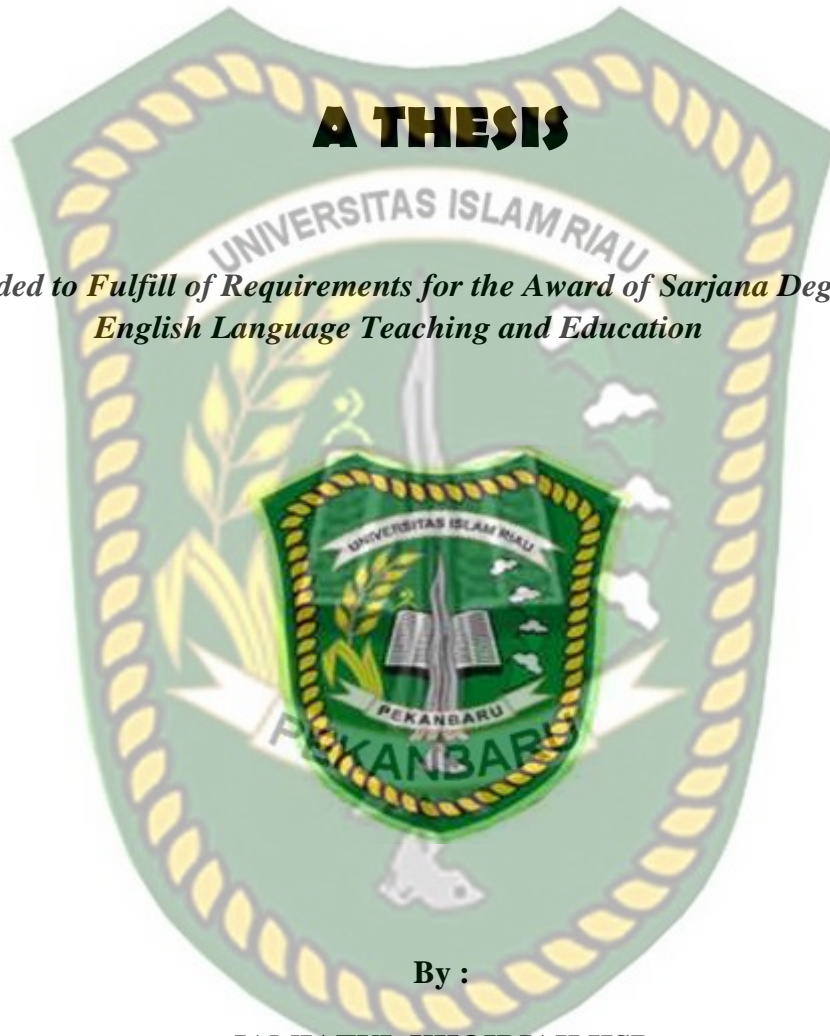


AN ANALYSIS OF STUDENTS' LANGUAGE ATTITUDE IN SPEAKING  
FOR ACADEMIC CONTEXT CLASS AT ENGLISH LANGUAGE  
EDUCATION STUDY PROGRAM OF FKIP UIR

**A THESIS**

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



By :

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PEKANBARU

2022

## THESIS APPROVAL

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**“AN ANALYSIS OF STUDENTS’ LANGUAGE ATTITUDE IN  
SPEAKING FOR ACADEMIC CONTEXT CLASS AT ENGLISH  
LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UIR”**

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## THESIS

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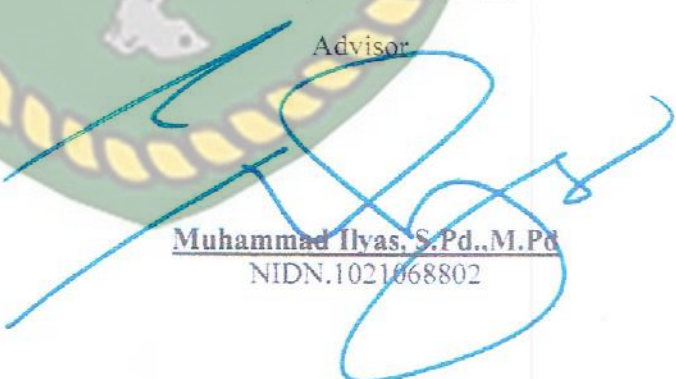
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SPEAKING FOR ACADEMIC CONTEXT CLASS AT ENGLISH  
LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UIR"**

It ~~is~~ <sup>ready</sup> to be examined. This letter is made to be used as it is needed.

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## DECLARATION

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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly and indirectly) which were taken from various sources and mentioned scientifically. The researcher is responsible for the date and fact provided in this thesis.

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## ACNOWLEDGEMENT

The researcher realizes that the support and encouragement of people have been important in the preparation and completion of this thesis. Therefore, the researcher would like to express her deepest gratitude and sincere thanks and appreciation to those who stood behind hers all the way most especially.

*Alhamdulillah Rabbi Alamin.* First of all, praise be to Allah SWT, who has given guidance, blessing, and mercy to the researcher in completing this thesis. Shalawat and salam are addressed to the final, chosen religious messenger, the Prophet Muhammad SAW.

When writing this thesis, the researcher believes without the guidance, dedicated guidance, love and support of the people around. This thesis will never be finished. Therefore, the researcher would like to express his sincere and deep gratitude to:

1. **Prof.Dr.H. Syafrinaldi,S.H.,M.C..L.,** The Rector of Universitas Islam Riau.
2. **Dr.Hj. Sri Amnah,S.Pd.,M.Si,** The Dean of Education and Teacher Training Faculty, and **Dr. Miranti Eka Putri., S.Pd., M.Ed** the vice dean of academic Education and Teacher Training Faculty and all staffs of Universitas Islam Riau.
3. The head of English Study Program **Mr. Muhammad Ilyas, S.Pd., M.Pd** and the Secretary of English Study Program **Mrs. Sri Wahyuni, S.Pd., M.Pd** who taught, spend much time, trained and guided the researcher during her study.



4. **Muhammad Ilyas, S.Pd., M.Pd** as the advisor for the thought, time, encouragement, comments, guidance, supports, and advice given to the researcher in completing this thesis.
5. All of the English lectures in English Study Program who have given great contribution in finishing writers' study.
6. Thank you to my beloved parents **H. Makbul Assani Hasibuan** and **Rosmidah Nasution**, for all my five sisters and for six my brothers. Who always give much love, prayer and always stand by her side.
7. Thank you for all Students of fourth semester specially class B at Universitas Islam Riau who were willing to participate during the research and give me time and help me to take the data for this thesis.
8. Thank you for my classmate D 2018 and ESA. Never forget all of our dramas and all the precious moments. Hopefully we will meet again in future with our success.
9. Last but not least, I want thank me, for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me at all times.

Finally the researcher really realizes that there are many weaknesses on this paper. Therefore, Constructive critiques and Suggestion are needed in order to improve this thesis.

Pekanbaru, April 2022  
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## ABSTRACT

**Jamiatul khoiriah hsb, 2022. An Analysis Of Students' Language Attitude In Speaking For Academic Context Class At English Language Education Study Program Of Fkip Uir**

***Keywords: language attitude, language education, English speaking.***

One part that can indicate the successful or unsuccessful learning of foreign language is students' language attitude towards the language. Therefore, this research aims to portray the students' attitude towards English, and how they apply their attitude in their daily life. In addition, it tries to find out the students' orientation in studying English.

The design of this research was descriptive qualitative method. The sample of this research is the fourth students of English Department of FKIP Uiniverstas Islam Riau. The total number of respondents is 25 students. Collecting data is done through five-point Likert scale questionnaire survey and interview. The questionnaire consists of 30 statements.

