EFL STUDENTS' ATTITUDE TOWARDS SPEAKING ENGLISH

THESIS

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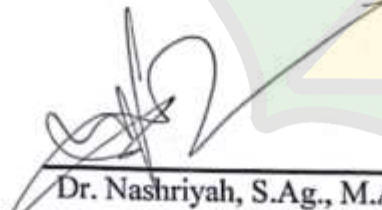
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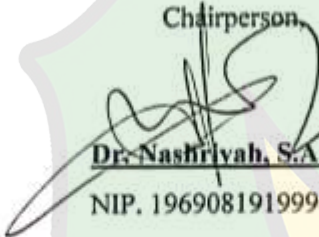for the Bachelor Degree of Education in English Language Teaching

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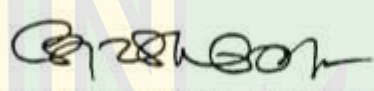
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Menyatakan bahwa sesungguhnya bahwa skripsi yang berjudul **"EFL Students' Attitude Towards Speaking English"** adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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The author acknowledges that the present state of this thesis is not yet optimal, primarily due to the limitations imposed by a scarcity of knowledge and available literature. As a result, the authors expect to receive valuable feedback and recommendations from readers with the aim of improving the overall quality of this written piece. The anticipated results of this study are expected to yield advantages for researchers and diverse stakeholders.

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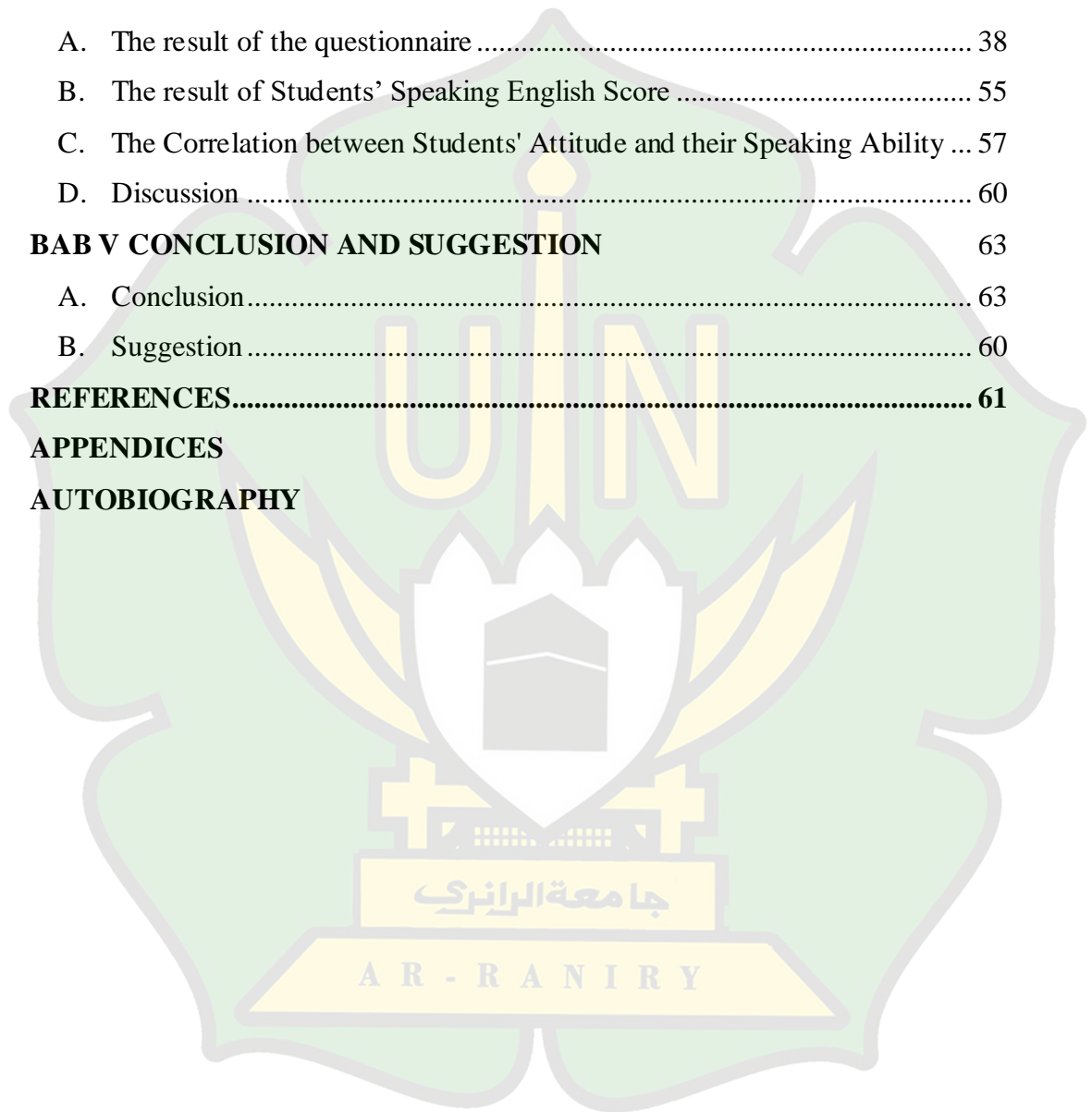
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ABSTRACT

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A positive attitude is essential for speaking English acquisition because the language attitude significantly impacts how students behave toward their learning and classroom attitudes. The aims of this study are to find out the English students' attitudes toward speaking English and to identify whether attitude influences the student's speaking ability. The writer collected the data from a questionnaire and documentation. The writer analyzed the data through the percentage of the questionnaire and using Pearson's product-moment coefficient of correlation SPSS 25. This study involved 30 students of English education department students in UIN Ar-Raniry by using purposive sampling. The findings in this research indicated that there were 17 students (56,7%) having high attitude scores and 13 students (43,3%) with a very high attitude score. There was no students related to the negative and neutral category, which means the English students had a positive attitude toward speaking English. Furthermore, the result of the correlation between the two variables was $r_{xy} < r_{table}$; $0.201 < 0.361$, which means there was a weak correlation exist between students' attitude and their ability in speaking English.

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CHAPTER I

INTRODUCTION

This chapter explains the study's background, the research questions, the research objectives, the significance of the study, and the terminology.

A. Background of The Study

Speaking English is essential for every area of global transition and probably in many facets of contemporary life. Speaking is a form of communication in which the speaker presents his ideas or sentiments to the audience, and it is an efficient way for people to connect in social life. Without speaking, it is impossible to verbally communicate thoughts, opinions, statements, and emotions with others (Tarigan, as cited in Herlina & Melati, 2018).

Speaking is an essential component of second language acquisition and instruction. According to Hughes (2003), there are a variety of English competence descriptors, including accent, grammar, vocabulary, fluency, and understanding. During the teaching and learning process, there are issues with teaching speaking since there are still pupils with a negative paradigm of English who are afraid of talking and having poor speaking abilities because they believe speaking is difficult. It demonstrates the phenomenon of speaking itself, particularly in student-populated areas. Based on real-life observations,

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speaking English is difficult for most students. Due to a variety of factors, the majority of them have some problems speaking English properly (Swary, 2014).

Furthermore, many students who have studied English for years still show anxiety when speaking English, and some may not even know how to talk about the language correctly. Lack of vocabulary, knowledge, grammar, fear of others' unfavourable reactions, and lack of courage when speaking English in public was identified as the five major issues linked to students' difficulties in speaking English (Farhani, Binsasi, & Handayani, 2020). These are possible reasons students rarely use their speaking skills in daily communication.

In addition, they tend to believe that English must be used and studied exclusively in class or when a speaking course is held (Wulandari, Amalia, & Ramdhani, 2022). According to Gardner et al. (as cited in Ulfah, 2019), attitude is one of the elements that influence the acquisition of a foreign language, as attitude partially determines the number of effort pupils invest in language study. Zeinivanda, Azizifar, & Gowhary (2015) stated that successful language learners have a favorable attitude toward the target language; a positive attitude is essential for learning to speak, as it significantly impacts how students behave toward their learning and classroom attitudes. When pupils have a positive attitude toward learning, they are likely to succeed. Oroujlou & Vahedi (2011) said that negative attitude and lack of enthusiasm could impede language acquisition; students with a negative attitude will have difficulty with process learning because they are uninterested in the process.

It is assumed how crucial attitudes are for learning English, especially speaking; if a learner has a positive attitude toward learning a foreign language, this can also provide positive results. Therefore, students must have an optimistic mindset. Learners with negative attitudes toward foreign languages face numerous obstacles; when pupils are disinterested in learning to speak, their goals may be affected. Students need to be made aware of appropriate classroom and ongoing learning conduct. The concept of language attitude is crucial because it plays an essential role in language acquisition and teaching (Lubis, 2015).

Based on the statement above, this research focuses on the English students' attitudes toward speaking English and identifies the influence of attitudes on the student's speaking ability. In this study, the English education department students batch 2018 in UIN Ar-Raniry Banda Aceh become the participants since researchers have not uncovered any study that links the attitude of students at UIN Ar-Raniry to their speaking ability.

B. Research Question

Based on the description of the background above, the problem can be formulated as follows:

1. How is the English students' attitude towards speaking English?

2. Does the student's attitude influence the student's speaking ability?

C. Research Aim

Based on the research questions, the following are the objectives of this study:

1. To find out the English students' attitudes towards speaking English.
2. To discover whether attitude influences English students' speaking ability.

D. The Significance of The Study

This research is essential for students to lead them to know that it is crucial to understand their rate of attitude toward speaking English so that they can choose how to behave with the language being learned and demonstrate it in daily life. Establishing a positive attitude towards English is one of the success factors in English study. In addition, the findings of this study are intended to assist lecturers in developing an effective study plan and strategy for their English teaching. Also, this study may become a reference for studies on variables affecting achievement and the growth of proficient learners in speaking English. Therefore, the speaking English ability of students will improve. This research can give ordinary people the information and reflection they need in learning a foreign language.

E. Research Terminologies

In order to explain the specific information regarding the research topic's essential terms, the following is provided:

1. EFL Students

EFL is the English as a Foreign Language program. EFL, as defined by Iwai (2011), refers to individuals who study English in non-English-speaking nations. For instance, Japanese individuals who learn English in Japan are EFL learners. Gebhard (2000) defined EFL as the study of English by non-native English speakers. In such a setting, he adds, there are few opportunities for students to be exposed to English outside the classroom. In this study, EFL refers to Indonesian students who study English, but English is neither their native nor official language; English is rarely used for daily communication.

2. Attitude

Asher and Simpson (as cited in Pamuji, 2017) defined attitude as a disposition or propensity to respond positively or negatively to specific stimuli (ideas, objects, people, situations, and so on). According to Zeinivanda, Azizifara, and Gowharya (2015), attitude is a vital aspect of language; it can be growth, deterioration, repair, or destruction. In this study, attitude means a way of thinking or feeling of English education department students towards speaking.

3. English Speaking Ability

Cameron (2001) defined speaking as using language to convey meanings so others may comprehend them. McDonough and Shaw (as cited in Leong & Ahmadi, 2017) said that speaking ability is a talent for transmitting vocal sounds to communicate and convey thoughts or ideas. According to

Maxom (2009), speaking is fundamental to language use. In this study, English speaking ability refers to pupils' capacity to communicate, interact, and deliver and comprehend messages in English.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theory and literature of this research and reviews the prior study. It discusses the definition and component of attitude and speaking, the importance of a positive attitude, and EFL students' difficulties with speaking English.

