently and look forward to the time I spend in improve my speaking in English class.  
 24 jawaban

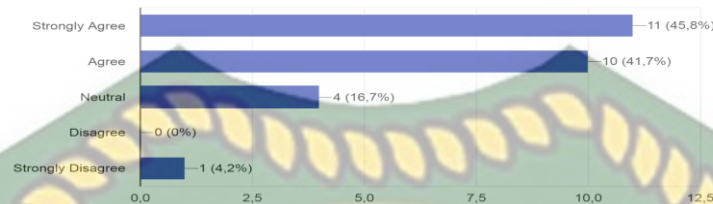


Figure 17. showd that 11 students (45,8%) said " strongly agree, 10 students (41,7%) said "agree, 4 students (16,7%) said "neutral", 0 students (0%) said "disagree" and 1 students (4,2%) said, “strongly disagree. Therefore, we may conclude that most students in the sixth semester at the English Department of FKIP UIR strongly agree in terms of improving their speaking in English class.

- **Figure 18. Percentages of Students' Respond**

I feel excited when I communicate in speak English with others.  
 24 jawaban



Figure 18. showd that 2 students (8,3%) said " strongly agree, 12 students (50%) said "agree, 10 students (41,7%) said "neutral", 0 students (0%) said "disagree" and 0 students (0%) said, “strongly disagree. So, we may conclude that most students in the sixth semester at the English Department of FKIP UIR agreed in terms of feeling excited when communicating in speaking English with others.

- **Figure 19. Percentages of Students' Respond**

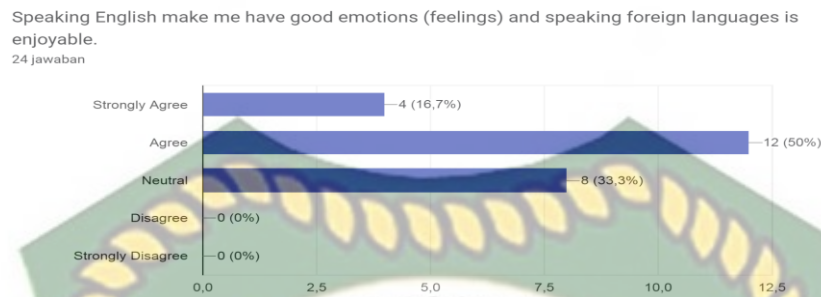


Figure 19. showd that 4 students (16,7%) said " strongly agree, 12 students (50%) said "agree, 8 students (33,3%) said "neutral", 0 students (0%) said "disagree" and 0 students (0%) said, “strongly disagree. Thus, we may conclude that most students in the sixth semester at the English Department of FKIP UIR agree in terms of Speaking English makes me have good emotions (feelings).

- **Figure 20. Percentages of Students' Respond**

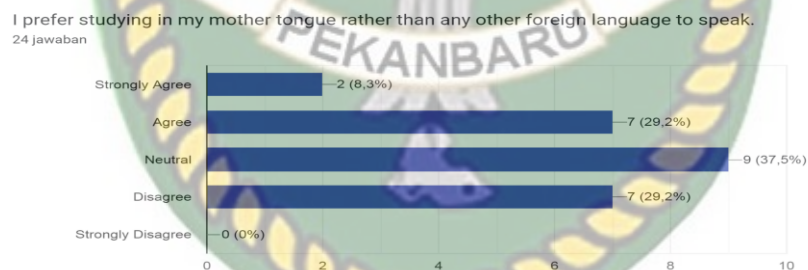


Figure 20. showd that 2 students (8,3%) said " strongly agree, 7 students (29,2%) said "agree, 9 students (37,5%) said "neutral", 7 students (29,2%) said "disagree" and 0 students (0%) said, “strongly disagree. So, we may conclude that most students in the sixth semester at the English Department of FKIP UIR were neutral in terms of prefer studying in my mother tongue rather than any other foreign language to speak.

No.	SA	A	N	D	SD	N	Skor	Mean	TCR	Category
Q11	1	10	10	3	0	24	81	3,37	67,50%	High
Q12	3	14	6	1	0	24	91	3,79	75,83%	High
Q13	1	1	6	11	5	24	54	2,25	45,00%	Moderate
Q14	0	10	9	5	0	24	77	3,20	64,16%	High
Q15	0	9	7	6	2	24	71	2,95	59,16%	Moderate
Q16	3	14	6	1	0	24	91	3,79	75,83%	High
Q17	11	10	3	0	0	24	104	4,33	86,66%	Very High
Q18	2	12	10	0	0	24	88	3,66	73,33%	High
Q19	4	12	8	0	0	24	92	3,83	76,66%	High
Q20	2	7	8	7	0	24	76	3,16	63,33%	High
<b>Percentages Overall</b>									<b>68,75%</b>	<b>High</b>

In conclusion, from 24 students with a high percentage of 68,75% were provided in response to the affective questions posed by the researchers. All questions receive more positive replies from students. The students are proud if they can speak English, but they still feel nervous, worried, and hesitant to answer questions about their emotions when speaking English if the emotion arises and causes them to feel these emotions. However, they want them to improve their speaking by making it more fluid or fluent.