Research results show that the average number of students is 84,9, which shows that that students have a positive attitude towards the English language education of FKIP Universitas Isla Riau. Most students agree that English is an important language in the era of globalization and most of them say that students are proud of their learning English language, students feel happy when students speak English with friends, and even Students agree that they will speak English but sometimes Indonesian to their friends or classmates when they are having a casual conversation. His It seems they don't have enough confidence to express their opinion of themselves.



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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

Speaking is a way of expressing or expressing an opinion Feelings and feelings for other people. Speech allows us to communicate with ourselves Other people in social life. By speaking, we can convey and provide information with other people. When we talk about speaking, we do not mean just saying the words through mouth. It means conveying the message through the words of mouth. This skill is often ignored in some teachers' classes. Learners do not have enough opportunity either in their classes or outside to speak English.

Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication. English today is believed to be most influential medium in bridging the global communication. A large proportion of learners of the world study English hard in order to communicate with native speakers or speaker of other languages. English speaking ability is very important for people interaction where people almost speak everywhere and every day through English.

The importance of speaking is shown with the integration of other language skills. Talking helps learners develop their vocabulary and grammar skills and then improve their writing skills. Students can express their feelings, idea; telling stories; request; speak, discuss, and demonstrate the various functions of language. Speaking is the verbal use of language to communicate with others.



The purpose for which we wish to communicate with others are so large that they are innumerable, and as this is not a book about human needs and desires we will not even attempt to provide examples. The outward manifestation of speech is found in sound waves (Haliday 1985; Biber 1988) cited in Fulcher (2003: 23-24).

Learning to speak is closely related to attitude. A person's attitude, especially college students, determines their ability to study. Your own attitude influences your motivation growth. Positive attitudes increase learning motivation, while negative attitudes reduce learning motivation and make the learning process more difficult. According to (Reid, 2006) attitudes are essential to us since they cannot be easily separated from studies. Besides that, from the academic component, language acquisition involves psychological and social dimensions and is largely dependent on the learners' motivation and attitude toward learning the target language (Padwick, 2009).

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

The three elements of the concept of attitude are cognitive, emotional, and ready to act (aggressive). The cognitive elements of the mindset deal with the learner's thoughts and ideas about the knowledge that the learner acquires and understands during the language learning process. Although the emotional element of attitude deals with emotions, it is widely accepted that FL learners' inner emotions and emotions influence their perception and attitude towards the target language. The conative component includes the willingness to act or the way in which it behaves in a particular situation.

In addition, linguistic attitudes are usually consistent with human thoughts and actions. In other words, those who have a positive attitude towards learning a language, learning English, especially learning to speak, act positively, speak English regularly, enjoy it, develop and improve it. is needed. Then, while people's attitudes are positive, their behavior can be bad. Gap is created by various thoughts and actions.

In this study, researchers observe students' linguistic attitudes towards learning to speak. Language settings are chosen for a variety of reasons. Initially, the research was conducted in the Faculty of English Education at the university where the researchers are enrolled. In this case, nothing prevents you from finding a respondent during the survey. Here, respondents often meet researchers. This allows researchers to study them more carefully and obtain more complete data. Whether it is a test project or a large company, it's easy to define a schedule. Another reason is the importance of research available in English education. The English Education and Learning Program understands students' attitudes towards

English. No studies were found on language settings. Therefore, this is very important as it helps the learning program to develop guidelines for language learning.

In addition, researchers have observed that some students have a good attitude but struggle to define, while others are trapped in the gap between thinking and behavior. As a result, the results of the study help students understand how they behave in relation to the purpose of their degree. The second reason is that research was conducted to confirm assumptions about language attitudes in English education and universities. Students seem to be in a hurry to learn a language the more they use English in different situations. On the other hand, they seem to be learning English just to meet the requirements. So far, researchers have not found any academic research on this, but it may trigger them to carry out this research. Hopefully this research can be developed in other studies.

Furthermore, researchers have observed that some students speak little English even during English classes. This shows that students are willing to learn the English they are learning. They are thinking of teaching English as a learning program, but that does not mean that they have a positive attitude towards learning English. You can also take a negative attitude. The team consisted of English-speaking students from Universitas Islam Riau. Then there are students for the fourth semester. Respondents answer the questionnaire. Restrictions are applied to facilitate data analysis. The sample also shows a representative of the Student Organization according to the English curriculum.



Previous studies of linguistic attitudes towards learning English were too general, and respondents or research subjects needed to be divided into groups to allow for a more specific interpretation of the results. Therefore, the results recognize the importance of English. Therefore, this study analyzes students' attitudes towards learning to speak English. They did not yet know the language attitudes of the students, so an analysis was conducted to determine that they were indifferent to learning English. Ultimately, this study can represent a student's attitude towards language learning in a way that benefits the student and the English education program in which the study takes place.

Based on all of the above reasons, the researchers discussed an analysis of student language attitudes Entitled **"An Analysis of Students' Language Attitude In Speaking for Academic Context Class at English Student Education Study Program of FKIP UIR"**.

## **1.2 Setting of the Problem**

Researchers have observed that some students have a good attitude but struggle to define, while others are trapped in the gap between thinking and behavior. As a result, the results of the study help students understand how they behave in relation to the purpose of their degree. The second reason is that research was conducted to confirm assumptions about language attitudes in English education and universities. Students seem to be in a hurry to learn a language the more they use English in different situations. On the other hand, they seem to be learning English just to meet the requirements. So far, researchers have

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Based on all of the above reasons, the researchers discussed an analysis of student language attitudes entitled "Analysis of Student Language Attitudes in Learning Speaking Skills in the fourth Semester in FKIP UNIVERSITAS ISLAM RIAU English Education".

### **1.3 Limitation of the Problem**

A classical explication of attitude is to follow Plato and distinguish between the cognitive, affective and readiness for action parts of attitudes (Baker 1992, 12). so here there are three important components in language attitude, which refers to a person's attitude in speaking.

Based on identifying the issues above, researchers focused on the student's attitude towards learning to speak. Student attitudes respond to one of three factors: cognitive, affective and readiness for action (conative) when learning to speak.

#### 1.4 Formulation of the Problem

The problem in this study can be formulated with the following question:  
What are the language attitudes of students when learning speaking skills for the fourth semester in FKIP Universitas Islam Riau English Education?

#### 1.5 Objective of the Problem

Following the issues raised in this study, the purpose of the study is to find out the language attitude of students when learning to speak in the fourth semester in the English language education at FKIP Universitas Islam Riau.

#### 1.6 Significance of the Research

There are some implications for students, readers, faculty and staff, UK laboratories, etc. in terms of contributions in conducting this research.

- 1) Theoretically, these results can be used to develop further research on student attitudes towards language when learning to speak English at FKIP Universitas Islam Riau.
- 2) In practice, the importance of learning can be useful for students, readers, writers, teachers, and English education. Here are some possible ways:

##### 1. For Students

Hopefully, the results of this study will help them understand their attitudes as they learn to speak English and learn more about language attitudes. This is so that they can be taken into account and decide how to



adopt a particular stance, especially in the language spoken in English. Then they can develop it and use it in their daily lives.

2. For the Readers

The author hopes that the results of this study will help readers become anti-verbal, improve their attitudes towards English in society, and be able to apply it appropriately.

3. For the Lecturer

This study serves as a reference for the curriculum of language courses and aims to analyze student characteristics in the learning process. Even if the instructor can evaluate and motivate the students.

4. For the English Language Education

The A study of student attitudes towards language in learning to speak is expected, and the results of the study provide curriculum, guidelines or rules for teaching English at Universitas Islam Riau, and additional information in developing the curriculum.