A. EFL Students' Attitude

1. Definition of Attitude

Ajzen (2005) defined attitude as responding favorably or negatively to an object, thought, or event. Most contemporary social psychologists concur that appraisal (pro-con, pleasant-unpleasant) is the defining property of attitude. People's attitudes can be inferred from how they perform a task, and attitudes are how individuals see things or activities. Brown (2000) stated that attitudes refer to the learner's beliefs regarding the target language group members and his culture. Different attitudes vary in intensity or force. According to Khan (2016), an individual's attitude is their perspective on objects or activities.

Attitude is a mental and emotional phenomenon that inheres to or characterizes a person; it is a psychological construct (Perloff, 2003). According to Bohner and Dickel (2011), attitude is a judgment of an object of thought. Its objects include anything a person may have in mind, including people, things,

ordinary and abstract concepts, and groups and ideas. However, the definition provided by Eagly and Chaiken (2007, p. 1) as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" has become the accepted definition of attitude. The definition captures the essential aspects of attitude formation: tendency, entity, and evaluation. Attitude is one factor that influences the acquisition of a foreign language because the amount of effort students invest in language acquisition depends partly on attitude (Gardner et al., as cited in Ulfah, 2019). Thus, learners with a positive attitude toward speaking English will be more engaged in speaking activities and may attempt to use more strategies to overcome their difficulties during the conversation. In contrast, learners with a negative attitude will be less willing to participate in speaking activities.

2. *Component of Attitude*

According to Gardner (as cited in Al-Hafiedz IT, 2022), attitude is widely assumed to be the positive or negative mental and neural disposition toward a person, place, thing, or event. It comprises three elements: the affective component (neural) is concerned with emotion or feeling; the behavioral component (readiness) with action or response; and the cognitive component (mental) with belief or evaluation.

According to Garret et al. (2003), the concept of attitude consists of three elements: behavioral, cognitive, and affective.

a. Cognitive Aspects of Attitude

This element of attitude encompasses the language learners' opinions about the knowledge they acquire and their comprehension of the language learning process. The cognitive part of attitude would be determined by a student's understanding and degree of comprehension of English. For instance, students' prior information may be connected to their new knowledge, which could be applied in numerous contexts. In addition, Garret et al. (2003) suggested that the cognitive attitude can be categorized into four steps: connecting prior and new knowledge, developing new knowledge, evaluating new knowledge, and implementing new knowledge in any context.

According to Bartram (2010), cognitive refers to the individual's belief structure, effective to emotional reactions, and conative to the propensity to behave toward the attitude object. When someone learns a particular subject, they are expected to think and conduct differently. They have distinct beliefs, so learning is seen as a positive change in the person's personality in the emotional, psychomotor (behavioral), and cognitive domains. Since people have acquired knowledge in a particular subject, they are expected to think and act differently, and their beliefs are differentiated (Kara, 2009).

According to Lestari (2017), attitudes contain a cognitive component that includes beliefs or perceptions regarding the objects or circumstances associated with the attitude. The cognitive element is the mental process of perception, conceptions, and thoughts about the attitude object (Santillan et al., 2012).

Gardner (as cited in Lestari, 2017) stated that the cognitive component consists of the beliefs, thoughts, and perspectives regarding the object of the attitude. Also, Alfred Smith (as cited in Lestari, 2017) describes the formation of the cognitive component, which is the perception of the concept or circumstance.

Cognitive attitude reflects the beliefs and perceptions of a subject or attitude object. Individuals should be mindful of their attitude object knowledge. The cognitive aspect refers to the extent to which a person knows about a person, thing, place, or event., Individuals have this attitude according to their experiences (Ajzen, 2005).

In education, particularly language learning, the cognitive aspect of an attitude refers to students' perceptions of a language and their language skills. The student's perspective on language and the extent to which they recognize the significance of the language they are learning can affect how students treat the language they are studying. The students' knowledge encompasses their understanding of grammar, structure, linguistics, literature, and other facets of the English language (Arista, 2020).

In conclusion, the cognitive aspect is an individual's perception of an object. It will reveal their attitude toward the thing and influence how they approach it, in this context, their perception of speaking English.

b. Affective Aspect of Attitude

The process of learning is an emotional one (affective). Several dynamic elements influence it. The practical part of an attitude refers to a person's feelings toward an object, whether positive or negative, favorable or unfavorable. The affective side of attitude is a person's evaluation, preference, or emotional reaction to a particular circumstance, item, or person. For instance, from the linguistic perspective in learning English, the emotional aspect would be a person's enjoyment of the language and their excitement or dread when using or knowing it (Garret et al., 2003).

According to Santillan et al. (2012), the affective or emotional aspect captures all the feelings and emotions, such as trust and mistrust and liking and disliking. The affective component is premised on a person's feelings or emotions about something. Gardner (as cited in Lestari, 2017) stated that the affective or emotional component refers to the individual's feelings and emotions toward an object, whether they like or dislike it.

Arista (2020) explained affective component is the expression of positive or negative emotions and physiological responses to the object of attitude. One aspect of mentality that cannot be determined through observation is emotion. It refers to how a person feels about a particular thing, person, location, or event. Alfred Smith (as cited in Lestari, 2017) described the development of emotions towards the cognitive element. It could be a feeling of excitement, happiness, and self-assurance or boredom, frustration, and rage.

The affective component of an attitude refers to how pupils feel about learning English. This component covers their emotions during learning, such as happiness, enjoyment, boredom, fear, and worry. The method of receiving the materials is strongly influenced by the students' emotions toward learning (Arista, 2020).

Abidin et al. (2012) stated that learners could express their feelings of liking or dislike for various things and settings by using the affective aspect of attitude. Here, language learners will exhibit their emotional expression in English.

In conclusion, affective components are the emotional variables that influence the learning processes. This study was intended to discover how students felt about speaking English, whether expressing positive or negative feelings.

c. Behavior Aspect of Attitude

According to Garret et al. (2003), the behavioral part of attitude is a person's behavior directed toward a situation, item, or another individual. Students with positive attitudes toward their studies are more likely to engage in learning activities, immerse themselves in them, and want to learn more. They are also more ready to solve issues, learn practical knowledge and skills, and develop strong emotional connections. According to Abidin et al. (2012), the behavioral aspect of an attitude refers to how an individual acts and reacts in particular situations. The behavior relates to expressions of behavioral

intention or action that represent the propensity to act or resolve in a specific manner (Santillan et al., 2012).

Attitudes have a behavioral component. Certain attitudes prompt learners to adopt specific learning behaviors. Alfred Smith (as cited in Lestari, 2017) explained the formation of the evaluative, which is the evaluation of emotions. Students may generalize that a foreign language is easy or difficult. The behavioral component demonstrates the manifestation of these evaluations. Students behave themselves under these evaluations; they actively participate or do not.

According to Noviani (2020), students' behavior is stressed since it is strongly related to attitude. Attitude can influence students' behavior, such as their selection of books to read, styles of language to speak, and friends and band instructors to study. Thus, attitude may impact the English-learning behavior of students.

In addition, Kara (2009) claimed that positive attitudes lead to positive actions toward study courses, with participants immersing themselves in practices and seeking to learn more. These pupils are also reported to be more enthusiastic about solving issues, learning relevant information and abilities, and emotionally involving themselves.

In conclusion, attitude is an essential factor in language acquisition. Attitude will affect a learner's performance. Positive feelings and enthusiasm

through an object will also positively influence students' behavior. Attitude comprises interconnected cognitive, affective, and behavioral components.

3. *The Positive and Negative Language Attitude toward English*

A positive attitude toward the language and culture and learning a foreign language is crucial to success in this endeavor. A positive attitude may encourage language learners to communicate with native speakers, increasing their input quantity. A positive attitude generally prompts language learners to use a variety of learning practices that improve skill development. A positive attitude motivates language learners to exert higher overall effort, often leading to better global language proficiency and proficiency in individual language skills such as listening, speaking, reading, and writing. Positive Additionally, attitudes maintain language skills when classroom teaching finishes (Gardner, as cited in Lubis, 2015).

Although attitudes cannot be directly observed and must be proved by actual behavior, the attitudes of language users can be observed through the way they speak, communicate, and utilize the language itself. It implies that language and attitude cannot be separated since language attitudes typically involve attitudes toward speakers of a specific language or dialect (Fasold, as cited in Ginting, 2018).

According to Lukman (2019), there are two intriguing perspectives on the learning and mastery of a foreign language. The first concern is perception. Some individuals believe that learning foreign languages will be challenging. This viewpoint produces a pessimistic mindset. They become cynical and less

committed to mastering a foreign language. Secondly, some individuals acquire a second foreign language without a defined aim and objective.

In reality, people learn because they are forced or because it is required curriculum requires the two reasons why students fail. Due to their poor linguistic attitude and drive, they need to learn more. In Indonesia, for instance, the typical length of English instruction from junior high school to college is seven to eight years. However, student ability needs to improve (Lukman, 2019).

Based on the above explanation, it can be assumed that attitudes toward language can be articulated as positive and negative evaluations of language. Consequently, the views of language users will be influenced by several factors: (1) People believe that a specific language is advantageous to them; (2) People prefer to tolerate a variety of languages; (3) People's beliefs and feelings about a particular language will motivate them to study and use it (Ginting, 2018). Due to the importance of attitude in language acquisition, instructional activities and materials should be exciting, stimulating, and engaging for students.

4. The Importance of Positive Language Attitudes

In general, attitude about language acquisition can be divided into three categories: attitude toward the language, attitude toward the native speaker, and attitude toward language learning – the subject of this study. Attitude toward language learning is the learner's conviction, emotion, and response to any item, material, situation, or teacher during the learning process (Riyanto et al., 2015).

Attitudes play a crucial part in language acquisition, affecting students' success or failure in their studies. In addition, expressions of positive or negative emotions regarding language may represent the impression of language complexity or simplicity, ease or learning problems, significance, elegance, social position, etc. Jendra (as cited in Andriyanti et al., 2022) observed that a positive or negative attitude toward the language might result when a person learns a language and is more favorable than before by taking excellent action and exhibiting good results in studying it. An adverse action will instead follow a lousy attitude. Thoughts and activities are also involved in language attitudes. A person with a pleasant attitude will attempt to speak English fluently with their friends automatically.

According to Abidin et al. (2012), learners' attitudes toward language learning significantly impact their success or failure. This idea makes sense because if students have an optimistic perspective on the language-learning process, they will enjoy the lesson more and, as a result, acquire more language knowledge and proficiency. Conversely, when studying, students with a negative attitude toward language learning are hesitant to pay less attention during teaching-learning activities.

Reid (2003) stated that attitudes are necessary because they cannot be neatly separated from studies. Considered to be a crucial aspect in determining language proficiency is one's attitude. Achievement in a target language depends on cognitive ability and the learner's attitudes toward language acquisition (Visser, 2008).

B. Concept of Speaking English

1. *Definition of Speaking*

Speaking is a linguistic talent formed from the earliest stages of human existence (infancy). Its development has been preceded solely by the child's listening capacity, during which the speaking skill is trained (Tarigan, as cited in Saphanti, 2010). In addition, Tarigan emphasizes that speaking is the capacity to generate sounds or words to convey, assert, and demonstrate ideas, thoughts, and emotions. Therefore, speaking is not limited to producing sound symbols or words. Speaking is a means for transmitting thoughts organized and developed according to the listener's requirements.

The primary purpose of speech is communication. To communicate successfully, the speaker must be entirely aware of what he wants to explain or convey. Students' oral practice (speaking) becomes significant when they must pay attention to what is being said. Thus, pupils can better understand how to talk or convey their ideas smoothly with accurate vocabulary and acceptable or decent pronunciation (Wallace, as cited in Indrawati, 2018).

In addition, learning a foreign language begins when one is introduced to it. Based on this definition of speaking ability, it is evident that speaking ability is crucial for language acquisition. Therefore, every level of language student must master their speaking ability.