**c) Readiness for Action (Conative) Component of Language Attitude**

The component of action-readiness or conative refers to the consistent actions or intentions of the student's conduct toward the target. The behavioral side of an attitude refers to the purpose to act in a particular manner toward a person or thing. In terms of response results, each question or indication consists of ten questions (21-30) to assess the attitude of the student's language toward English using indicators of conative components as follows :



- **Figure 21. Percentages of Students' Respond**



Figure 21. showd that 0 students (0%) said " strongly agree, 10 students (41,7%) said "agree, 7 students (29,2%) said "neutral", 6 students (25%) said "disagree" and 1 students (4,2%) said, “strongly disagree. Thus, we may conclude that most students in the sixth semester at the English Department of FKIP UIR agree in terms of feeling worried when using English.

- **Figure 22. Percentages of Students' Respond**

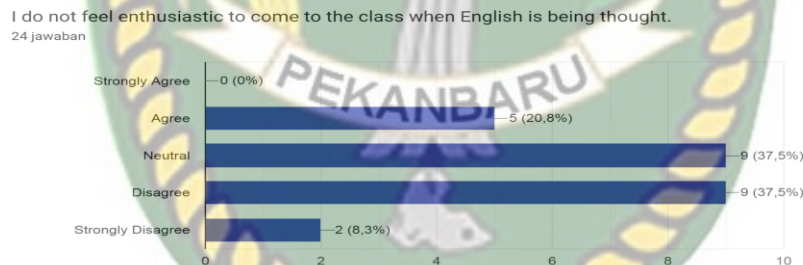


Figure 22. showd that 0 students (0%) said " strongly agree, 5 students (20,8%) said "agree, 9 students (37,5%) said "neutral", 9 students (37,5%) said "disagree" and 2 students (8,3%) said, “strongly disagree. Therefore, we may conclude that most students in the sixth semester at the English Department of FKIP UIR agree in terms of o not feeling enthusiastic to come to the class when English is being thought.

- **Figure 23. Percentages of Students' Respond**



Figure 23. showd that 0 students (0%) said " strongly agree, 8 students (33,3%) said "agree, 10 students (41,7%) said "neutral", 5 students (20,8%) said "disagree" and 1 students (4,2%) said, “strongly disagree. So, we may conclude that most students in the sixth semester at the English Department of FKIP UIR were neutral in terms of not being relaxed whenever I have to speak in my English class.

- **Figure 24. Percentages of Students' Respond**

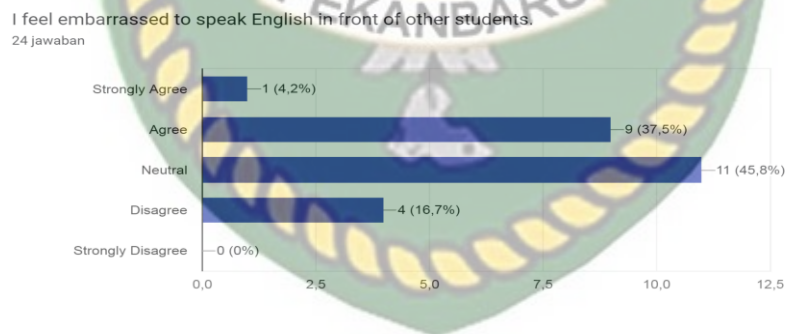


Figure 24. showd that 1 students (4,2%) said " strongly agree, 9 students (37,5%) said "agree, 11 students (45,8%) said "neutral", 4 students (16,7%) said "disagree" and 0 students (0%) said, “strongly disagree. Thus, we may conclude that most students in the sixth semester at the English Department of FKIP UIR were neutral on terms of feel embarrassed to speak English in front of other students.