## 1.7 Definition of the Key Term

### 1 Analysis

An analysis is the detailed study or examination of something in order to understand more about it (Oxford Dictionary). The implications of this study are a detailed study or study of student attitudes towards learning English to better understand learning English.

## 2 Language Attitude

Language attitude is the internal stage that influences people to do what they want to do (Zeinivand. 2015). In this research, language attitude refers to the student's attitude towards learning English when studying in the English Education section of FKIP Universitas Islam Riau.

## 3 Speaking

Speaking is also a multi-sensory activity because it involves paralinguistic features such as eye contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation which affect conversational flow (Thornbury, 2005). This research talks about the abilities that students in the fourth semester have in their personality to use on-campus communication and learning.

## CHAPTER II

### REVIEW OF RELATD LITERATURE

#### 2.1 Relevance Theories

##### 2.1.1 Language Attitude

Attitudes towards global languages such as English are likely to be strong (as are attitudes towards ethnic groups, celebrities or favorite products) and are characterised by well-learned association between the language and the evaluation, which can be activated automatically from memory (Perloff, 2003: 68). Language attitudes are evaluative responses to various languages. Language attitudes are the feelings people have about their own language or the languages of others Crystal (1992 cited in Siregar, 2010) . Then attitude is one that can determine the feelings or what is in the minds of students

In fact, some people can be neutral. Positive attitudes towards language are supported by positive behaviors, followed by negative behaviors after inappropriate attitudes towards language. Positives and negatives can be changed to advantage or disadvantage in different situations. As stated In *A Dictionary of Linguistics and Phonetics* which is written by Crystal, language attitude is defined as “the feelings people have about their own language or the other languages”. The attitude may be positive or negative towards the language (2008: 266). When someone learns a language and his attitude is positive, the attitude will be followed by a good action and indicate a good result in studying the language. In



contrast, the negative attitude is followed by negative action. So, the result of language study will be surely bad (Jendra, 2010: 113).

### 2.1.2 Learning Speaking

The learning of English speaking skill is a preference for a lot of English as a Foreign/Second Language (EFL/ESL) learners. Language learners sometimes evaluate their success in language learning based on how well they have improved in their spoken language ability. Learners' speaking performance are influenced by factors like performance conditions, affective factors, listening skill; and feedback during speaking tasks (Tuan & Mai, 2015). Learning English speaking skills is a preference for easy and fast in learning English as a Foreign / Second Language.

Language acquisition is a human process in acquiring the ability to understand in word management for communication purposes. The skills that are required in language acquisition include syntax, phonetics, and a large vocabulary. According to Harmer (2007) and Pourhosein Gilakjani (2016), human communication is a complex process. Persons need communication when they want to say something and transmit information. Speakers use communication when they are going to inform someone about something. Speakers apply language according to their own goals. So speakers should be both listeners and speakers at the same time for the effective communication.

Speaking is very important in second language learning. Despite its importance, speaking has been overlooked in schools and universities due to different reasons like emphasis on grammar and unfavorable teacher-student

proportions. Efrizal (2012) Pourhosein Gilakjani (2016) expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process.

### **2.1.3 Language Attitude in Learning Speaking**

People show attitudes of varying nature such as attitude to the variation of language; attitude to minority language and dominant language; attitude to foreign and second language, attitude to a specific language etc. (as cited in Mamun, et al: 2012). One of the internal factors that have a significant impact on the learning process and student achievement is attitude. Various factors that exist in each individual student, such as variances in skill, interests, experience, knowledge, the intensity of feeling, and contextual conditions, produce distinct attitudes in each a student has almost definitely experienced a learning barrier when individual students.

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

Some people tend to hold a positive attitude by claiming the language or the variety they use as standard, but express negative opinion about dialects of the same language regarded as standard by other speaker (Jendra, 2010:115). Attitude has an impact on intelligence. As a result, it is simpler for individuals to understand the language and accents of people they like or admire. The argument that is closely related, at least to members of the majority group, is that individuals are more encouraged to learn a second language, and hence are frequently more effective, when they are optimistic about the consequences for both politics and business. Furthermore, English standards have a long and illustrious history of distinction. It is considered a national symbol of the United Kingdom. It has been pushed as the only permissible variant for usage in all official areas, including education, for more than a century.

Students with a good mindset have a better chance of reaching their full potential. Because the learner has a favorable attitude about himself, he will achieve the desired results. Students who maintain a positive attitude in the face of adversity (bad grades) are more motivated to study harder and try to improve their results. Students who have a negative attitude when confronted with a challenge are more likely to fail. On the contrary, students who have a negative attitude when facing a challenge even though it is easy still do not want to try. He became easily discouraged, and even then considered himself incapable or don't have the ability to improve. Hartiala (2000: 38) claims that one of the main goals in teaching people through content and language integrated learning models is to encourage their positive attitudes towards the target language and other languages.



In conclusion, Attitude is one of the internal factors that greatly influence the learning process and student achievement. With different attitudes in each individual student is caused by various factors that exist in each individual. Because of this, these differences give rise to different attitudes in individual students. The student's attitude towards English can be defined as the tendency that individuals learn to respond positively or negatively to the English language especially to learning speaking.

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

Attitude concept can be view by three dimensions. Accordingly , the attitude consist of the three components that are cognitive, affective, and readiness for action (conative), According by (baker: 1992)

##### **a. Cognitive**

The cognitive component concerns thoughts and beliefs (Baker 1992, 12). The cognitive component includes beliefs and ideas or opinions about the object. Includes beliefs about a particular person, object, or situation. The belief that discrimination is wrong is a value statement. Perception is an evaluative belief and is measured by attitude scales or by questioning the mind.

Beliefs and conceptions, or almost one thing, make up the cognitive component. For a certain individual, his problems or circumstances, his beliefs are included. The belief that discrimination is unacceptable can be an expression of esteem. Perception is an evaluative belief and is measured by a thought scale or by

intellectual enquiry. One component of cognitive attitudes involves students' beliefs about the knowledge they are receiving and their understanding of the language teaching process.

b. Affective

The affective component of an attitude is called affective. This is when a student comes across something or someone. These markers reveal emotional changes as a function of psychomotor arousal. Diminished passion could indicate someone is trying to hide their intentions.

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

c. Readiness For Action (Conative)

The conative component of attitude, or willingness to act, concerns the way a person acts and reacts in certain situations. In fact, successful language acquisition allows students to identify with native speakers of that language and acquire or adopt many of the behaviors characteristic of members of the target language community. Kara (2009) stated that,

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

Responses to do something positive about an item is probably fantastic or poor. This component's response can take the form of comments or words, and now no longer continually with inside the shape of hobby that may be at once measured. Students who dislike English are much more likely to live in magnificence, now no longer be aware of the teacher, and duplicate assignments from their classmates than to depart the magnificence each meeting. Such movements or behaviors already exhibit poor attitudes in phrases of conduct. Students might also additionally have an excellent mindset towards English language acquisition as a result of fantastic study room conduct experiences.



In summary, attitudes can be divided into three categories: cognitive, affective, and agreeable. The tendency or inclination to react in particular ways to different things and events, and individuals who engage in formal interactions exhibiting their formal behavior is known as conative composition. The cognitive component of an attitude refers to how we perceive things, events, or situations, as well as our views or thoughts about the world around us. Perception refers to what we can see, feel and use in our reasoning. On the other hand, the affective component is the experience or emotion aroused in a person by an element, an event or a symbolic representation, such as sympathy, pity, anger or love.

#### **2.1.5 Factor Influencing Language Attitude**

The first factor that affects students' attitudes is their perception of English, students' opinions are influenced by their perception of English. They will focus on English if they think it is important.