Speaking is constructing and communicating meaning through verbal and nonverbal signs (Chaney, as cited in Asrifan et al., 2021). According to Cameron (2001), speaking is the active use of language to explain meanings so

that others may understand them. In this instance, speaking is a sophisticated ability that requires understanding language's sounds, structures, lexicon, and cultural subsystems. It indicates that speaking is the most influential language skill. As a result, speaking produces language to interact with others in a group or culture, demonstrating one's linguistic proficiency.

2. *Goal of Speaking*

According to Scrivener's book (as cited in Riantika, 2021), the primary objectives of the speaking class are fluency and confidence. As the preceding sentence suggests, students must engage in speaking activities to have the confidence and fluency to communicate with others. Fluency is used to define the capacity to convey a message effectively. Fluency is expected to be appropriate for the listener to comprehend the message quickly.

Harmer (2007) stated three reasons for encouraging classroom participation: a) To provide students with an opportunity to practice speaking in real life; b) Speaking assignments in which students attempt to utilize some of the languages they know and offer teacher and student feedback. It serves to identify the quality of the speech and the linguistic difficulty encountered; c) Students have chances to activate the linguistic components they have stored in their minds when they talk. Thus, they may employ words and phrases effortlessly and unconsciously. The purpose of speech instruction is to facilitate interactive conversation. It implies that students are required to make themselves known as their whole. In addition, they ensure that the message is not disorganized by improper pronunciation, grammar, or vocabulary, and they

respect the social and cultural norms applicable to each communication circumstance.

Brown (2001) assumed that six comparable categories apply to the types of speech output students require in the classroom. These are (a) imitative since this category aims to learn the specific language structures. This kind emphasizes the phonological and grammatical characteristics of the target language. It is an organized speaking performance. (c) Responsive - most student speech in the classroom consists of brief responses to the teacher or student-initiated inquiries or remarks. d) Transactional (dialogue) is an extended version of a responsive language or is conducted to share certain information. (e) Interpersonal (dialogue) is sustained more for maintaining social relationships than transferring information. (f) Extensive (monologue) students at the intermediate to advanced levels must deliver more extended monologues through oral reports, summaries, or even brief speeches.

3. The Aspect of Speaking English

Students must pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in a connected speech to speak English fluently. Speakers of English must be able to communicate in various genres and contexts and employ multiple conversational and repair strategies. Additionally, they will need to survive function exchanges (Harmer, 2007).

According to Harmer (2001), speaking requires two components. These are a) linguistic features as follows; connected speech, expressive devices, lexis

and grammar, negotiation language); b) social processing (e.g., language processing, interacting with others, and information processing).

Brown (2003) described five aspects of evaluating speaking ability: content grammar, vocabulary, comprehension, pronunciation, and fluency. A student must be able to manipulate the structure and identify the correct grammatical form to communicate accurately in English,

Baihaqi (2014) said that vocabulary is essential and affects one's speaking ability. Students must have an extensive vocabulary if they wish to speak English. Students are unable to speak English without vocabulary. Therefore, Students lack the confidence to speak, which is a result of their educational experience, which does not emphasize the development of speaking ability. Students must therefore master vocabulary if they wish to speak English.

One of the components of speaking is comprehension. Comprehension is a level of intellect that may be improved via examination and practice. Both speakers and audience members discuss comprehension that enables people to get the necessary data. Harmer (2007) stated that comprehension is the capacity to comprehend anything through a decent understanding of the subject or the knowledge of a situation.

According to Hewings (as cited in Maulidya, 2019), pronunciation is a feature of speaking that consists of many speech components combined to form the pronunciation of a language, including sound, syllables, words, and

intonation. This component ranges from speech's sounds, how to pitch, and the rise and fall of the voice are produced.

Fluency in speaking is the natural ability to communicate spontaneously, efficiently, and comprehensibly with few errors that could distract the listener from the speaker's message (Iswara, Azib, & Rochsantiningsih, 2012). Richards (cited in Iswara et al., 2012, p.5) explained fluency as "natural language when a speaker engages in meaningful interaction, maintains coherent and although limitations in his communicative competence."

4. EFL Students' Difficulties in Speaking English

According to Nurjan (2015), the physical and psychological factors that contribute to learning difficulties are issues with language, such as lack of proficiency in listening, thinking, speaking, reading, writing, or arithmetic, mild motor weakness; emotional disturbance; or the results of unfavorable economic, cultural, or environmental circumstances. According to Zhang (2009), speaking is the most challenging skill to master for the majority of English language learners, and it is even more challenging to communicate orally in English.

Shen & Chiu (2019) found there are several factors contribute to students' difficulties in speaking English; they are; a) psychological problems such as nervousness, fear of making mistakes, and lack of confidence); b) linguistic problems (e.g., insufficient vocabulary, grammar, expressions, insufficient sentence organization, etc.); and c) environmental issues (e.g.,

inadequate classroom conditions, lack of learning context for English conversation).

In her thesis, Fitri (2019) identified several obstacles students face when learning English: inhibition, a lack of something to say, low or uneven participation, and a dominant language. The factors contributing to students' speaking difficulties are linguistics barriers, speech processing difficulties, academic and conversational English skills, adverse impact, and access to speaking performances.

According to Humaera (2015), generally, there are two primary causes of inhibition; cognitive factors and affective factors. The cognitive aspect primarily concerns students' English knowledge, such as grammar, vocabulary, and pronunciation. Affective factors include a lack of motivation, shyness, self-confidence, self-esteem, and language ego (how a person develops their mode of thinking, feeling, and acting in a second identity).

C. The Influence of Attitude Toward Speaking English

According to Zeinivand's (2015) findings, English as a foreign language learners (EFL) exhibit a significantly favorable attitude towards the process of learning English. Furthermore, the study indicates a positive correlation between learners' attitude and their competency in speaking English. Moreover, Toomnan (2015) discovered that students who possess a favorable disposition

towards speaking English exhibited a considerably higher level of total strategy utilization compared to students with a negative attitude.

There exists a significant association between the attitudes of pupils and their speaking abilities, indicating a strong interconnection between these two variables. Developing a positive attitude towards the English language might positively impact pupils' speaking abilities as well. The attitude of pupils is considered a significant aspect that might influence their level of enthusiasm towards studying the English language (Syafrizal et al., 2018).

According to Azizifar (2014), a successful learner is characterized by possessing a positive attitude towards the target language. The proficiency of pupils in English speaking is influenced by their attitude. pupils with a positive attitude are more likely to excel in English speaking, whereas those with a negative attitude are less likely to achieve proficiency in this skill.

According to Bui's (2013) study, it was shown that students who exhibited a positive attitude in their English speaking abilities reported a considerably greater frequency and wider range of technique utilization compared to those who had a negative attitude. Furthermore, it may be seen that pupils who possess a pessimistic disposition towards English-speaking tend to exhibit an oral skill level that is either ordinary or below average.

Meanwhile Dehbozorgi's (2012) study found that there was no significant correlation between the attitude of Iranian EFL learners towards language learning and their language proficiency. The ability to speak English

proficiently was found to be challenging to accurately forecast based on attitudinal measurements. However, certain attitudinal variables demonstrated superior predictive capabilities compared to others. While the present study did not specifically examine the attitudinal factors individually, it may be inferred that there is not necessarily a reciprocal relationship between attitude towards language acquisition and language proficiency. Several personal elements, including individuals' social beliefs, their interactions with native speakers, and their level of exposure to the target language, can play a significant role in achieving proficiency.

Similarly, in his research, Kartubi (2017) found there was no substantial impact observed between students' attitude towards English and their English proficiency. The impact of attitude on language acquisition may not always be definitive, as other factors such as individual intelligences might also play a role in influencing pupils' ability in English.

D. Previous Research

Regarding this topic, several studies on students' attitudes have been conducted by some researchers. The previous discussion study is meant to serve as a resource and guidance for the author's research review. To prevent the creation of identical similarities, the author used other relevant works as reading material to highlight parallels between prior and current studies. Here are some earlier studies pertinent to the author's analysis.

Herawati (2021) has conducted another similar research entitled students' attitude on speaking English at the second grade Of boarding school Al-Risalah Batetangnga Polewali Mandar. This study focused on a sample of 32 students who were randomly selected from the second grade of MA PK students at the Al-Risalah boarding school in Batetangnga Polewali Mandar, as well as their English teachers. The data was collected through interviews and questionnaires. Upon conducting data analysis, the researcher observed that the research findings indicate a comprehensive evaluation of students' attitudes towards speaking English. These attitudes encompass cognitive, affective, and behavioral aspects.

Pratama (2021) conducted research entitled students' attitude towards English speaking at eight grade students of MTS An-Nur Tangkit Islamic boarding school Muaro Jambi. In this study, the researchers focus on two components of attitudes; the affective and conative aspects. Utilizing interview responses and observational data, a researcher conducted a qualitative study. A total of 26 observed students and 16 active students were interviewed in the class. Based on the discussion, it can be determined that the student's attitude toward speaking English is predominantly good.

Then, the other researcher, Wahyuni et al. (2022), investigated non-English attitudes toward the English language. In this study, non-English students were the subject of the research. The researcher used closed-ended questionnaires and unstructured interviews to gather the data. The collected data indicate that most respondents had a favorable attitude toward English.

Lizawati (2019) has conducted another similar research entitled students' attitudes toward English learning at a junior high school level. This study aims to determine the attitudes of junior high school students about English language learning. This study employed survey research which had 158 pupils as participants. The researcher collects data using the behavior cognitive, emotional attitude (BCEA) questionnaire, which contains 45 items with five-point Likert scales ranging from level one to level five. The data were examined using SPSS and Microsoft Excel, indicating that pupils at junior high school have a favorable attitude toward English learning.

Riantika (2021), conducted research entitled the correlation between students' attitude in learning English and their speaking ability at the eleventh grade of senior high school 1 Ukui. The data collection methods employed in this study consisted of administering a questionnaire and conducting a test. The researcher employed a simple random sampling methodology to select a sample size of 48 students. The data analysis technique employed in this research involved the utilization of the Pearson Product Moment Correlation formula, specifically within the SPSS 21.0 software. The researcher discovered that there exists no statistically significant relationship between students' attitudes towards learning English and their proficiency in spoken English.

The difference between previous research and the author's research lies in the focus of the problem, technique of collecting data, and research subject. Some study used interviews and conducting a tests to collect the data (Pratama, 2021; Wahyuni et al., 2022; Riantika, 2021; Herawati, 2021), but the author

used questionnaires and documentation to collect the data. Also, some previous studies used large-size participants (Pratama, 2021; Wahyuni et al., 2022; Lizawati, 2019), which differs from this research which used small-size participants. The researcher selected this technique to enable the researcher to examine specific pupils of the English Department Student batch 2018 who have already completed the whole speaking course, comprehend the situation, and collect data on students' attitudes toward speaking English

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the methodology used to conduct this study and answer the research question. In this chapter, the author discusses the study's methodology, population and sample, research instrument, and data analysis.

A. Research Design

In this study, the researcher employed descriptive-quantitative methodology. According to Creswell (2016), the quantitative method is the survey design that provides quantitative or empirical data based on a questionnaire as its primary research method for elucidating a population's patterns, behaviors, or perspectives by analyzing a population sample. The researcher generalizes or extrapolates the findings of the study to the population.

This study used survey research because the survey helps to describe statements related to attitudes using a questionnaire. Survey research is "collecting information from a sample of individuals through their responses to questions" (Check & Schut, cited in Ponto, 2015, p.168). This type of research permitted various methods for participant recruitment, data collection, and instrumentation. Various surveys pose questions to respondents, including online polls, online surveys, paper questionnaires, web-tapping surveys, etc. Surveys are utilized frequently in social and psychological research because they are commonly used to describe and investigate human behavior (Singleton

& Straits, 2009). The primary objective of this type of survey research was to obtain data describing the characteristics of a large sample of individuals of interest in a relatively short time.