- **Figure 25. Percentages of Students' Respond**

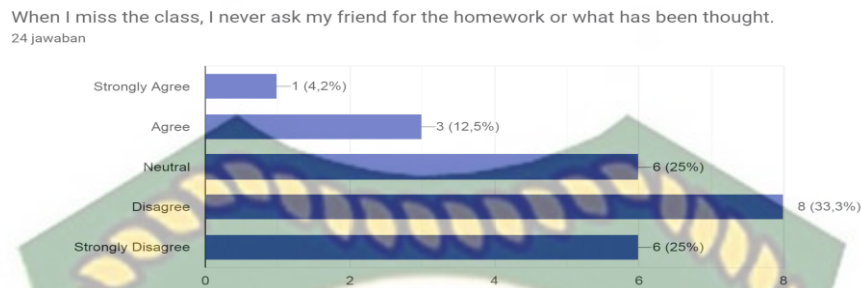


Figure 25. showd that 1 students (4,2%) said " strongly agree, 3 students (12,5%) said "agree, 6 students (25%) said "neutral", 8 students (33,3%) said "disagree" and 6 students (25%) said, “strongly disagree. Therefore, we may conclude that most students in the sixth semester at the English Department of FKIP UIR disagree in terms of never asking friends for homework or what has been thought.

- **Figure 26. Percentages of Students' Respond**

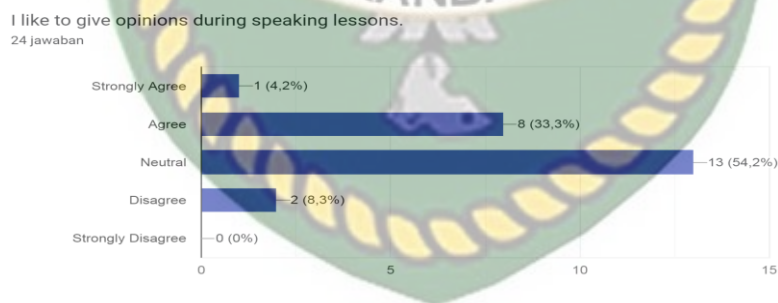


Figure 26. showd that 1 students (4,2%) said " strongly agree, 8 students (33,3%) said "agree, 13 students (54,2%) said "neutral", 2 students (8,3%) said "disagree" and 0 students (0%) said, “strongly disagree. Thus, we may conclude that most students in the sixth semester at the English Department of FKIP UIR were neutral in terms like giving opinions during speaking lessons.



- **Figure 27. Percentages of Students' Respond**

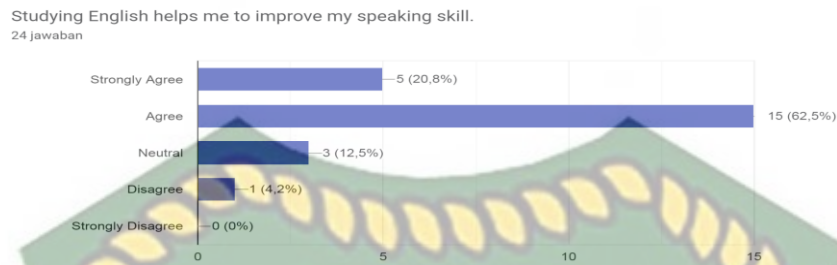


Figure 27. showd that 5 students (20,8%) said " strongly agree, 15 students (62,5%) said "agree, 3 students (12,5%) said "neutral", 1 students (4,2%) said "disagree" and 0 students (0%) said, “strongly disagree. So, we may conclude that most students in the sixth semester at the English Department of FKIP UIR agree in terms of Studying English helps to improve their speaking skills.

- **Figure 28. Percentages of Students' Respond**

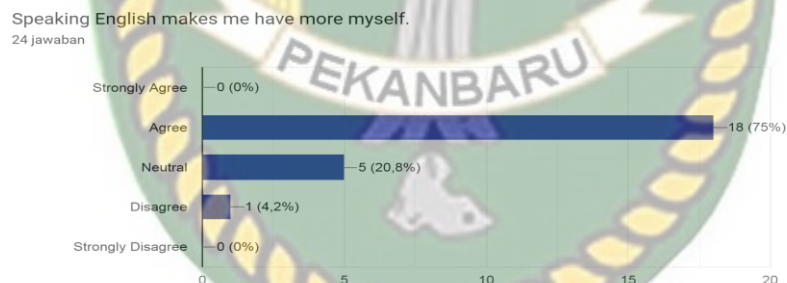


Figure 28. showd that 0 students (0%) said " strongly agree, 18 students (75%) said "agree, 5 students (20,8%) said "neutral", 1 students (4,2%) said "disagree" and 0 students (0%) said, “strongly disagree.thus,we may conclude that most students in the sixth semester at the English Department of FKIP UIR agree in terms of Speaking English, making them more confident.