According to Budyatna (2015), interest and motivation are two factors that influence students' attitudes. Because interests are inseparable from human feelings because they are a part of the human personality. The first factor that affects students' attitudes is their perception of English, students' opinions are influenced by their perception of English. They will focus on English if they think it is important.

Attitude is one of the most important aspects of a student's learning process. Furthermore, (Hashwani, 2008) claims there are some factors that can influence students learning namely motivation, personalities, aptitude, ages,

attitudes, learning achievement, intelligence, and anxiety. For example, some students find it difficult to learn English, while others disagree. An opinion or belief will have an impact on a student's attitude towards the language, resulting in a positive attitude that will improve the student's learning process. However, some students may disagree and negative attitudes may develop as a result.

In conclusion, students will play an important role in language learning, especially English. They will participate and actively participate in the class if they are allowed to do whatever they want as long as it aligns with their learning goals or objectives. Finally, student behavior is highlighted at this stage as part of the attitude itself. Students' learning attitudes can influence the choice of books to read, the style of language to speak, and the type of friends and teachers to study with. Therefore, students' attitudes can have an impact on their behavior when learning English.

## 2.2 Relevance Studies

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

First, Abidin Dr. et al., (2012) entitled EFL Students Attitudes towards Learning English Language: The Case of Libyan Secondary School Students. The researcher from This study looked at the behavioral, cognitive, and emotional elements of Libyan secondary school students' views about studying English. It also looked to see if there were any significant differences in students' opinions about the English language depending on their demographic characteristics, such as gender, field of study, and year of study. A total of 180 participants in the three

study years from three specializations of Basic Sciences, Life Sciences, and Social Sciences took a questionnaire as a measuring instrument. The individuals had negative attitudes about learning English in all three components of attitude, namely cognitive, behavioral, and emotional. There were statistically significant variations in attitudes about gender and area of study on the demographic profile, but not year of study. Finally, based on the research findings, some recommendations are offered. Because the respondents had such a bad attitude about English, it's possible that they don't realize how important it is to acquire it as a required subject. In a nutshell, the attitude notion is an important part of language learning. As a result, the umbrella of language should be a positive attitude.

Second, the research from Alkaff, (2013) entitled Students Attitudes and Perceptions towards Learning English. The research used the questionnaire survey design This paper studies the attitudes and perceptions of Foundation Year (FY) students towards learning English, at the English Language Institute (ELI) of King Abdulaziz University (KAU) in Jeddah, Saudi Arabia English is one of the required courses, the rest of which are primarily taught in Arabic. The aim is to investigate how important English is to the students, whether they think it is tough or not, and where the problem resides. The author also considers how people try to improve their English, as well as the frequency and contexts in which they use it. Following the selection of a random sample of 47 female students from levels 3 and 4 (pre-intermediate and intermediate levels), who represented the majority of students throughout the research study, a questionnaire was developed and



students" responses were tabulated and analyzed. The findings show that, despite having a lot of demands on their time and little opportunities to do so, most students have a positive attitude toward learning English and attempt to develop and use the language. The study also takes into account the difficulties that students experience and their suggestions for making the learning process easier.

Third, the research from Astrid et al. (2020) entitled The Language Attitude towards English Learning among EFL Learners: A Case at One Private Islamic Senior High School. The research used descriptive method. The aim of the study was to investigating students towards English language learning. This research implemented a survey approach to describe students' opinions regarding English language instruction at one Islamic private senior high school. A total of 217 students from an Islamic private senior high school in Indralaya took part in this study. It used a Likert scale questionnaire with 20 items split into five categories: (1) attitude toward native English speakers, (2) motivational orientation in learning English, (3) interest in English, (4) attitude toward English class, and (5) attitude toward English teachers in gathering data. The result of this study indicated that the attitude of the students of one Islamic private senior high school in Indralaya South Sumatera towards English language learning was generally positive.

Fourth, the research journal from Ahmed (2015) entitled Attitudes towards English Language Learning among EFL Learners at UMSKAL The result of a survey on 238 undergraduate EFL students at a public university in Malaysia. The findings of a study of 238 undergraduate EFL students at a Malaysian public

institution. The survey inquired about their attitudes toward English learning as well as the factors that may have affected their progress. for a As a 19-item questionnaire was created and distributed to 238 students for data collection. The objective of this study was to investigate (1) The attitudes of the learners towards the use of English in different areas; (2) Causes that may have influenced the effect of English learning for students (3) Perspectives of English learning among non-major English learners in Malaysia. The results of the qualitative study reveal that people have a very positive attitude about learning English and applying it in different contexts. The figures also revealed that the majority of students had negative feelings or worries regarding classroom directives during their learning experience. Students from diverse fields showed differing attitudes toward English language acquisition in terms of areas of usage and concentration of learning abilities, showing that a single curriculum or teaching technique is inappropriate. Several suggestions have been made regarding teaching methodology, curriculum, teaching materials, and the status of English in Malaysia from this point of view.

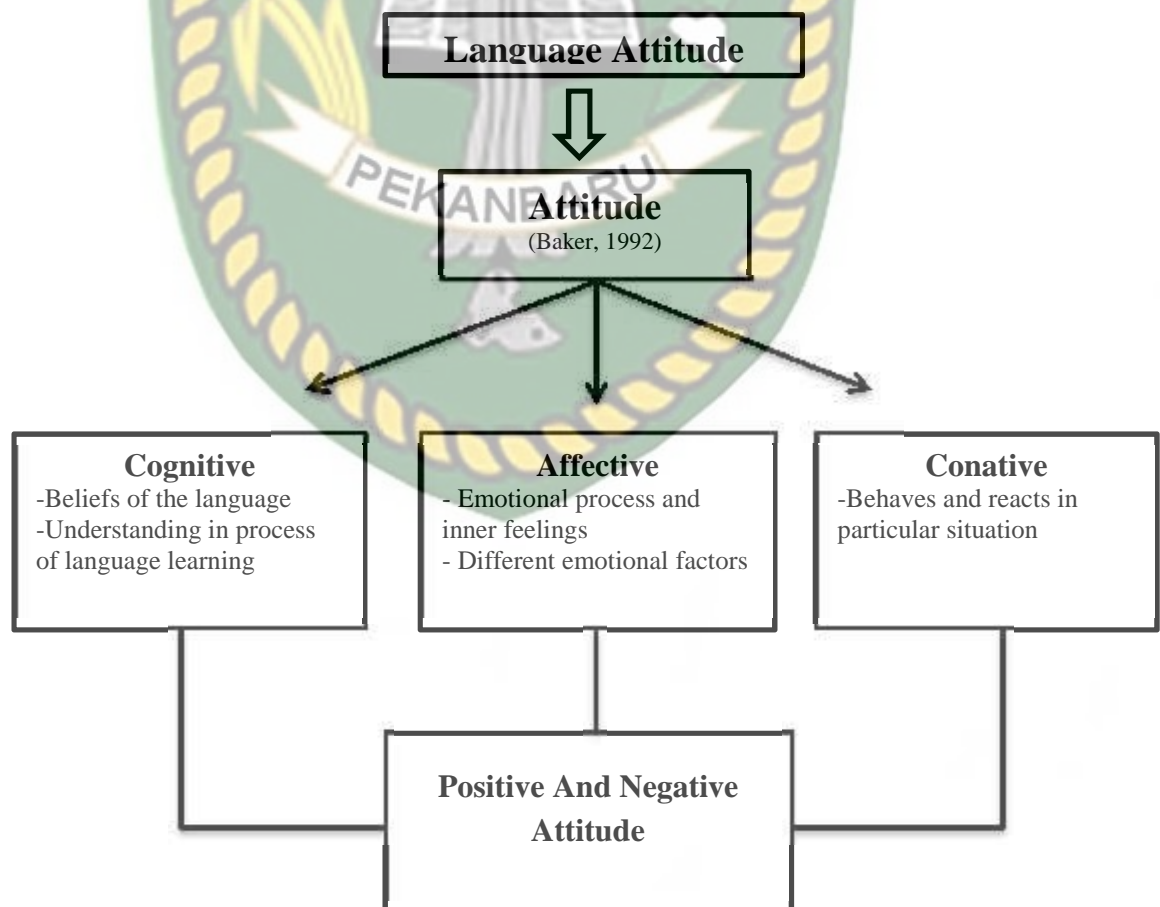
Based on the findings of the previous studies, the researcher may conclude that the majority of respondents who were studying English had a good attitude based on the outcomes of previous studies. Integrative or instrumental motivation, or both, may encourage someone to learn languages (instrumental and integrative). Respondents may think they have a positive attitude, but their behaviors reveal otherwise. This may be seen in their daily life in terms of how they approach the English language. Do respondents practice their English during