B. Population and Sample

1. Population

According to Arikunto (2010), the population is the total number of research subjects. In this study, the researcher used the purposive sampling method to choose the respondents. According to Sugiyono (2009), a population is a generalization region involving an object or subject with quality and specific qualities that the researcher has chosen to explore and draw conclusions; it indicates that a population is a large group. According to the number of inhabitants, the population consists of limited and infinite people (Usman, 2008). The population of this study are 30 students of the English Education Department batch 2018.

2. Sample

According to Gay et al. (2012), sampling is the process of selecting a limited number of persons for a study so that they can aid the researcher in comprehending the investigated phenomenon. This research employed purposive or intentional sampling because the investigator wished to discover, understand, and acquire insight. Hence, the writer required to select a sample from which essential information could be gained. According to Notoatmodjo

(2010), purposive sampling is based on factors such as the nature of the population and previously known characteristics. According to Arikunto (2010), purposive sampling does not depend on rules (random), regions, or strata but considers a specified aim.

The researcher employed the random purposive sampling technique. Purposive sampling is the selection of a sample for a given purpose, considering the amount of time and other variables. Following the research aims, the informants for this study were selected according to the following specific criteria that are 30 students who had finished all speaking courses. This research does not prioritize the number of samplings; therefore, if the gathered data is comprehensive and can adequately explain the phenomena under investigation, there is no need to do more sampling.

C. Method of Data Collection

The author used a questionnaire and documentation data collection technique in this study.

1. *Questionnaire*

The questionnaire is the primary instrument used in this study to collect data from respondents regarding their attitude toward speaking English ability. Here, the quantitative method is exemplified with a five-point Likert scale questionnaire to collect data.

The researcher used the questionnaire developed by Herawati (2021)

because her research was similar to the author's, which was about student attitudes toward speaking English. She designed the questionnaire by adapting behavior cognitive, emotional attitude (BCEA) by Abidin et al., with validity and reliability α 0.878. She also adapted another questionnaire item from the attitude questionnaire test employed by Boongrangsri et al. and the attitude motivation test battery (AMTB), which Gardner created in 1985. The researcher modified the questionnaire, translating it into English and Bahasa Indonesia, so the respondents could comprehend the questions and overcome misinterpretation.

The questionnaires contained 30 items culled from prior research by utilizing a Google form to collect the data; ten cognitive items, ten affective items, and ten behavioral items. The items were rated from strongly agree to disagree using a five-point Likert scale firmly. The objective of the survey was to determine what types of attitudes the students held.

2. Documentation

Documentation is a data-gathering approach that combines a literature review with data from written and visual sources to collect and examine pertinent and necessary information throughout the research. Using this approach, researchers acquired a textual and visual summary of prior research-related studies. This study's documentation data consists of grade point average (GPA) of English students batch 2018 for public speaking course.

D. Data Analysis Techniques

The data were analyzed through descriptive statistics. Creswell (2012) asserted that the mean, mode, and median were required to identify common data trends. The data is examined and summarized using words, a table, or a graphic to facilitate interpretation. The researcher used acceptable and intelligible language to explain the number (statistical outcomes).

1. Questionnaire

Each questionnaire statement was described with as much precision as possible. The quantitative data for this study were obtained and analyzed descriptively by involving quantitative activities. The researcher classified all the respondents' answers to the questionnaire and completed the table column with the Likert scale, which consists of the five responses, including strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD). Then writer sums the total score of each question for each respondent.

Table 3.1

The Likert Scale

Items	Questions	SA	A	N	D	SD
Positive Statements (+)	1, 2, 3, 4, 5, 6, 11, 12, 13, 14, 15, 16, 17, 21, 22, 23, 24, 25, 26, 27	5	4	3	2	1
Negative Statements (-)	7, 8, 9, 10, 18, 19, 20, 28, 29, 30	1	2	3	4	5

The researcher calculated the percentage of the respondents' scores to present the central tendency of the data using the following formula.

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

Where:

P   : Percentage

Fq   : Number of Frequency

N   : Number of samples (Sudjana, as cited in Mirsah, 2012)

Categorizing the score of the students' attitudes was based on the lowest score (1) to the highest score (150); since there are consists of 30 statements with five categories of student responses. The interval for each category is 150 divided by five equals 30. The category of the student's attitude toward speaking English is as follows:

Table 3.2

Category Score of Students' Attitude Toward Speaking English

No	Category of Attitude Score	Score
1	Very Positive	121-150
2	Positive	91-120
3	Neutral	61-90
4	Negative	31-60
5	Very Negative	1-30

(Modified from Herawati, 2021; Marpaung et al., 2020)

2. Correlation Measurement

After analyzing the results of the percentage survey, the researcher described the students' responses regarding their attitude toward speaking English. The researcher used data from respondents' final scores in the public speaking course to correlate with the students' speaking abilities. Based on the guidelines for learning and evaluation UIN Ar-Raniry 2020, the course evaluation is a tally of all graded course components that indicate subject mastery. The range of the scores is described as follows.

Table 3.3

Qualification of Student Grades for Courses

Letter Grades	Quality Value	Score	Predicate
A	4.00	90-100	Excellent
A-	3.67	85 -89	Very Good
B+	3.33	78 -84	Good
B	3.00	72 -77	Rather Good
B-	2.67	68 – 71	Sufficient
C+	2.333	65 – 67	Moderately Poor
C	2.00	60 – 64	Inadequate
D	1.00	50 – 59	Extremely Poor
E	0	0 – 49	Failed

To analyze the correlation between students' attitude and their speaking ability, the researcher utilized Pearson's product-moment correlation coefficient as the following formula:

$$r = \frac{n \sum_{i=1}^{n} X_i Y_i - \sum_{i=1}^{n} X_i \sum_{i=1}^{n} Y_i}{\sqrt{\sum_{i=1}^{n} X_i^2 - \left(\sum_{i=1}^{n} X_i\right)^2} \sqrt{\sum_{i=1}^{n} Y_i^2 - \left(\sum_{i=1}^{n} Y_i\right)^2}}$$

Where:

r : Coefficient between x and y

n : Number of samples

$\sum$x : Number of the independent variable

$\sum$y : Number of the dependent variable

$\sum$x2 : Number of the square of the independent variable

$\sum$y2 : Number of the square of the dependent variable

$\sum$xy : Number of multiplication of the independent and dependent variables

(Adopted from Pearson, as cited in Riantika, 2021).

The researcher obtained the r coefficient that describes the correlation between the variables X and Y, using the formula shown below: (Hasan, 2009)

Table 3.4

The Interpretation of Correlation

	Interpretation
0.00 – 0.20	The correlation between the X variable and Y variable is very weak, or it can be said there is no correlation between the variables.
0.20 – 0.40	There is a weak correlation between the X variable and the Y variables.
0.40 – 0.70	There is enough correlation between the X variable and the Y variables.
0.70 – 0.90	There is a strong correlation between the X variable and the Y variables.
0.90 – 1.00	A very strong correlation exists between the X and Y variables.

(Adopted from Hasan, 2009)

According to Raharjo (2019), There are several methods exist for establishing guidelines or decision-making bases in correlation analysis, such as:

1) Comparing the r count and r table values

If the value of r count is higher than r table ($r_{xy} > r_{table}$), it means there is a correlation between the connected variables. Meanwhile, if r count is less than the value of r table ($r_{xy} < r_{table}$), there was no correlation between the two variables.

2) Comparing the significance value (Sig.) to the alpha value of 0.05

If the significance value is less than 0.05 (sig. < 0.05), there is a

correlation between the variables. Meanwhile, if the significance value is higher than 0.05 (sig. > 0.05) indicated that there was no correlation exists between variables .

CHAPTER IV

RESULT AND DISCUSSION

The results of this study were obtained from questionnaires and documentation. The questionnaire method was used to get the attitude results. The documentation method was used to obtain the speaking English scores of the students. This research was conducted in Maret 2023 and focused on the English education department students' batch 2018. The writer delivered the questionnaire to 30 students to get attitude scores using Google Forms, consisting of 30 statements. For the students' speaking scores, the writer obtained it from the public speaking subject.

Furthermore, the writer analyzed each piece of data by following some steps. First, the students' attitude was assessed by using percentages. Then, to know the correlation between students' attitude and their speaking English ability, the writer analyzed the data by applying the formula of Pearson product-moment in the SPSS 25 program.

A. The result of the questionnaire

The data on students' attitude scores were obtained from questionnaires given to students. This questionnaire consists of 30 statements, which consist of ten cognitive items, ten affective items, and ten behavioral items; each has five alternative answers. The result of the questionnaire can be seen in the following table:

Table 4.1

Studying English is important because it will make me more educated

Options	Frequency (F)	Percentage (%)
Strongly Agree	22	73,3
Agree	7	23,3
Neutral	1	3,3
Disagree	0	0
Strongly Disagree	0	0
Total	30	100

Table 4.1 shows that 96,6% of students had positive attitudes toward the statement. Hence, They believe English is essential because it will make them more educated.

Table 4.2

Being good at English will help me study other subjects well

Options	Frequency (F)	Percentage (%)
Strongly Agree	13	43,3
Agree	9	30
Neutral	7	23,3
Disagree	1	3,3
Strongly Disagree	0	0
Total	30	100

Table 4.2 shows 22 students (73,3%) responded positively to the statements. It indicated that most students had a positive attitude and considered knowing English would help them study other subjects well.

Table 4.3

I think people who speak English and speak more than one language are very

knowledgeable

Options	Frequency (F)	Percentage (%)
Strongly Agree	17	56,6
Agree	8	26,6
Neutral	5	16,6
Disagree	0	0
Strongly Disagree	0	0
Total	30	100

As shown in table 4.3, most students (83,2%) had positive attitudes toward the statement. It means they agree that people who speak English and speak more than one language are very knowledgeable.

Table 4.4

Studying English makes me able to create new thoughts

Options	Frequency (F)	Percentage (%)
Strongly Agree	13	43,3
Agree	13	43,3
Neutral	4	13,3
Disagree	0	0
Strongly Disagree	0	0
Total	30	100

The table describes 86,6% of the students had positive attitudes toward the statement. They believe that studying English allows them to create new thoughts.

Table 4.5

I can think and analyze the content in English

Options	Frequency (F)	Percentage (%)
Strongly Agree	12	40
Agree	11	36,6
Neutral	7	23,3
Disagree	0	0
Strongly Disagree	0	0
Total	30	100

The table presented that 23 students (76,6%) gave a positive response. It can be concluded that most students can think and analyze the content in English.

Table 4.6

I like the English class because I can communicate with foreigners if I can speak English fluently

Options	Frequency (F)	Percentage (%)
Strongly Agree	15	50
Agree	14	46,6
Neutral	1	3,3
Disagree	0	0
Strongly Disagree	0	0
Total	30	100

The table describes 29 (96,6%) of students had a positive attitude to the statement. It means the students like learning English because they believe it will help them communicate with foreigners if they can speak English fluently.

Table 4.7

Frankly, I learned to speak English to pass the exam

Options	Frequency (F)	Percentage (%)
Strongly Agree	1	3,3
Agree	5	16,6
Neutral	7	23,3
Disagree	10	33,3
Strongly Disagree	7	23,3
Total	30	100

The table shows that 17 students (56,6%) gave a negative response to the statement. It can be concluded that most students had a positive attitude because they are not intended to learning speaking just to pass the exam.