- **Figure 29. Percentages of Students' Respond**

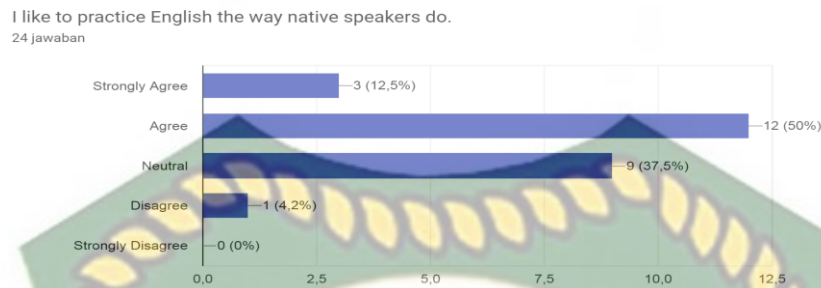


Figure 29. showd that 3 students (12,5%) said "strongly agree, 12 students (50%) said "agree, 9 students (37,5%) said "neutral", 1 students (4,2%) said "disagree" and 0 students (0%) said, "strongly disagree. So, we may conclude that most students in the sixth semester at the English Department of FKIP UIR agree in terms of like to practice English the way native speakers do.

- **Figure 30. Percentages of Students' Respond**

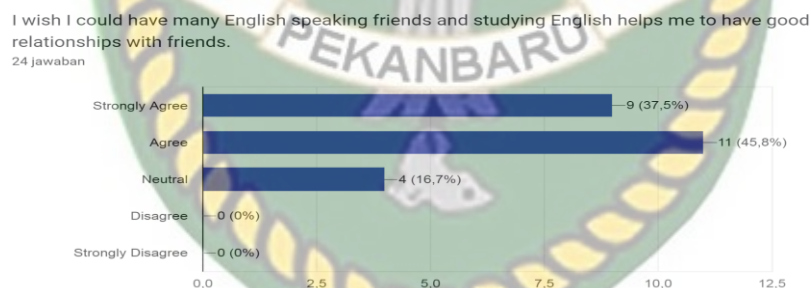


Figure 30. showd that 9 students (37,5%) said "strongly agree, 11 students (45,8%) said "agree, 4 students (16,7%) said "neutral", 0 students (0%) said "disagree" and 1 students (4,2%) said, "strongly disagree. Thus, we may conclude that most students in the sixth semester at the English Department of FKIP UIR agree in terms could have many English-speaking friends, and studying English helps them to have good relationships with friends.

No.	SA	A	N	D	SD	N	Skor	Mean	TCR	Category
Q21	0	10	7	6	1	24	74	3,08	61,66%	High
Q22	0	5	9	8	2	24	65	2,70	54,16%	Moderate
Q23	0	8	10	6	0	24	74	3,08	61,66%	High
Q24	1	9	11	3	0	24	80	3,33	66,66%	High
Q25	1	3	6	8	6	24	57	2,37	47,50%	Moderate
Q26	1	8	13	2	0	24	80	3,33	66,66%	High
Q27	5	15	3	1	0	24	96	4,00	80,00%	Very High
Q28	0	18	5	1	0	24	89	3,70	74,16%	High
Q29	3	12	9	0	0	24	90	3,75	75,00%	High
Q30	9	11	4	0	0	24	101	4,20	84,16%	Very High
<b>Percentages Overall</b>									<b>67,16%</b>	<b>High</b>

In conclusion, percentages are derived from the table's results. The researcher contends that 67.16% of 24 students scored at a high level based on the conative component. The students give a positive response to the claim that learning English helps them improve their speaking abilities; they are enthusiastic about speaking classes and practice as diligently as native speakers do. Nevertheless, some of them claim that speaking in public causes them anxiety, that they lack confidence and are embarrassed, and that they are occasionally hesitant when speaking and expressing their opinions during speaking lesson.



a) Cognitive Component of Language Attitude

STATISTICS										
N	Valid	Q1	Q2	Q3	Q4	Q7	Q8	Q9	Q10	TOTAL1
	Missing	0	0	0	0	0	0	0	0	0
Mean		3,21	3,29	2,71	2,75	4,00	4,08	4,21	3,88	35,13
Std. Error of Mean		0,134	0,165	0,141	0,202	0,135	0,146	0,147	0,125	0,698
Median		3,00	3,00	3,00	3,00	4,00	4,00	4,00	4,00	34,00
Mode		3	3	3	2	4	4	4	4	33
Std. Deviation		0,658	0,806	0,690	0,989	0,659	0,717	0,721	0,612	3,418
Variance		0,433	0,650	0,476	0,978	0,435	0,514	0,520	0,375	11,679
Range		2	3	2	4	2	3	2	2	11
Minimum		2	2	2	0	3	2	3	3	30
Maximum		4	5	4	4	5	5	5	5	41
Sum		77	79	65	66	96	98	101	93	843