English classes or prefer to use their official language? Do they have an English community? How often to use English as a communication language with other languages English students outside the classroom? Therefore this research will discuss whether the gap occurs or not.

### 2.3 Conceptual Framework

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

*Figure 2.1 Component of Attitude*





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

The last component of the attitude is conative. It's behavioral intent. It's all about the intention to behave in a certain way. In this situation, whether the student's attitude is good or negative in cognitive, affective, and readiness for action (conative) components.

#### **2.4 Assumption**

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

Based on the formulation of the problem above, the researcher make assumes that is: "The students' language attitudes in learning English from the three components of the determined attitude are affective".

## CHAPTER III

### RESEARCH METODOLOGY

#### 3.1 Research Design

The researcher uses descriptive research with a qualitative approach. According to Creswell (2012), Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The research builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducted the study in the natural setting. This research has one variable and focused on the speaking for academic context class at English language education study program of FKIP UIR.. In the other word, the researcher would try to describe " An Analysis Of Students' Language Attitude in Speaking for Academic Context Class at English Language Education Study Program of FKIP UIR".

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

This research was conducted in Universitas Islam Riau (UIR). It is located on Jalan Kaharuddin Nasution No. 113, Pemberhentian Marpoyan, Pekanbaru Riau. The researcher interest in finding out their language attitude in learning speaking at the fourth semester of English Language Education of FKIP Universitas Islam Riau on the campus.

### 3.3 Population and Sample of the Research

#### 3.3.1 Population

The population is populations are objects, to be studied, and objects that can be in the form of humans, animals, and plants / types of plants, which are animate, and objects or objects or things that are lifeless or abstract. Populations are usually in the form of groups such as humans (Seno H Putra, 2004-2006). The population in this research is the fourth semester of English Language Education of FKIP UIR in the academic year 2022. In addition, the students of fourth semester of English Language Education of FKIP UIR have 2 classes that are 4A, 4B, Table 3.1

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

Class	Students' Number
A class	25
B class	25
<b>Total population</b>	50



### 3.3.2 Sample

Sample are part of the population or representing the population, which are taken and collected either randomly, structurally or in other scientific collective ways (Seno H Putra, 2004-2006). Based on the population in the total number of students at the fourth semester of English language Education of FKIP UIR amounted to 50 students. So, the research will choose class 4B as a sample. Because there is one class consisted of 25 students and for an interview the researcher selects a few students to collect data. The sample of this research used the purposive sampling. According to Arikunto (2019), Purposive Sample aims to be done by taking the subject not based on strata, random, or area but based on the existence of a specific purpose. This technique is usually done due to several considerations, such as the reason for the limitation of time, energy, and funds so that it can not take large and distant samples: Although this method is allowed, researchers can determine based on a specific purpose, but there are conditions that must be met.

### 3.4 Instrument of the Research

For the instrument the researcher distributed questionnaires and gave several questions in the form of interviews to students.

### 3.4.1 Questionnaire

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

**Table 3.2 blue print of questionnaire**

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

### **3.4.2 Interview**

Interviews are used to support the questionnaires given to students to get information related to the research, a representative of the students was interviewed. Interviewing is a popular way of gathering qualitative research data because it is perceived as “talking,” and talking is natural. Interviews do not presuppose any statistical knowledge, and persons to interview, called respondents, might be close at hand and willing (griffiee, 2005).

Many questions focused on the students' language attitudes in learning speaking studying English in the fourth semester of English Language Education FKIP UIR. An interview is a type of oral questionnaire that requires comprehension .Based on certain questions from researchers, the purpose of this interview was to learn how students use English in everyday life, particularly on campus. There are 5 questions in the interview, questions about the attitude of the student-centered language towards learning speaking in English.

### **3.5 Data Collection Technique**

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



### 3.5.1 Questionnaire

The steps of collecting data are as a following:

1. The researcher delivered the questionnaire and met with the student, where they discussed the best time to complete the questionnaire and interview.
2. The researchers then meet with the students in the classroom and distribute a questionnaire sheet to them.
3. Allow time for them to complete the questionnaire and write the interview, particularly the responses of the study participants.
4. The researcher gathered and analyzed the students' responses to the questionnaire sheet as well as the results of the interview.

### 3.5.2 Interview

The steps to interview, as a follow:

1. The researcher meets or contacts the participants to arrange an interview time.
2. The next researcher gather data through interviews with students, and make the process of collecting data from several students easier.
3. Researchers ask students several questions, and the students respond to the researchers' inquiries.

### 3.6 Data Analysis Technique

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

The research adopted questionnaires from previous studies that investigated the students' language attitude towards learning English. The main questions and items in the questionnaire were adopter according to the needs of this study. Respondents answered and sent back the results of the questionnaire that answer. Data from questionnaires are calculated and analyzed by using Microsoft Excel.

In this research, the technique analysis data are:

1. Collecting data

researcher creates a questionnaire and distributes it to all of the study's participants. There are 25 students that responded to the questionnaires in this study. The researcher then conducted an interview with a student representative to assist with the questions.

2. Categorized the data based on indicators

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

3. Describe the data

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

4. Make conclusion

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

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



**Table 3.3 likert scale**

Positive statement and score	Assessment criteria	Negative statement and score
5	SA	1
4	A	2
3	N	3
2	DA	4
1	SDA	5

Adopted from (Gay, Mills & Airasian, 2012)

Where:

SA :Strongly Agree

A :Agree

N :Neutral

DA :Disagree

SDA :Strongly disagree

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

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

Where:

P= Percentage

F= Frequency

N= The total number of student

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

Where:

$\bar{X}$  = Mean of the score

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

N = The number of students

**Table 3.4 the category of the students attitude:**

No.	Man Score	Category
1.	80.8% - 100%	Very high
2.	60.0% - 79.0%	High
3.	40.0% - 59.0%	Moderate
4.	20.0% - 39.0%	Low
5.	0.0% - 19.0 %	Very low

(Adopted from Pranatawijaya, 2019)

## CHAPTER IV

### RESEARCH FINDINGS

In this chapter, the researcher presents the findings and the analysis of language attitudes of students' when learning speaking skills for the fourth semester in FKIP Universitas Islam Riau English Education

As stated in the previous chapter, there are three factor of language cognitive, affective and readiness for action (conative) when learning to speak. The researcher find out the students' speaking attitude from students' answers in questionnaire and interview that researcher give to the students.