Table 4.8

I am not satisfied with my performance in speaking English

Options	Frequency (F)	Percentage (%)
Strongly Agree	3	10
Agree	11	36,6
Neutral	8	26,6
Disagree	5	16,6
Strongly Disagree	3	10
Total	30	100

Based on the table above, 14 students (46,6%) responded positively to the statement. It means most students still feel not satisfied with their English-speaking performance.

Table 4.9

I think speaking English is complicated to learn

Options	Frequency (F)	Percentage (%)
Strongly Agree	1	3,3
Agree	8	26,6
Neutral	10	33,3
Disagree	5	16,6
Strongly Disagree	6	20
Total	30	100

The data analysis above shows there were 11 students (36,6%) who responded negatively, which means they had a positive attitude toward the statement and didn't think speaking English is complicated to learn.

Table 4.10

I can't understand the teacher's explanation when using English

Options	Frequency (F)	Percentage (%)
Strongly Agree	0	0
Agree	2	6,6
Neutral	10	33,3
Disagree	15	50
Strongly Disagree	3	10
Total	30	100

Based on the data analysis above, the number of students who gave negative responses is higher than positive. There were 18 students (60%) who responded negatively to the statement. It can be assumed most students had a positive attitude, which means they could understand the teacher's explanation when using English.

Table 4.11

I feel proud when I can speak English

Options	Frequency (F)	Percentage (%)
Strongly Agree	13	43,3
Agree	13	43,3
Neutral	4	13,3
Disagree	0	0
Strongly Disagree	0	0
Total	30	100

The table above shows that most students (86,6%) responded positively to the statements. It means the students had positive attitudes because they felt proud when they could speak English.

Table 4.12

I feel excited when I communicate in English with others

Options	Frequency (F)	Percentage (%)
Strongly Agree	12	40
Agree	16	53,3
Neutral	2	6,7
Disagree	0	0
Strongly Disagree	0	0
Total	30	100

Through the data analysis above, 28 students (93,3%) responded positively to the statements. It can be assumed most students had a positive attitude because they feel excited when communicating in English with others.

Table 4.13

I don't get anxious when I have to answer a question in my English class

Options	Frequency (F)	Percentage (%)
Strongly Agree	9	30
Agree	8	26,6
Neutral	8	26,6
Disagree	5	16,6
Strongly Disagree	0	0
Total	30	100

It can be seen from the table there are 17 students (56,6%) gave positive responses. It can be inferred that most students had a positive attitude toward the statements because they didn't feel anxious when answering a question in English class.

Table 4.14

Curiosity makes me want to learn English well

Options	Frequency (F)	Percentage (%)
Strongly Agree	13	43,3
Agree	11	36,6
Neutral	5	16,6
Disagree	1	3,3
Strongly Disagree	0	0
Total	30	100

The overall data in the table shows that 24 students (80%) responded positively. It can be inferred that most students had a positive attitude toward the statements.

Table 4.15

I enjoy the activities with my friends when speaking English

Options	Frequency (F)	Percentage (%)
Strongly Agree	8	26,6
Agree	15	50
Neutral	6	20
Disagree	1	3,3
Strongly Disagree	0	0
Total	30	100

The data above shows that 23 students (76,6%) gave a positive response that they enjoy the activities with their friends when speaking English. It can be assumed that most students had a positive attitude with this statement.

Table 4.16

Speaking English makes me more confident

Options	Frequency (F)	Percentage (%)
Strongly Agree	11	36,6
Agree	13	43,3
Neutral	5	16,6
Disagree	1	3,3
Strongly Disagree	0	0
Total	30	100

It can be proven from the table 24 students (80%) gave positive responses. It can be seen that most of the students had a positive attitude toward this statement.

Table 4.17

Being able to speak English is an important goal in my life

Options	Frequency (F)	Percentage (%)
Strongly Agree	13	43,3
Agree	12	40
Neutral	4	13,3
Disagree	1	3,3
Strongly Disagree	0	0
Total	30	100

The overall data in the table above shows most students (83,3%) responded positively to the statements. It can be seen that the students have a positive attitude because they believe that being able to speak English is an essential goal in their life.

Table 4.18

I don't like learning English

Options	Frequency (F)	Percentage (%)
Strongly Agree	1	3,3
Agree	1	3,3
Neutral	0	0
Disagree	10	33,3
Strongly Disagree	18	60
Total	30	100

Based on the data analysis in the table above, the percentage of respondents who answered positively is low. It means that most students (93,3%) responded negatively to the statement. In other words, the students had a positive attitude because they liked studying English.

Table 4.19

I'm not interested in learning English

Options	Frequency (F)	Percentage (%)
Strongly Agree	0	0
Agree	3	10
Neutral	2	6,6
Disagree	11	36,6
Strongly Disagree	14	46,6
Total	30	100

From the data analysis of item 19, most students (83,2%) responded negatively. The total percentage shows that students had a positive attitude because they were interested in learning English.

Table 4.20

I prefer speaking in my mother tongue than speaking English

Options	Frequency (F)	Percentage (%)
Strongly Agree	2	6,6
Agree	8	26,6
Neutral	9	30
Disagree	10	33,3
Strongly Disagree	1	3,3
Total	30	100

From the data analysis of item 20, it can be seen that most students (36,6%) responded negatively, which means that students prefer speaking in English.

Table 4.21

I wish I had friends who like to speak English

Options	Frequency (F)	Percentage (%)
Strongly Agree	14	46,6
Agree	10	33,3
Neutral	5	16,6
Disagree	1	3,3
Strongly Disagree	0	0
Total	30	100

The data above shows that 24 students (80%) responded positively to the statements. It can be assumed that most students have a positive attitude because they wish to have a friend who likes to speak English.

Table 4.22

I like to practice English the way native speakers do

Options	Frequency (F)	Percentage (%)
Strongly Agree	7	23,3
Agree	14	46,6
Neutral	9	30
Disagree	0	0
Strongly Disagree	0	0
Total	30	100

Through the data analysis above, most students have a good feeling toward item 12. It can be seen that the total of positive responses was 21 students (70%). It can be assumed that most students had a positive attitude toward the statement because they like to practice English like native speakers do.

Table 4.23

Learning English makes me improve my personality

Options	Frequency (F)	Percentage (%)
Strongly Agree	7	23,3
Agree	11	36,6
Neutral	10	33,3
Disagree	1	3,3
Strongly Disagree	1	3,3
Total	30	100

Based on the data percentage above shows that 18 students (60%) responded positively. It can be assumed that most students had a positive attitude toward the statements.

Table 4.24

I often speak English in class and around the campus area

Options	Frequency (F)	Percentage (%)
Strongly Agree	4	13,3
Agree	7	23,3
Neutral	13	43,3
Disagree	6	20
Strongly Disagree	0	0
Total	30	100

The data analysis of item 24 shows most students (43,3%) had neutral responses. It means that they have a neutral attitude to the statement.

Table 4.25

When I hear my friends speak English well, I practice with them

Options	Frequency (F)	Percentage (%)
Strongly Agree	5	16,6
Agree	17	56,6
Neutral	5	16,6
Disagree	3	10
Strongly Disagree	0	0
Total	30	100

It can be seen from the table above the total of positive responses is 22 students (73,3%). It can be assumed that most students had a positive attitude toward the statement because they liked to practice English with their peers who spoke English well.

Table 4.26

I was able to make myself pay attention to English lessons

Options	Frequency (F)	Percentage (%)
Strongly Agree	6	20
Agree	16	53,3
Neutral	7	23,3
Disagree	1	3,3
Strongly Disagree	0	0
Total	30	100

The data analysis above shows that most students (73,3%) had positive responses. It means they have a positive attitude towards the statement and can make themselves pay attention during English lessons.

Table 4.27

I like to give opinions using English during the lessons

Options	Frequency (F)	Percentage (%)
Strongly Agree	10	33,3
Agree	6	20
Neutral	12	40
Disagree	2	6,6
Strongly Disagree	0	0
Total	30	100

The data analysis of item 27 shows 16 students (53,3%) responded positively, which means that most of the students had a positive attitude to this statement.

Table 4.28

I don't pay attention when my English teacher explains the lesson

Options	Frequency (F)	Percentage (%)
Strongly Agree	0	0
Agree	2	6,7
Neutral	2	6,6
Disagree	14	46,6
Strongly Disagree	12	40
Total	30	100

The data analysis above shows that most students have a negative response. There were 26 students (86,6%) who responded negatively to the statement, which means most students had a positive attitude because they paid attention when the English teacher explained the lessons.

Table 4.29

I am not enthusiastic about coming to English class

Options	Frequency (F)	Percentage (%)
Strongly Agree	1	3,3
Agree	2	6,6
Neutral	2	6,6
Disagree	14	46,6
Strongly Disagree	11	36,6
Total	30	100

From the data analysis of item 29, it can be seen 25 students (83,3%) responded negatively. It means that most students have a positive attitude because they are enthusiastic about coming to English class.

Table 4.30
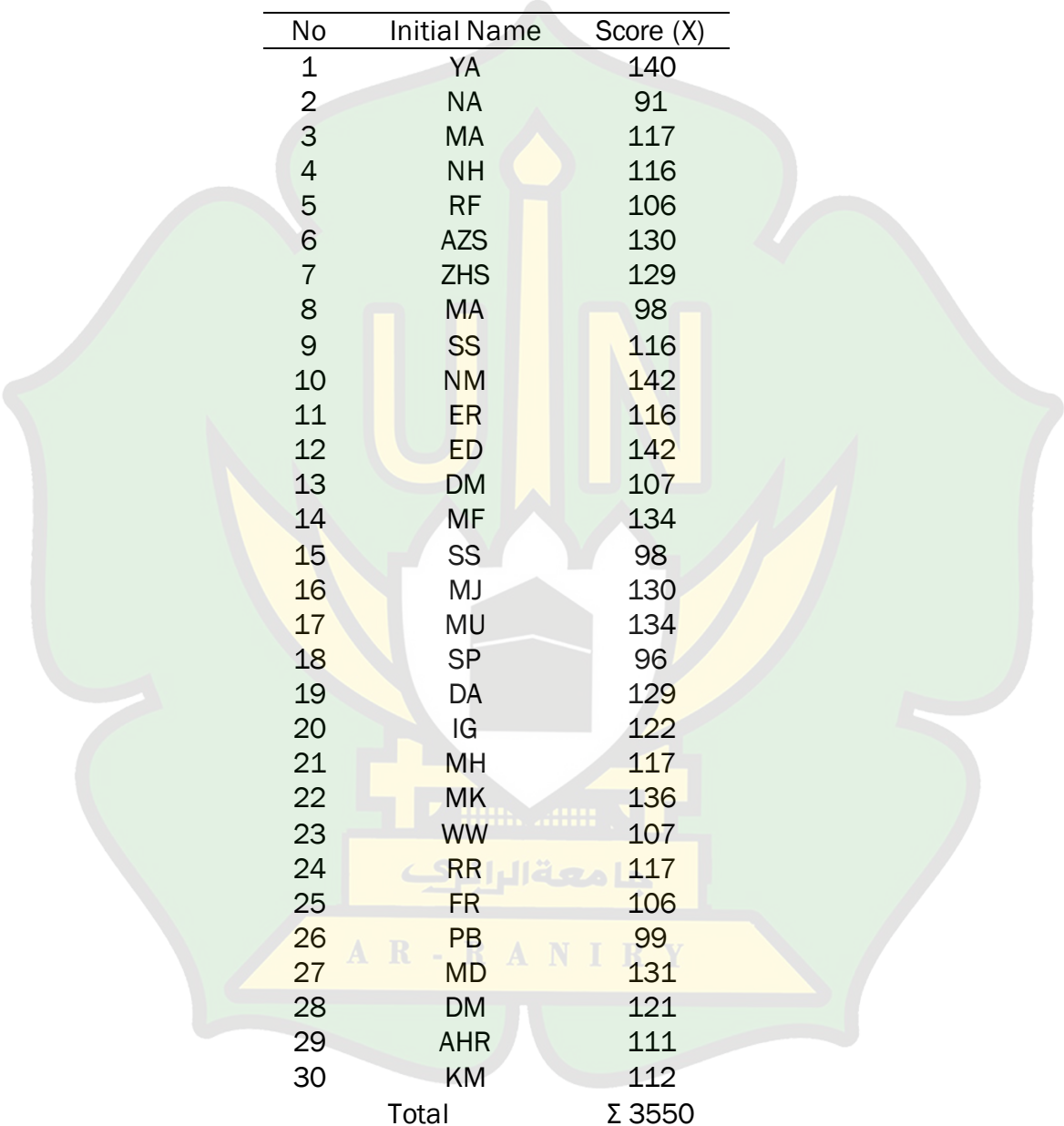
I am not relaxed whenever I have to speak English in English class

Options	Frequency (F)	Percentage (%)
Strongly Agree	1	3,3
Agree	6	20
Neutral	9	30
Disagree	7	23,3
Strongly Disagree	7	23,3
Total	30	100

Through the data analysis above, 14 students (46,6%) responded negatively. It can be assumed that most students had a positive attitude toward the statement.