TOTAL (1)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	3	12,5	12,5	12,5
	32	2	8,3	8,3	20,8
	33	5	20,8	20,8	41,7
	34	3	12,5	12,5	54,2
	36	2	8,3	8,3	62,5
	37	2	8,3	8,3	70,8
	38	1	4,2	4,2	75,0
	39	3	12,5	12,5	87,5
	40	2	8,3	8,3	95,8
	41	1	4,2	4,2	100,0
Total		24	100,0	100,0	

**b) Affective Component of Language Attitude**

STATISTICS											
N	Valid	Q11	Q12	Q13	Q14	Q16	Q17	Q18	Q19	Q20	TOTAL2
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		3,38	3,79	2,25	3,21	3,79	4,33	3,67	3,83	3,17	34,38
Std. Error of Mean		0,157	0,147	0,202	0,159	0,147	0,143	0,130	0,143	0,197	0,601
Median		3,00	4,00	2,00	3,00	4,00	4,00	4,00	4,00	3,00	34,00
Mode		3 <sup>a</sup>	4	2	4	4	5	4	4	3	33 <sup>a</sup>
Std. Deviation		0,770	0,721	0,989	0,779	0,721	0,702	0,637	0,702	0,963	2,946
Variance		0,592	0,520	0,978	0,607	0,520	0,493	0,406	0,493	0,928	8,679
Range		3	3	4	2	3	2	2	2	3	11
Minimum		2	2	1	2	2	3	3	3	2	29
Maximum		5	5	5	4	5	5	5	5	5	40
Sum		81	91	54	77	91	104	88	92	76	825

TOTAL (2)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	29	1	4,2	4,2	4,2
	30	3	12,5	12,5	16,7
	32	1	4,2	4,2	20,8
	33	4	16,7	16,7	37,5
	34	4	16,7	16,7	54,2
	35	3	12,5	12,5	66,7
	36	2	8,3	8,3	75,0
	37	2	8,3	8,3	83,3
	38	2	8,3	8,3	91,7
	39	1	4,2	4,2	95,8
	40	1	4,2	4,2	100,0
Total		24	100,0	100,0	

c) Readiness for action (Conative) Component of Language Attitude

STATISTICS											
		Q21	Q22	Q23	Q24	Q26	Q27	Q28	Q29	Q30	TOTAL3
N	Valid	24	24	24	24	24	24	24	24	24	24
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		3,08	2,71	3,08	3,33	3,33	4,00	3,71	3,75	4,21	33,58
Std. Error of Mean		0,190	0,185	0,158	0,155	0,143	0,147	0,112	0,138	0,147	0,681
Median		3,00	3,00	3,00	3,00	3,00	4,00	4,00	4,00	4,00	34,00
Mode		4	3	3	3	3	4	4	4	4	30
Std. Deviation		0,929	0,908	0,776	0,761	0,702	0,722	0,550	0,676	0,721	3,335
Variance		0,862	0,824	0,601	0,580	0,493	0,522	0,303	0,457	0,520	11,123
Range		3	3	2	3	3	3	2	2	2	13
Minimum		1	1	2	2	2	2	2	3	3	27
Maximum		4	4	4	5	5	5	4	5	5	40
Sum		74	65	74	80	80	96	89	90	101	806

TOTAL (3)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	27	1	4,2	4,2	4,2
	29	1	4,2	4,2	8,3
	30	4	16,7	16,7	25,0
	31	1	4,2	4,2	29,2
	32	3	12,5	12,5	41,7
	33	1	4,2	4,2	45,8
	34	3	12,5	12,5	58,3
	35	2	8,3	8,3	66,7
	36	3	12,5	12,5	79,2
	37	2	8,3	8,3	87,5
	38	2	8,3	8,3	95,8
	40	1	4,2	4,2	100,0
	Total	24	100,0	100,0	



#### 4.2.2 Interview

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 6 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 Zoom Meeting 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.

The students responded casually, briefly, and concisely during the interview. The students successfully explained all of the researcher's questions. At the time, the researcher inquired about students' language attitudes based on three language attitude components. The researcher pays attention to, writes down, and records the explanations of the interviewees' answers.