#### 4.1 Data Description

This chapter will explain analysis of students' answers on the questionnaire of Language Attitudes in Learning Speaking Skills in the fourth Semester in FKIP UNIVERSITAS ISLAM RIAU English Education. There are 26 respondents as the sample of the research. Attitude concept can be view by three dimensions. Accordingly , the attitude consist of the three components that are cognitive, affective, and readiness for action (conative), According by (baker: 1992).

##### 4.1.1 Cognitive

The cognitive component includes beliefs and ideas or opinions about the object. Includes beliefs about a particular person, object, or situation. The belief that discrimination is wrong is a value statement. Perception is an evaluative belief and is measured by attitude scales or by questioning the mind.



**Table 4.1.1 Statement 1: Speak English is important because it will make me more educated.**

The Answer Options	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	3	12%
Agree	12	48%
Strongly Agree	10	40%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.1 showed that 10 students (40%) chose “strongly agree”, 12 students (48%) chose “agree”, 3 student (12%) chose “neutral”, 0 student (0%) chose “disagree”, and 0 students (0%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English education at FKIP UNIVERSITAS ISLAM RIAU agree “Speak English is important because it will make me more educated”.

**Table 4.1.2 Statement 2: Being good to speak English will help me study other subjects well and speaking English help me communicate in English effectively.**

<b>The Answer Options</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	4	16%
Agree	14	56%
Strongly Agree	7	28%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.2 showed that 7 students (28%) chose “strongly agree”, 14 students (56%) chose “agree”, 4 student (16%) chose “neutral”, 0 student (0%) chose “disagree”, and 0 students (0%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “agree” with the statement “being good to speak English will help me study other subjects well and speaking English help me communicate in English effectively”.

**Table 4.1.3 Statement 3: I like my English class so much; I look forward to studying to speak English more in the future.**

The Answer Options	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	5	20%
Agree	16	64%
Strongly Agree	4	16%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.3 showed that 4 students (16%) chose “strongly agree”, 16 students (64%) chose “agree”, 5 student (20%) chose “neutral”, 0 student (0%) chose “disagree”, and 0 students (0%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “agree” for statement “I like my English class so much; I look forward to studying to speak English more in the future”.



**Table 4.1.4 Statement 4: Studying English helps me getting new information in which I can link to my previous knowledge.**

<b>The Answer Options</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	3	12%
Agree	15	60%
Strongly Agree	7	28%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.4 showed that 7 students (28%) chose “strongly agree”, 15 students (60%) chose “agree”, 3 student (12%) chose “neutral”, 0 student (0%) chose “disagree”, and 0 students (0%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “agree” for statement “Studying English helps me getting new information in which I can link to my previous knowledge”.

**Table 4.1.5 Statement 5: In my opinion, people who speak more than one language are very knowledgeable.**

The Answer Options	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	6	24%
Agree	10	40%
Strongly Agree	9	36%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.5 showed that 9 students (36%) chose “strongly agree”, 10 students (40%) chose “agree”, 6 student (24%) chose “neutral”, 0 student (0%) chose “disagree”, and 0 students (0%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “agree” for statement “In my opinion, people who speak more than one language are very knowledgeable”.

**Table 4.1.6 Statement 16: Occasionally, I cannot summarize the important points in English subject content by myself.**

The Answer Options	Frequency	Percentage
Strongly Disagree	1	4%
Disagree	3	12%
Neutral	16	64%
Agree	5	20%
Strongly Agree	0	0%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.6 showed that 0 students (0%) chose “strongly agree”, 5 students (20%) chose “agree”, 16 student (64%) chose “neutral”, 3 student (12%) chose “disagree”, and 1 students (4%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “neutral” for statement “Occasionally, I cannot summarize the important points in English subject content by myself”.



**Table 4.1.7 Statement 7: I cannot apply the knowledge by speaking English in English subject in my real life.**

The Answer Options	Frequency	Percentage
Strongly Disagree	1	4%
Disagree	10	40%
Neutral	12	48%
Agree	2	8%
Strongly Agree	0	0%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.7 showed that 0 students (0%) chose “strongly agree”, 2 students (8%) chose “agree”, 12 student (48%) chose “neutral”, 10 student (40%) chose “disagree”, and 1 students (4%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “neutral” for statement “I cannot apply the knowledge by speaking English in English subject in my real life”.

**Table 4.1.8 Statement 8: I am satisfied with my speaking performance in the English subject.**

<b>The Answer Options</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Disagree	0	0%
Disagree	5	20%
Neutral	16	64%
Agree	4	16%
Strongly Agree	0	0%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.8 showed that 0 students (0%) chose “strongly agree”, 4 students (16%) chose “agree”, 16 student (64%) chose “neutral”, 5 student (20%) chose “disagree”, and 0 students (0%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “neutral” for statement “I am satisfied with my speaking performance in the English subject”.

**Table 4.1.9 Statement 9: Actually, I study English just pass the exams.**

The Answer Options	Frequency	Percentage
Strongly Disagree	6	24%
Disagree	10	36%
Neutral	6	40%
Agree	3	12%
Strongly Agree	0	0%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.9 showed that 0 students (0%) chose “strongly agree”, 3 students (12%) chose “agree”, 6 student (24%) chose “neutral”, 10 student (40%) chose “disagree”, and 6 students (24%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “Disagree” on statement “Actually, I study English just pass the exams”.



**Table 4.1.10 Statement 10: In my opinion, speaking English language is difficult and complicated to learn.**

The Answer Options	Frequency	Percentage
Strongly Disagree	2	8%
Disagree	7	28%
Neutral	9	36%
Agree	7	28%
Strongly Agree	0	0%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.10 showed that 0 students (0%) chose “strongly agree”, 7 students (28%) chose “agree”, 9 student (36%) chose “neutral”, 7 student (28%) chose “disagree”, and 2 students (8%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “neutral” for statement “In my opinion, speaking English language is difficult and complicated to learn”.

So from the analysis of the 10 questions above on the first (cognitive) indicator, we can know 3,5% students chose strongly disagree, 12,4% students chose disagree, 31,6% chose neutral, 36% chose agree and 16,5 chose strongly agree. Most of the fourth semester students have positive characteristics on cognitive indicators. As they answered on the interview they are said learn English because it is an important language in this modern era and globalization. and also speaking English can make it easier for them to communicate with

people in other countries, make it easier to get information and make it easier to get a job.

#### 4.1.11 Affective

The affective component of an attitude is called affective. This is when a student comes across something or someone. These markers reveal emotional changes as a function of psychomotor arousal. Diminished passion could indicate someone is trying to hide their intentions.

**Table 4.1.11 Statement 1: I feel proud when speaking English.**

The Answer Options	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	1	4%
Neutral	5	20%
Agree	12	48%
Strongly Agree	7	28%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.11 showed that 7 students (28%) chose “strongly agree”, 12 students (48%) chose “agree”, 5 student (20%) chose “neutral”, 1 student (4%) chose “disagree”, and 0 students (0%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “agree” for statement “I feel proud when speaking English”.

**Table 4.1.12 Statement 2: I feel excited when I communicate in speak English with others.**

The Answer Options	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	3	12%
Agree	16	64%
Strongly Agree	6	24%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.12 showed that 6 students (24%) chose “strongly agree”, 16 students (64%) chose “agree”, 3 student (12%) chose “neutral”, 0 student (0%) chose “disagree”, and 0 students (0%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “agree” for statement “I feel excited when I communicate in speak English with others”.



**Table 4.1.13 Statement 3: I get anxious when I should to speak English in my English class.**

<b>The Answer Options</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Disagree	1	4%
Disagree	2	8%
Neutral	10	40%
Agree	7	28%
Strongly Agree	5	20%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.13 showed that 5 students (20%) chose “strongly agree”, 7 students (28%) chose “agree”, 10 student (40%) chose “neutral”, 2 student (8%) chose “disagree”, and 1 students (4%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “neutral” for statement “I get anxious when I should to speak English in my English class”.