The table below shows the result of students' attitudes towards speaking English:

Table 4.31

The Attitude Score (X)

No	Initial Name	Score (X)
1	YA	140
2	NA	91
3	MA	117
4	NH	116
5	RF	106
6	AZS	130
7	ZHS	129
8	MA	98
9	SS	116
10	NM	142
11	ER	116
12	ED	142
13	DM	107
14	MF	134
15	SS	98
16	MJ	130
17	MU	134
18	SP	96
19	DA	129
20	IG	122
21	MH	117
22	MK	136
23	WW	107
24	RR	117
25	FR	106
26	PB	99
27	MD	131
28	DM	121
29	AHR	111
30	KM	112
Total		Σ 3550

Based on the table above, it can be concluded that each student has a different score of attitude which is clearly explained in the table above. The percentage of attitude scores can be seen in the table below:

Table 4.32

The Interpretation Result of Attitude Score

No	Category of attitude Score	Score	Frequency (F)	Percentage (%)
1	Very Positive	121-150	13	43,3%
2	Positive	91-120	17	56,7%
3	Neutral	61-90	-	-
4	Negative	31-60	-	-
5	Very Negative	1-30	-	-

The table above shows the level of students' attitudes based on the result of their answers to the questionnaire. There were 13 students (43,3%) with a very high attitudes score and 17 students (56,7%) with high attitudes scores. Also, no students with a low attitude score. In conclusion, the students had a positive attitude toward speaking English.

B. The Result of Students' Speaking English Score

As a dependent variable, students' speaking English scores were taken from the students' public speaking scores. The writer got the data from the English education department student batch 2018. The description of data as below:

Table 4.33

The Public Speaking Score (Y)

No	Initial Name	Score (Y)
1	YA	87
2	NA	83
3	MA	84
4	NH	86
5	RF	86
6	AZS	86
7	ZHS	80
8	MA	80
9	SS	89
10	NM	86
11	ER	80
12	ED	89
13	DM	86
14	MF	87
15	SS	80
16	MJ	83
17	MU	73
18	SP	87
19	DA	75
20	IG	88
21	MH	80
22	MK	89
23	WW	76
24	RR	80
25	FR	82
26	PB	78
27	MD	81
28	DM	82
29	AHR	86
30	KM	77
Total		Σ 2486

Table 4.34

The Interpretation Result of Speaking Score

No	Category of Speaking Score	Score	Frequency (F)	Percentage (%)
1	Very High	85 - 100	13	43,3%
2	High	72 - 84	17	56,7%
3	Moderate	68 - 71	-	-
4	Low	60 - 67	-	-
5	Very Low	0 - 59	-	-

The table above shows students' speaking ability based on their results in public speaking courses. There were 13 students (43,3%) with a very high score and 17 students (56,7%) getting a high speaking score. Also, no students with average and low scores. In conclusion, the writer found that most of the students can speak English well.

C. **The Correlation Between Students' Attitude and Their Speaking Ability**

The Pearson product-moment calculates the correlation between students' attitudes and speaking abilities.

Table 4.35

The Correlation Score of Attitude (X) and Speaking Ability (Y)

No	Initial Name	Score (X)	Score (Y)	XY	X²	Y²
1	YA	140	87	12180	19600	7569
2	NA	91	83	7553	8281	6889
3	MA	117	84	9828	13689	7056
4	NH	116	86	9976	13456	7396
5	RF	106	86	9116	11236	7396
6	AZS	130	86	11180	16900	7396
7	ZHS	129	80	10320	16641	6400
8	MA	98	80	7840	9604	6400
9	SS	116	89	10324	13456	7921
10	NM	142	86	12212	20164	7396
11	ER	116	80	9280	13456	6400
12	ED	142	89	12638	20164	7921
13	DM	107	86	9202	11449	7396
14	MF	134	87	11658	17956	7569
15	SS	98	80	7840	9604	6400
16	MJ	130	83	10790	16900	6889
17	MU	134	73	9782	17956	5329
18	SP	96	87	8352	9216	7569
19	DA	129	75	9675	16641	5625
20	IG	122	88	10736	14884	7744
21	MH	117	80	9360	13689	6400
22	MK	136	89	12104	18496	7921
23	WW	107	76	8132	11449	5776
24	RR	117	80	9360	13689	6400
25	FR	106	82	8692	11236	6724
26	PB	99	78	7722	9801	6084
27	MD	131	81	10611	17161	6561
28	DM	121	82	9922	14641	6724
29	AHR	111	86	9546	12321	7396
30	KM	112	77	8624	12544	5929
	Total	Σ 3550	Σ 2486	Σ 294555	Σ 426280	Σ 206576

$$r = \frac{n \sum_{i=1}^{n} X_i Y_i - \sum_{i=1}^{n} X_i \sum_{i=1}^{n} Y_i}{\sqrt{n \sum_{i=1}^{n} X_i^2 - \left(\sum_{i=1}^{n} X_i\right)^2} \sqrt{n \sum_{i=1}^{n} Y_i^2 - \left(\sum_{i=1}^{n} Y_i\right)^2}}$$

$$r = \frac{30(!\text{The Formula Not In Table}) - (!\text{The Formula Not In Table}) (2.486)}{\sqrt{30(426.280) - (3.550)^2} \sqrt{30(206.576) - (2.486)^2}}$$

$$= 0{,}201$$

Then, the table below automatically shows the use of correlation product moment of the SPSS 25 Program.

Table 4.36

The Result of Correlation Calculation

Correlations

		Attitude	Speaking Ability
Attitude	Pearson Correlation	1	.201
	Sig. (2-tailed)		.286
	N	30	30
Speaking Ability	Pearson Correlation	.201	1
	Sig. (2-tailed)	.286	
	N	30	30

The results of the calculation of data analysis, both using SPSS 25 and with manual calculations, obtained the same correlation coefficient, namely 0,201. To interpret the index number of the correlation between the two variables, the writer looked at the Pearson product-moment scale, as mentioned in Table 3.4. The result included in the second category $(0.20 - 0.40)$ from the table describes a weak correlation between the X variable and Y variables. Hence, based on the r_{table}, the results show that $r_{xy} < r_{table}$; $0.201 < 0.361$, or it

can be stated that there was a low influence between students' attitude toward their English speaking ability.

Also, this table shows that the correlation's significance value (2-tailed) is 0,286 higher than 0,05. It means a negative correlation exists between English education department students' attitudes and speaking abilities.

D. Discussion

This section provides an analysis and interpretation of the results obtained from the research. This research aimed to investigate the attitude of English education department students at UIN Ar-Raniry towards speaking English. Also, to establish a correlation between students' attitude and their ability in speaking English.

The researcher utilized two different instruments, namely a questionnaire and documentation, to gather data for the study. The discourse centres on the discovery of the two research inquiries put forth. The author employed a questionnaire to address the first study inquiry, while Pearson's product-moment correlation formula was utilized to solve the second research question. The survey was administered via Google Forms, and the speaking score was obtained from students' public speaking classes. The sample size in this research comprises 30 participants.

The findings obtained from the survey indicate that none (0%) of the students exhibited a markedly unfavorable attitude towards speaking English. Also, none of the students exhibited a neutral attitude, as indicated by a 0%

proportion. Moreover, 56,7% of the student population exhibits a positive attitude, while the remaining 43,3% displayed a highly positive attitude. It means that most students have a positive attitude toward speaking English.

Regarding the second research question, the correlation coefficient between the students' attitude and speaking ability is 0.201, within the second range of correlation coefficients (0.20-0.40). So, the result shows that $r_{table} > r_{result}; 0.361 > 0.201$, it can be inferred that a negative correlation exists between two variables, X and Y. The analysis indicates a tenuous correlation between the X variable and Y variables. Alternatively, it could be posited that the influence of students' attitudes towards their English speaking ability is low.

Based on the data above, it can be inferred that there was a weak correlation between attitude and students' speaking ability. This assertion resembles the findings of research by Riantika (2021), positing that "there is no significant correlation between students' attitude in learning English and their speaking ability." Similarly, in his research, Kartubi (2017) stated that pupils' attitudes toward English had no significant effect on their English proficiency. The outcome is contingent on several factors on both sides of the variables.

The results of this study are also related to Dehbozorgi (2012), who stated that a learner's positive attitude does not guarantee their English proficiency. Still, other factors, such as intellect and motivation to learn, affect students' English proficiency.

In summary, the results of this study revealed a limited association and impact between students' perception of their speaking proficiency. This study