*Q1. Do you believe that learning to speak English will make you more educated?*

*("That is correct, I believe because English is such a universal language, the world has accepted that if we go somewhere, we no longer need to be complicated because we can communicate with others in English. That is why it is critical to learn English.") (Student H)*

*("I believe that learning English has improved my education. Because some education uses English and the majority of people use English in airports, hospitals, banks, shopping malls, restaurants, and other places. So learning English is very beneficial to my education.") (Student M.)*

An interview consists of 15 questions based on three aspects of language attitude. Their responses varied and included numerous positive answers to each question. As if in response to the first question, the researcher inquired about their belief that learning to speak English will make them more educated. Their responses range from saying that English is very important to learn, that it is an international language, that it is a tool for communication with others, that learning English can provide new information or knowledge, that it can bring something new, and that English is widely used in airports, hospitals, banks, shopping malls, restaurants, and other places, and that learning English is very useful in education for them.

*Q2. Do you develop better knowledge and understanding of the English subject by learning English?*

*(Yes, learning English has given me a lot of knowledge and understanding." (Student Q.)*

The second question about learning English follows, which increases knowledge and understanding of the subject. They stated that learning English does provide them with a wealth of knowledge and experience, as learning media evolves with the times.

*Q3. What do you think about those who can speak more than one language and are extremely knowledgeable?*

*("People who speak multiple languages are nice, look cool and are educated. I think it's a good skill, to be able to master more than one language well.") (Student H)*

Moreover, the next question the researcher asked was about their opinion when people who can speak multiple languages are very knowledgeable. They believe that people who speak various languages are kind, look cool, and are

educated. It is a remarkable accomplishment and deserves to be appreciated because they can master the language well, have a wealth of knowledge and information, and will use motivation.

*Q4. How do you overcome challenges in learning to speak English?*

*(“There are obstacles, including a lack of language proficiency, speaking practice, and confidence. Using an Oxford dictionary or Google Translate to determine the exact pronunciation, as well as asking for assistance from friends and family, I increase my pronunciation practice.”) (Student M)*

Next, the researcher asked about how to overcome difficulties in learning speaking skills in English. Most of them say that their way to overcome difficulties is really improved pronunciation practice, looking up the correct pronunciation by using the Oxford dictionary or Google Translate, ask for help from friends, and 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 articles, listened to a podcast which can provide information as needed.

*Q5. How can you increase your English knowledge if you can't apply what you've learned in English class in real life?*

*(“I learn simple vocabulary that can be spoken daily, read books, pronounce vocabulary correctly, and watch videos related to English content.”) (Student Q)*

Following that, to improve English knowledge if they are unable to apply the knowledge from English subjects 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. Furthermore, some theories supporting this explanation are as follows:

“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 bilingual education.” (Baker, 1992)

*Q6. Does studying English excite you when you communicate with others? Why?*

*(“Yes, because when I talk to friends in English, they can answer my questions in English too, which makes me excited to communicate in class.”) (Student N)*

*Q7. Do you get nervous in English class when you have to answer questions? Why?*

*(“Yes, because of a lack of mastery of grammar skills, a fear of speaking words, and a lack of confidence.”) (Student M)*

*Q8. Does studying English give you positive emotions (feelings)? Why?*

*(“Yes, because when I communicate with my friends, I can express my feelings and emotions more fully. My friends will correct me if I mispronounce a word, allowing me to increase my vocabulary while practising my pronunciation.”) (Student H)*

*Q9. What emotions do you experience when you speak English? Do you have confidence or concerns? Why?*

*(“Yes, because I feel cool, confident, and proud when I speak English, despite the fact that I'm not very good at it.”) (Student Q)*

*Q10. What makes you want to study English? Why?*

*(“Yes, Because when I speak a second language I feel different vibes like feeling happy.”) (Student H)*

Aside from that, the students explain how they deal with and how emotional they feel while learning English. The students have experiences such as feeling excited and good emotions when communicating with others, feeling happy, and being able to express their feelings more; speaking English allows

students to practice their ability and know the extent of their competence to speak, and students think they are very cool even though they are not good at speaking. However, students occasionally become anxious or worried and lack confidence when speaking English as if they should have to answer and ask questions, make a presentation in front of the class, do not have a large vocabulary, and some are afraid of not using proper grammatically. However, students are interested in learning to speak English because it is a very international language and as a foreign language, English is very useful, knowledgeable, and impressive to learn.