**Table 4.1.14 Statement 4: Speaking English makes me have good emotions (feelings) and speaking foreign languages is enjoyable.**

The Answer Options	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	1	4%
Neutral	7	28%
Agree	15	60%
Strongly Agree	2	8%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.14 showed that 2 students (8%) chose “strongly agree”, 15 students (60%) chose “agree”, 7 student (28%) chose “neutral”, 1 student (4%) chose “disagree”, and 0 students (0%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “agree” for statement “I Speaking English makes me have good emotions (feelings) and speaking foreign languages is enjoyable”.

**Table 4.1.15 Statement 5: I feel worry and not confident when I should to have ask and answer questions in my English class.**

The Answer Options	Frequency	Percentage
Strongly Disagree	1	4%
Disagree	4	16%
Neutral	15	60%
Agree	3	12%
Strongly Agree	2	8%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.15 showed that 2 students (8%) chose “strongly agree”, 3 students (12%) chose “agree”, 15 student (60%) chose “neutral”, 4 student (16%) chose “disagree”, and 1 students (4%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “Neutral” for statement “I feel worry and not confident when I should to have ask and answer questions in my English class”.

**Table 4.1.16 Statement 6: I prefer studying in my mother tongue rather than any other foreign language to speak.**

The Answer Options	Frequency	Percentage
Strongly Disagree	3	12%
Disagree	4	16%
Neutral	13	52%
Agree	5	20%
Strongly Agree	0	0%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.16 showed that 0 students (0%) chose “strongly agree”, 5 students (20%) chose “agree”, 13 student (52%) chose “neutral”, 4 student (16%) chose “disagree”, and 3 students (12%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “Neutral” for statement “I prefer studying in my mother tongue rather than any other foreign language to speak”.



**Table 4.1.17 Statement 7: When the environment not supportive, I do not feel enjoy doing activities in speaking English.**

The Answer Options	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	2	8%
Neutral	10	40%
Agree	9	36%
Strongly Agree	4	16%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.17 showed that 4 students (16%) chose “strongly agree”, 9 students (36%) chose “agree”, 10 student (40%) chose “neutral”, 2 student (8%) chose “disagree”, and 0 students (0%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “Neutral” for statement “when the environment not supportive, I do not feel enjoy doing activities in speaking English”.

**Table 4.1.18 Statement 8: I do not like speaking English.**

The Answer Options	Frequency	Percentage
Strongly Disagree	12	48%
Disagree	11	44%
Neutral	1	4%
Agree	1	4%
Strongly Agree	0	0%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.18 showed that 0 students (0%) chose “strongly agree”, 1 students (4%) chose “agree”, 1 student (4%) chose “neutral”, 11 student (44%) chose “disagree”, and 12 students (48%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education. at FKIP UNIVERSITAS ISLAM RIAU “Strongly Disagree” for statement “I do not like speaking English”.

**Table 4.1.19 Statement 9: I wish I could speak English fluently and look forward to the time I spend in improve my speaking in English class**

The Answer Options	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	4	16%
Agree	12	48%
Strongly Agree	9	36%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.19 showed that 9 students (36%) chose “strongly agree”, 12 students (48%) chose “agree”, 4 student (16%) chose “neutral”, 0 student (0%) chose “disagree”, and 0 students (0%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester for English Education at FKIP UNIVERSITAS ISLAM RIAU “agree” for statement “I wish I could speak English fluently and look forward to the time I spend in improve my speaking in English class”.

**Table 4.1.20 Statement 10: Sometimes, I really have in my speaking class.**

The Answer Options	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	6	24%
Agree	15	60%
Strongly Agree	4	16%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.20 showed that 4 students (16%) chose “strongly agree”, 15 students (60%) chose “agree”, 6 student (24%) chose “neutral”, 0 student (0%) chose “disagree”, and 0 students (0%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “agree” for statement “Sometimes, I really have in my speaking class”.

So from the analysis of the 10 questions above on the first (affective) indicator, we can know 7% students chose strongly disagree, 10% students chose disagree, 29% chose neutral, 38% chose agree and 16% chose strongly agree. Most of the fourth semester students have positive attitude on affective indicators. As they answered on the interview they pound of learning english because they can two language from what is generally feasible, make them intellectual, can improve their language. Their proud when learning english, proud to themselves whose able to learn an other language.



#### 4.1.21 Readiness For Action (Conative)

The conative component of attitude, or willingness to act, concerns the way a person acts and reacts in certain situations.

**Table 4.1.21 Statement 1: Speaking English anywhere makes me feel worried.**

The Answer Options	Frequency	Percentage
Strongly Disagree	1	4%
Disagree	7	28%
Neutral	15	60%
Agree	1	4%
Strongly Agree	1	4%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.21 showed that 1 students (4%) chose “strongly agree”, 1 students (4%) chose “agree”, 15 student (60%) chose “neutral”, 7 student (28%) chose “disagree”, and 1 students (4%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “neutral” for statement “Speaking English anywhere makes me feel worried”.

**Table 4.1.22 Statement 2: I do not feel enthusiastic come to the class when English is being thought.**

The Answer Options	Frequency	Percentage
Strongly Disagree	1	4%
Disagree	9	36%
Neutral	12	48%
Agree	3	12%
Strongly Agree	0	0%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.22 showed that 0 students (0%) chose “strongly agree”, 3 students (12%) chose “agree”, 12 student (48%) chose “neutral”, 9 student (36%) chose “disagree”, and 1 students (4%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “neutral” for statement “I do not feel enthusiastic come to the class when English is being thought”.

**Table 4.1.23 Statement 3: I like to give opinions during speaking lessons.**

The Answer Options	Frequency	Percentage
Strongly Disagree	1	4%
Disagree	0	0%
Neutral	14	56%
Agree	10	40%
Strongly Agree	0	0%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.23 showed that 0 students (0%) chose “strongly agree”, 10 students (40%) chose “agree”, 14 student (56%) chose “neutral”, 0 student (0%) chose “disagree”, and 1 students (4%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester for English Education at FKIP UNIVERSITAS ISLAM RIAU “neutral” for statement “I like to give opinions during speaking lessons”.

**Table 4.1.24 Statement 4: When I miss the class, I never ask my friend for the homework or what has been thought.**

The Answer Options	Frequency	Percentage
Strongly Disagree	4	16%
Disagree	9	36%
Neutral	5	20%
Agree	6	24%
Strongly Agree	1	4%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.24 showed that 1 students (4%) chose “strongly agree”, 6 students (24%) chose “agree”, 5 student (20%) chose “neutral”, 9 student (36%) chose “disagree”, and 4 students (16%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “Disagree” for statement “When I miss the class, I never ask my friend for the homework or what has been thought”.



**Table 4.1.25 Statement 5: Speaking English makes me have more Confidence in expressing myself.**

The Answer Options	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	2	8%
Neutral	8	32%
Agree	11	44%
Strongly Agree	4	16%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.25 showed that 4 students (16%) chose “strongly agree”, 11 students (44%) chose “agree”, 8 student (32%) chose “neutral”, 2 student (8%) chose “disagree”, and 0 students (0%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “agree” for statement “Speaking English makes me have more Confidence in expressing myself”.

**Table 4.1.26 Statement 6: Studying English helps me to improve my speaking skill.**

The Answer Options	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	3	12%
Agree	13	52%
Strongly Agree	9	36%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.26 showed that 9 students (36%) chose “strongly agree”, 13 students (52%) chose “agree”, 3 student (12%) chose “neutral”, 0 student (0%) chose “disagree”, and 0 students (0%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “agree” for statement “Studying English helps me to improve my speaking skill”.