indicated that the student's speaking ability was unaffected by their attitudes. It could occur because attitude is not the sole variable affecting students' proficiency. There are other factors affecting students' speaking ability, such as motivation, intelligence, aptitude, self-confidence, anxiety, etc. (Putra, 2017; Kafryawan et al., 2018; Sumardi, 2022; Habiburrahim et al., 2020)
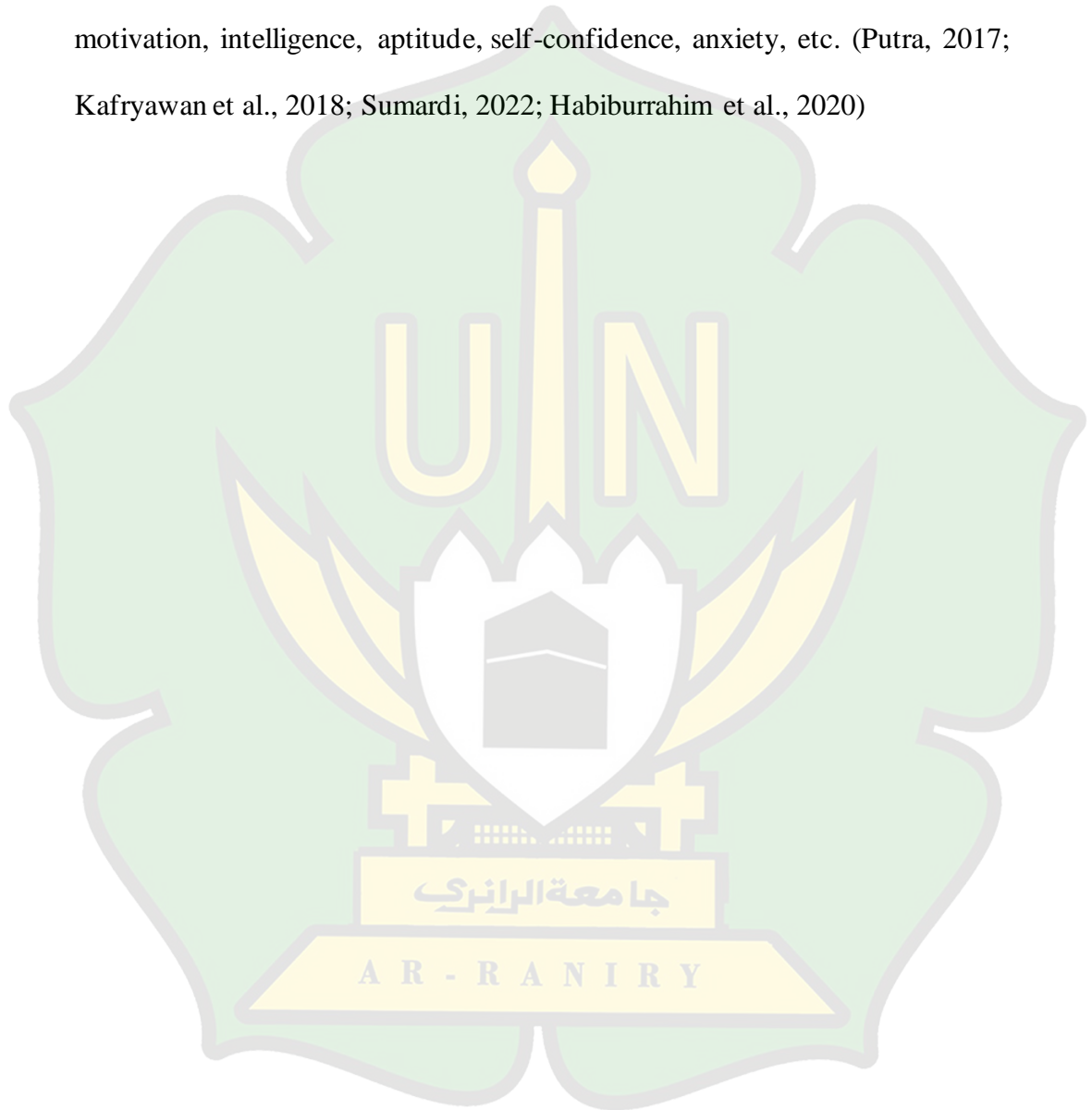
BAB V

CONCLUSION AND SUGGESTION

This section provides conclusions and recommendations. The initial segment comprises an overview of the research. The subsequent section comprises suggestions for English educators, pupils, and prospective researchers.

A. Conclusion

Based on the research findings and data analysis in the previous chapter, it can be concluded that there was a weak correlation between attitude and speaking ability of the English education department students in UIN Ar-Raniry. The result shows that 56,7% of the student population exhibits a positive attitude, while the remaining 43,3% displays a very positive attitude. It means most of the students have a positive attitude toward speaking English.

However, based on the data analysis of the correlation coefficient, it can be concluded that variable r_{xy}, or the correlation coefficient between students' attitude and speaking ability is 0.201. It means that the correlation between the two variables is low. Additionally, the outcome obtained from the correlation table at the degree of significance 5% is 0.361. So, the correlation between r_{xy} and rt_{able} can be expressed as $r_{xy} < r_{table}$; $0.201 < 0.361$, this implies that the findings indicated a minimal impact of attitude towards students' speaking ability.

B. Suggestion

From the conclusion above, some suggestions can be given. Although attitudes do not have a significant effect on the speaking ability of students, it cannot be denied that attitudes are one of the factors that influence their beliefs about the language learning process. Moreover, the teacher must continue to consider their role in enhancing students' speaking proficiency, so teachers need to develop the students' positive attitudes toward speaking English. In addition, the teachers should focus on other factors that influence students' speaking ability, such as motivation, learning experience, background knowledge, vocabulary, teaching methodology, and tools.

For students to improve their speaking ability, it is recommended that they maintain a positive attitude toward speaking English, engage in self-directed learning, and attempt to communicate using English in their daily lives.

In addition, other researchers can correlate this topic with other variables, as many unexplained variables can influence students' speaking ability. It is recommended to gain a deeper understanding of the causes of attitudes among foreign language learners and to implement interventions to mitigate the negative impact of attitudes on performance. Also, the researchers suggest conducting similar studies with a larger sample size and population to achieve better results.

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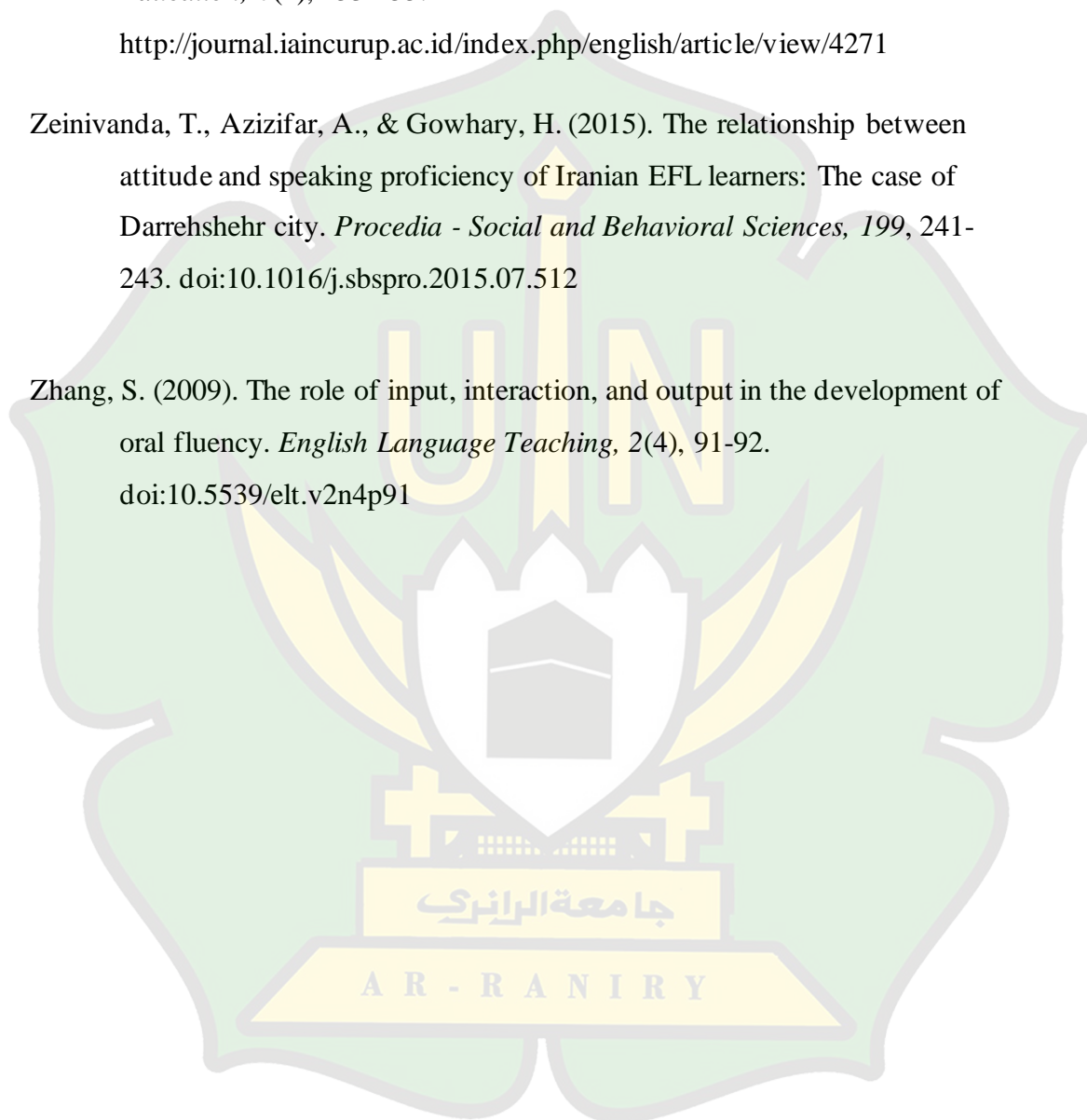
SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-15348/UN.08/FTK/KP.07.6/12/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 November 2022

MEMUTUSKAN

Menetapkan	:	
PERTAMA		Menunjuk Saudara:

1. Dr. Nashriyah, M.A.   Sebagai Pembimbing Pertama
2. Syarifah Dahliana, M. Ed., Ph. D.   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	Fitra Widya Rahma
NIM	:	180203245
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	EFL Students' Attitude Towards Speaking English

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
KEEMPAT	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 01 Desember 2022
Dekan

Safrul Muluk

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Nomor : B-7536/Un.08/FTK.1/TL.00/07/2023
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **FITRA WIDYA RAHMA / 180203245**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Desa Blang Oi, Kecamatan Meuraxa, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *EFL Students' Attitude Towards Speaking English*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 18 Juli 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai : 21 Agustus 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

SURAT KETERANGAN
Nomor: B-593/Un.08/PBI/Kp.01.2/07/2023

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-7536/Un.08/FTK.I/TL.00/07/2023 tanggal 18 Juli 2023, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Fitra Widya Rahma
NIM : 180203245
Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

"EFL Students Attitude towards Speaking English"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 20 Juli 2023
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

Questionnaire of Students' Attitude Towards Speaking English

Assalamu'alaikum Warahmatullahi Wabarakatuh

I'm Fitra Widya Rahma, a student in the English Education Department conducting research for my final project titled "Students' Attitudes Towards Speaking English." This study seeks to determine the attitudes of English students towards speaking English and whether these attitudes influence the students' speaking ability. In this study, the English education department students' batch 2018 in UIN Ar-Raniry Banda Aceh become the participants.

There is no right or wrong answer, as this depends on the comments and experiences of each participant; therefore, the researcher hopes that each question will be answered as truthfully as
possible. The identities and answers of each respondent will be kept
secret and used only for research. I appreciate your time and assistance.

fitrawidyaa@gmail.com Switch account

The name, email, and photo associated with your Google account will be recorded when you upload files and submit this form

* Indicates required question

Email *

☐ Record fitrawidyaa@gmail.com as the email to be included with my response

A. Personal Identity

Name   : *

Your answer

NIM   :

Your answer

B. The Questionnaire of Students' Attitude Toward Speaking English

Please select the response that best reflects your stance on the following assertions!