*Q11. Do you prefer to communicate in your native language or in a foreign language? Why*

*(“Actually, I prefer to speak English, but because it is used more frequently in mother tongue class, I am influenced to do so as well.”)  
(Student H)*

Furthermore, the students said they prefer to speak a foreign language or their native language (mother tongue). One of them stated that they prefer to use a foreign language rather than their native language because the language used in the classroom is more dominant than their native language, influencing them to use their native language (mother tongue). Some of them switch between speaking their native language and a foreign language, depending on the situation. Sometimes it's their native language, and sometimes it's easier to use a foreign language. For example, it is easier to talk about something in its original language with classmates. They also seem to practice and learn English with their friends.

*Q12. How often do you practice speaking English with your buddies in class? Why?*

*(“I usually watch educational videos, watch movies, listen to songs, and play games that can interact with strangers.”) (Student N)*

Then there's the question of how often to practice speaking English. They stated that practicing English can be done by watching educational videos, watching movies, listening to songs, playing games that allow you to interact with foreigners, and a variety of other interesting applications. They can remember vocabulary in frequent lessons, interpret something easily for logic and understanding, and gain a lot of knowledge and understanding in English subjects.

*Q13. Do you enjoy expressing yourself through the use of English while learning? Why?*

*("I am excited to share my thoughts because it will help me improve my English skills.") (Student M)*

*("Sometimes, I only share my opinion with one friend due to my anxiety and fear of being incorrect.") (Student H)*

*Q14. Do you enjoy coming to class when English is being taught? Why?*

*("Yes, because I can express myself more freely when I'm with my friends. I can improve my pronunciation by adding more vocabulary, and if I make a mistake, my friends can correct me.") (Student M)*

*Q15. How can learning English help you develop your personality? Why?*

*(Yes, "because, help me improve my personality by creating positive emotions, expanding my knowledge, and learning new things.") (Student H)*

In addition, when giving opinions using speaking English learning during the learning process, some students reveal that they are delighted to give opinions because it can hone English skills. On the other hand, some of them dislike giving opinions in class because they only do so with one friend, are afraid of making mistakes, and are anxious. Then, coming to English helps to improve their personality and try to keep them self-confident, make them have good emotions, add knowledge, and get new information, and they are also enthusiastic when



coming to the class. Furthermore, the theories that support this explanation are based on

"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, based on the results of interviews with some students who provided varying responses to some questions about the indicators. There was a positive response from students' opinions in terms of cognitive, that is, students believe that learning English is very important in the current era where the English Language is prevalent, especially for those who are in the scope of the English Language Education study program. By studying English, students will gain in the form of self-development, addition of information or knowledge, improvement and application of their learning, particularly in speaking. Similarly, in terms of effectiveness or emotion, they are also good at learning English, and in the conative aspect, they continue to improve their speaking skills.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The following conclusion is presented based on the research findings and discussion in this chapter:

The students in the sixth semester of English Language Education at FKIP UIR had a positive attitude toward gaining speaking skills, which reflected well on their language attitude. Because this was the conclusion that was reached after basing it on the three components of attitude, namely the cognitive component, the affective component, and the preparation for action or conative component, it is clear that this is the case. The first part of the test, which was cognitive, was given a score that was placed in the high-level group with a percentage of 70.25%. The students offer a good reaction to the questions and declare that they prefer to learn English, particularly on their speaking growth, to help the students receive knowledge. However, the students also state that they are still not satisfied with their performance when speaking.

In addition, from the emotional component, a substantial number or proportion of students said that they experience the pride, excitement, and positive emotions (feelings) when speaking English, despite the fact that they occasionally experience anxiety, worry, and lack of confidence. For the affective component, 68.75% were classified as high level; for the conative component, 67.16% were

classified as high level. The students concur that studying English improves speaking ability and encourages frequent speaking practice. As can be observed from the results of the three components, the students' language attitude toward learning speaking skills improved.

### 5.3 Suggestion

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

#### 1. The Institution

The researcher thinks that the results of this study will provide significant experience in doing research on language attitudes regarding the acquisition of speaking skills, especially in the English Language Education program at the FKIP Islamic University of Riau. Then, another researcher can continue to investigate vital facts for the study and monitor the status of the student learning process on campus, ensuring that students will always have a positively attitude toward language learning.

#### 2. The Lecturer

In terms of the outcomes, there is a positive attitude toward learning speaking skills. To improve students' favorable views toward learning English, the researchers advise that an encouraging environment be provided in English classes. A professor can continue to encourage students to study English by exposing them to various methods for improving their language attitudes, motivation, and performance. Furthermore, the lecturer can pay attention to students' language attitudes through three-component attitudes, such as from the



cognitive component, which can strengthen their application of knowledge in the subject and in real life, and assist them to improve their speaking performance. From the emotional component, the student's emotions can be influenced to be more confident, excited, and like their foreign language. Furthermore, by conative component or readiness for action, they can maintain their behavior or action their attitude to increase their speaking skill.