**Table 4.1.27 Statement 7: I am not relaxed whenever I have to speak in my English class.**

The Answer Options	Frequency	Percentage
Strongly Disagree	1	4%
Disagree	7	28%
Neutral	12	48%
Agree	4	16%
Strongly Agree	1	4%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.27 showed that 1 students (4%) chose “strongly agree”, 4 students (16%) chose “agree”, 12 student (48%) chose “neutral”, 7 student (28%) chose “disagree”, and 1 students (4%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “Neutral” for statement “I am not relaxed whenever I have to speak in my English class”.

**Table 4.1.28 Statement 8: I feel embarrassed to speak English in front of other students.**

The Answer Options	Frequency	Percentage
Strongly Disagree	1	4%
Disagree	5	20%
Neutral	12	48%
Agree	6	24%
Strongly Agree	1	4%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.28 showed that 1 students (4%) chose “strongly agree”, 6 students (24%) chose “agree”, 12 student (48%) chose “neutral”, 5 student (20%) chose “disagree”, and 1 students (4%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester for English Education at FKIP UNIVERSITAS ISLAM RIAU “Neutral” for statement “I feel embarrassed to speak English in front of other students”.



**Table 4.1.29 Statement 9: I like to practice English the way native speakers do.**

The Answer Options	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	11	44%
Agree	12	48%
Strongly Agree	2	8%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.29 showed that 2 students (8%) chose “strongly agree”, 12 students (48%) chose “agree”, 11 student (44%) chose “neutral”, 0 student (0%) chose “disagree”, and 0 students (0%) chose “strongly disagree”. So, it can be conclude that most students at the fourth of English Education semester at FKIP UNIVERSITAS ISLAM RIAU “Agree” for statement “I like to practice English the way native speakers do”.

**Table 4.1.30 Statement 10: I wish I could have many English speaking friends and studying English helps me to have good relationships with friends.**

The Answer Options	Frequency	Percentage
Strongly Disagree	1	4%
Disagree	0	0%
Neutral	2	8%
Agree	13	52%
Strongly Agree	9	36%
<b>Total</b>	<b>25</b>	<b>100%</b>

Table 4.1.30 showed that 9 students (36%) chose “strongly agree”, 13 students (52%) chose “agree”, 2 student (8%) chose “neutral”, 0 student (0%) chose “disagree”, and 1 students (4%) chose “strongly disagree”. So, it can be conclude that most students at the fourth semester of English Education at FKIP UNIVERSITAS ISLAM RIAU “Agree” for statement “I wish I could have many English speaking friends and studying English helps me to have good relationships with friends”.

So from the analysis of the 10 questions above on the last indicator (conative), we can know 4% students chose strongly disagree, 15,6% students chose disagree, 37,6% chose neutral, 31,6% chose agree and 11,2% chose strongly agree. Most of the fourth semester students have neutral action on conative indicators. As they answered on the interview Them prefer to use

grammatical, because meaning of the language is not ambiguous, there are prefer use ungrammatically because they like speak with slang or sometimes no think it because in my opinion my friends know what ii mean. make me comfort to speak to practice english they listening to the music, watch movies, and read or find out vocabulary word that don't know. In english class they do not fully use english, sometimes they mix it with Indonesia, and if not in class such as in home town they just little practice English because no one people want to speak English with them.

The Result Score of Students Questionnaire. From 25 students, total score of the questionnaire was 2.547 and total number of the data 30. So the mean score:

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

$$\bar{x} = \frac{2.547}{30}$$

$$\bar{x} = 84,9$$

The calculating above shows that the mean score of the language attitudes of fourth semester of english students at Universitas Islam Riau was **84,9** it indicates Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree that the students agreed that there are positive attitudes of English students at Univrsitas Islam Riau.

## 4.2 Data Interpretation

This study is set to find out of the language attitudes of students' when learning speaking skills for the fourth semester in FKIP Universitas Islam Riau English Education. There were 25 students involved in this research. Data were taken from the questionnaire that distributed by researcher and interview to know what are the factors that influence students' Language Attitude in Speaking for Academic Context Class at English Language Education Study Program of FKIP UIR.

The data showed that language attitude in speaking for academic context class at english language education study program of fkip uir. There were 34,9% students answered "agree", 33,6% students "neutral", 13,4% students "strongly agree", 13,2% students answered "disagree", and 4,9% students answered "strongly disagree". From the results above, it shows that students' language attitudes are "positive" and slightly different from neutral ones.

There are several reasons why students choose neutral. They do not fully speak English with their classmates in english speaking class, only a few places use English, they like using slang so they are a little afraid to speak English with certain people. Those are some reasons why they are neutral in using English attitude.

From the 30 data above which has included questions about the three indicators cognitive, affective and conative that they have a positive attitude and they are more inclined to "Affective indicators" which show their emotions and feelings about learning to speak English. So this shows that they do like to learn to



speak English but are sometimes constrained by their circumstances, environment and thoughts.

#### 4.3 Discussion

The objective of this study is to find out “*the positive attitude of Language Attitude in Speaking for Academic Context Class at English Language Education Study Program of FKIP UIR.*” collected by students questionnaire. The questionnaire was done by the researcher to see and observe the students positive attitude in the class. Based on the result above showed that students has a positive attitude toward English. Therefore, after analyzed the questionnaire data, it was found that positive and negative attitude. The students have a positive attitudes of English speaking , such us they are proud of learning English, they are feel happy when speak English, and also they are want to go to English countries to improve their speaking English and to learn about the culture.

The students have a negative attitude toward English, for example, they agree to speak English but sometimes speak Indonesian to their friends or classmates when they are in casual conversation. They don't appear to have enough self-confidence to express their feelings about themselves. The researcher only focused on students with a positive attitude toward English in this study, but students who lack self-confidence spend more time memorizing vocabulary, keeping note books, watching movies, and practicing at home or in class.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of this study. The first was the conclusion which based on the research findings and discussions. The second was suggestions which based on the conclusion purposed.

#### 5.1 Conclusion

Based on the findings and discussion, the results show that respondents tend to have a positive attitude towards English. Most students agree that English is a important language in the era of globalization, most say that students Proud to learn English, students feel happy when they speak English with their friends, students also want to watch more movies in English, but students don't Do not watch English movies without Indonesian subtitles, Students agree that they will speak English but will sometimes speak Indonesian with friends or classmates when they are having a casual conversation. In the questionnaire survey, most of them tend to choose doubt as an option. students who like to speak Bahasa Indonesian than English in their English classes. It seems that the students don't have a - Confident enough to express their opinion of themselves.

Then from the three indicators cognitive, affective and they are more inclined to “Affective indicators” which show their emotions and feelings about learning to speak English. So this shows that they do like to learn to speak English but are sometimes constrained by their circumstances, environment and thoughts. then the assumption of the writer is true that the students of fourth semester at Universitas Islam Riau are more dominant in affective indicators

## 5.2 Suggestion

Based on the result of the study, the suggestions that can be considered are:

1. The students should be in line between how they think and how they act. If they have positive attitude towards English, they should apply it including in speaking, listening, reading, and writing in their daily life.
2. The students should support each other when they practice their English especially the productive skills. For instances, in speaking skill, they may give response or appreciate those who try to practice the skill both in campus area and out of campus area. In writing skill, the students may write their updating status (Facebook/twitter) in English, and give comments to the other by using English too.
3. The lecturers, maybe it would be better if the lecturers encourage students to do more practice from what they have learned in class.
4. For future researchers interested in this study topic, this thesis can be used as an additional reference in Attitudes of Language of English for English students.



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