### 3. The Students

The students should be aware of and have a good attitude toward anything they enjoy, particularly English, as the readers of this final project are students of English Language Education in this study. To learn English, specifically how to speak English fluently and accurately, it is necessary to develop a language attitude in this study. Language attitude is one of the most crucial parts of language acquisition, as it determines how seriously pupils approach their language studies. The positive and negative attitudes of students demonstrate their sincerity. A positive mindset will equip them with good abilities, but a negative attitude will result in abilities that are not particularly impressive.

### 4. The Further Research

The researcher hopes that the future researcher will utilize this research as the basis for their related investigation. Aside from that, the next researcher who wishes to do a similar study on Students' Language Attitude On Learning Speaking Skills will be able to dig out more material and discover many different phenomena about it.

## REFERENCES

- Abidin, Mohamad Jafre Zainol. 2012. *EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students*. Asian Social Science Journal Vol. 8, No. 2.
- Ahmed, S. (2015). *Attitudes towards English Language Learning among EFL Learners at UMSKAL Journal of Education and Practice*, 6(18), 6-17.
- Alkaff, A. A. (2013) Students Attitudes and Perceptions towards Learning
- Baker, C. (1992). Attitudes and Language. Multilingual Matters 83. Clevedon, Avon, England: Multilingual Matters.
- Choy, SC, & Troudi, S (2006) *An Investigation into the Changes in Perceptions of and Attitudes Towards Learning English in a Malaysian College* International Journal of Teaching and Learning in Higher Education, 18(2), 120-130
- English Arab World English Journal, 2, 106-121 Astrid, A., Desvitasari, D., & Aqdam, A. (2020). *The Language Attitude towards English Learning among EFL Learners A Case at One Private Islamic Senior High School*. Ta'dib: Jurnal Pendidikan Islam, 25(1), 32-43. <https://doi.org/10.19109/td.v25i1.5253>
- Haris Herdiansyah. 2009. *Metodologi Penelitian Kualitatif*. Salemba Munanika. Jakarta.
- INAL, S., EVIN, L., & SARACOĞLU, A. S. (2000). *The Relation Between Students' Attitudes Toward Foreign Language and Foreign Language Achievement*. Dil Dergisi, 1-3.

- Kara, A. (2009). *The effect of a "learning theories" unit on students' attitudes toward learning*. *Australian Journal of Teacher Education*, 34(3), 100-113.
- McKenzie, R. M. (2010). *The Study of Language Attitudes*. In *Educational Linguistics* (Vol. 10, Issue July 2010).
- Org, Www Ijee, Islam, H., Parilah, A., & Shah, M. (2014). *Motivation and Attitudes towards Learning English among Undergraduates in National University of Malaysia (UKM)* *International Journal of English and Education*, ISSN(34), 2278-4012
- Pranatawijaya, Widiatry, Priskila, Putra (2019). *Pengembangan Aplikasi Kuesioner Survey Berbasis Web Menggunakan Skala Likert dan Guttman*. Vol 5, No 2,
- Putra H Seno (2014). *Cara-cara penulisan karya ilmiah populer dan karya ilmiah akademik* Pekanbaru UIR Press
- Riduwan, M.B.A. 2015. *Dasar-Dasar Statistika*. Bandung: Alfabeta.
- Sudijono, A. 2010. *Pengantar Statistika Pendidikan*. Jakarta: Pt. Raja Grafindo Persada.
- Sugiyono. 2013. *Metode Penelitian Kuantitatif Kualitatif Dan R&D*. Alfabeta: Bandung.
- Sukardi. M. 2015. *Evaluasi Pendidikan Prinsip Dan Operasionalnya*. Jakarta: PT. Bumi Aksara.
- Sultana, A. M., & Binti Rosli, N. (2016). *Parental Involvement on Students' Learning Abilities and Achievement in the English Subject* *International Journal of Social Science and Humanity*, 6(2), 103-106. <https://doi.org/10.7763/ijssh.2016.v6.627>



Turkish Journal of Computer and Mathematics Education , Said M. Mawardin  
(2021) *Attitudes Based Behaviours of Tadulako University  
Psycholinguistics Students in Learning English*. Vol.12 No.13

Wardhaugh, R. (2009). *An Introduction to Sociolinguistics* (6th ed.). Wiley-  
Blackwell