The Scale of Students' Attitude:
Strongly Agree (SA) = Sangat Setuju
Agree (A) = Setuju
Neutral (N) = Netral
Disagree (D) = Tidak Setuju
Strongly Disagree (SD) = Sangat Tidak Setuju

1. Studying English is important because it will make me more educated.
(Mempelajari bahasa Inggris itu penting karena akan membuat saya lebih berpendidikan)

○ SA

○ A

○ N

○ D

○ SD

2. Being good at English will help me study other subjects well.
(Menjadi ahli dalam bahasa Inggris akan membantu saya mempelajari pelajaran lain dengan baik)

○ SA

○ A

○ N

○ D

○ SD

3. I think people who speak English and speak more than one language are very knowledgeable.
(Menurut saya orang yang bisa berbahasa Inggris dan berbicara lebih dari satu bahasa sangat berpengetahuan)

○ SA

○ A

○ N

○ D

○ SD

4. Studying English makes me able to create new thoughts.
(Belajar berbahasa Inggris membuat saya mampu menciptakan pemikiran baru)

- ○ SA
- ○ A
- ○ N
- ○ D
- ○ SD

5. I can think and analyze the content in English.

(Saya mampu memikirkan dan menganalisis konten dalam bahsa Inggris)

- ○ SA
- ○ A
- ○ N
- ○ D
- ○ SD

6. I like the English class, because I can communicate with foreigners if I can speak English fluently.
(Saya menyukai kelas bahasa Inggris, Karena jika saya bisa lancar berbahasa Inggris maka saya bisa berkomunikasi dengan orang asing)

- ○ SA
- ○ A
- ○ N
- ○ D
- ○ SD

7. Frankly, I learned to speak English just to pass the exam.

(Terus terang, saya belajar berbahasa Inggris hanya untuk lulus ujian)

- ○ SA
- ○ A
- ○ N
- ○ D
- ○ SD

8. I am not satisfied with my performance in speaking English.
(Saya tidak puas dengan penampilan saya ketika berbahasa Inggris)

- ○ SA
- ○ A
- ○ N
- ○ D
- ○ SD

9. I think speaking English is complicated to learn.
(Menurut saya berbahasa Inggris itu sulit dan rumit untuk dipelajari)

- ○ SA
- ○ A
- ○ N
- ○ D
- ○ SD

10. I can't understand the teacher's explanation when using English.
(Saya tidak bisa memehami penjelasan guru ketika menggunakan bahasa Inggris)

- ○ SA
- ○ A
- ○ N
- ○ D
- ○ SD

11. I feel proud when I can speak English.
(Saya merasa bangga ketika saya bisa berbahasa Inggris)

- ○ SA
- ○ A
- ○ N
- ○ D
- ○ SD

12. I feel excited when I communicate in English with others.
(Saya merasa senang ketika berkomunikasi dalam bahasa Inggris dengan orang lain)

○ SA

○ A

○ N

○ D

○ SD

13. I don't get anxious when I have to answer a question in my English class.

(Saya tidak cemas ketika saya harus menjawab sebuah pertanyaan dikelas bahasa Inggris)

○ SA

○ A

○ N

○ D

○ SD

14. Curiosity makes me want to learn English well.
(Rasa ingin tahu membuat saya ingin belajar bahasa Inggris dengan baik)

○ SA

○ A

○ N

○ D

○ SD

15. I enjoy the activities with my friends when speaking English.

(Saya menikmati aktivitas dengan teman- teman ketika berbicara menggunakan bahasa Inggris)

○ SA

○ A

○ N

○ D

○ SD

16. Speaking English makes me more confident.

(Berbahasa Inggris membuat saya lebih percaya diri)

○ SA

○ A

○ N

○ D

○ SD

17. Being able to speak English is an important goal in my life.
(Mampu berbahasa Inggris adalah salah satu tujuan penting dalam hidup saya)

○ SA

○ A

○ N

○ D

○ SD

18. I don't like learning English.
(Saya tidak suka belajar bahasa Inggris)

○ SA

○ A

○ N

○ D

○ SD

19. I'm not really interested in learning English.
(Sejujurnya saya tidak terlalu tertarik mempelajari bahasa Inggris)

○ SA

○ A

○ N

○ D

○ SD
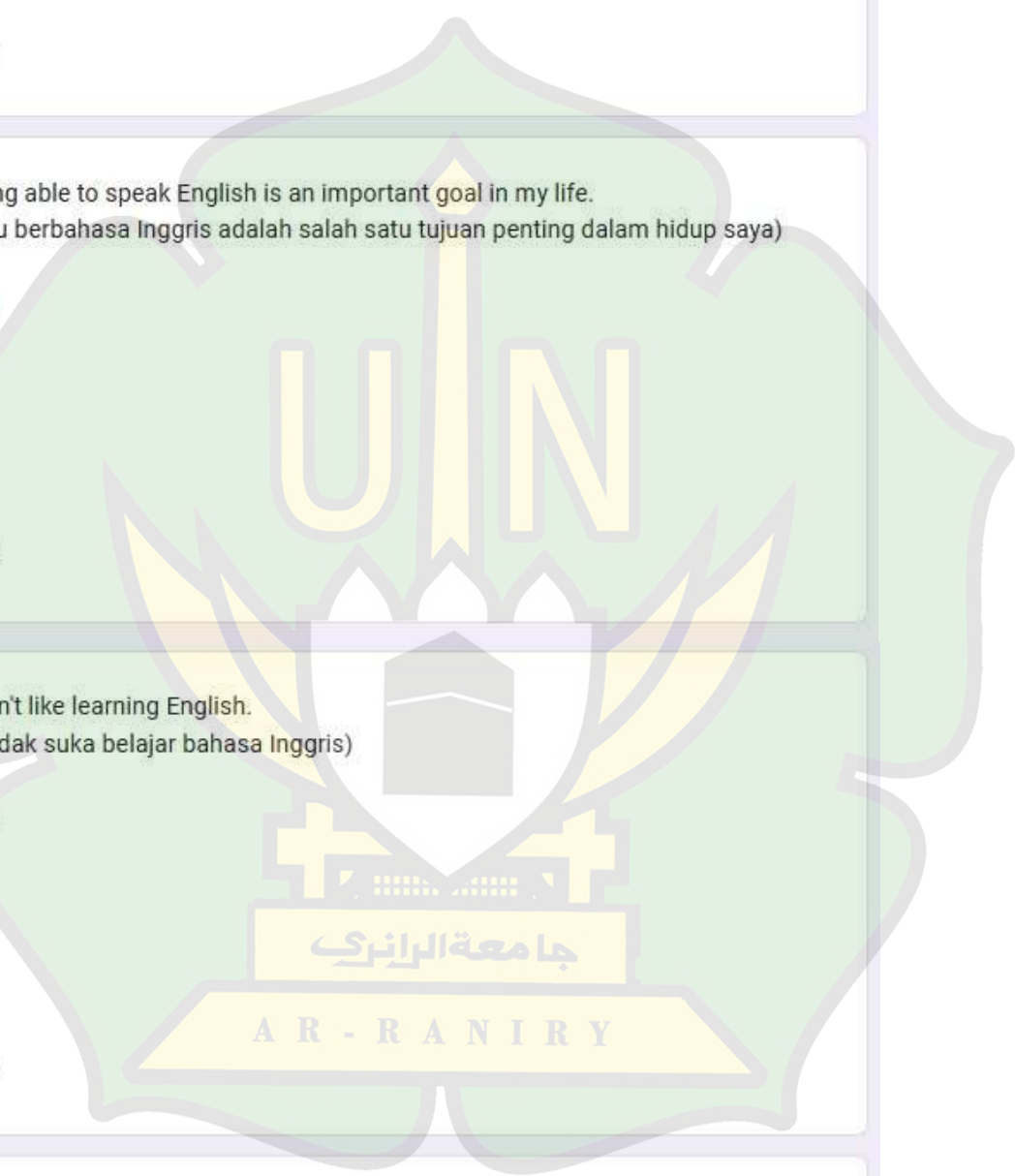
20. I prefer speaking in my mother tongue than speaking English.

(Saya lebih suka berbahasa daerah daripada berbahasa Inggris)

○ SA

○ A

○ N

○ D

○ SD

21. I wish I had friends who like to speak English.

(Saya berharap saya memiliki teman yang suka berbahasa Inggris)

○ SA

○ A

○ N

○ D

○ SD

22. I like to practice English the way native speakers do.

(Saya suka latihan berbahasa Inggris seperti penutur asli)

○ SA

○ A

○ N

○ D

○ SD

23. Learning English makes me improve my personality.

(Belajar bahasa Inggris membuat saya meningkatkan kepribadian saya)

○ SA

○ A

○ N

○ D

○ SD

24. I often speak English in class and around the campus area.

(Saya sering berbahasa Inggris di dalam kelas maupun sekitar area kampus)

○ SA

○ A

○ N

○ D

○ SD

25. When I hear my friends speaking English well, I like to practice with them.

(Ketika saya mendengar teman saya berbahasa Inggris dengan baik, saya suka berlatih dengannya)

○ SA

○ A

○ N

○ D

○ SD

26. I was able to make myself pay attention to English lessons.

(Saya mampu membuat diri saya memperhatikan pelajaran bahasa Inggris)

○ SA

○ A

○ N

○ D

○ SD

27. I like to give opinions using English during the lessons.

(Saya senang memberi pendapat menggunakan bahasa Inggris selama pelajaran bahsa Inggris)

○ SA

○ A

○ N

○ D

○ SD

28. I don't pay attention when my English teacher explains the lesson.
(Saya tidak memperhatikan ketika guru bahasa Inggris saya menjelaskan pelajaran)

○ SA

○ A

○ N

○ D

○ SD

29. I am not enthusiastic about coming to English class.

(Saya tidak merasa antusias untuk datang di kelas bahasa Inggris)

○ SA

○ A

○ N

○ D

○ SD

30. I am not relaxed whenever I have to speak English in English class.

(Saya tidak santai setiap kali harus berbicara bahasa Inggris di dalam kelas bahasa Inggris)

○ SA

○ A

○ N

○ D

○ SD

Back   Next   Clear form

C. Public Speaking Course

Please fill the final score of the public speaking course!

Your answer

Please attach your Grade Point Average (GPA) sheet!

⬆ Add file

Submit

Clear form

QUESTIONNAIRES ANSWER

Respondents	Initial Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Total Score (x)
1	YA	4	5	5	5	5	5	5	5	5	5	3	5	5	5	5	4	5	5	5	4	5	5	3	4	5	4	5	5	5	5	140
2	NA	5	4	4	3	3	5	3	2	2	3	2	5	3	3	2	2	3	4	2	1	2	3	3	2	4	4	2	4	4	1	91
3	MA	5	3	4	4	3	5	4	2	2	3	5	5	3	4	4	4	5	5	5	4	5	3	4	3	4	4	3	5	5	3	117
4	NH	4	3	4	4	3	4	4	2	2	4	5	4	3	4	3	4	5	5	4	4	5	4	3	3	4	4	3	5	5	3	116
5	RF	5	5	5	4	5	4	5	5	1	5	3	4	2	4	4	5	2	2	2	3	5	4	2	3	2	4	5	2	2	2	106
6	AZS	5	5	5	5	5	5	4	3	4	4	5	5	4	5	3	3	5	2	5	3	5	5	3	3	3	3	4	3	5	3	130
7	ZHS	5	5	5	5	5	4	2	3	3	4	5	4	4	5	4	4	3	4	5	2	4	5	3	3	5	3	5	3	4	3	129
8	MA	4	4	5	3	4	4	3	3	3	2	3	4	2	3	2	3	3	4	4	2	4	5	3	3	4	3	2	4	4	2	98
9	SS	5	4	3	5	5	5	4	4	4	4	4	4	4	4	5	5	4	5	5	2	5	4	5	3	4	4	3	4	4	4	116
10	NM	5	5	4	4	5	5	2	4	4	4	5	5	4	5	5	5	5	5	4	2	5	5	5	3	5	5	3	4	4	4	142
11	ER	5	5	4	4	3	5	4	5	1	3	4	4	4	5	4	3	3	4	4	3	4	4	5	3	4	4	3	4	4	4	116
12	ED	5	5	5	5	5	5	4	3	4	5	4	4	5	5	4	5	5	5	4	3	5	5	5	3	4	4	4	4	5	5	142
13	DM	4	4	5	4	4	5	3	3	3	4	4	4	3	3	4	5	4	4	4	2	4	3	5	2	5	4	5	4	4	2	107
14	MA	5	4	4	5	5	5	4	4	4	4	5	4	4	4	5	4	4	4	4	3	5	5	4	3	5	4	5	4	4	5	134
15	SS	4	3	4	4	3	5	2	3	2	3	4	4	2	3	5	5	5	4	4	3	4	3	4	2	3	4	3	4	3	2	98
16	MJ	5	5	5	5	5	5	4	4	5	4	5	4	5	5	5	4	5	5	4	3	5	4	4	3	4	4	4	4	4	3	130
17	MU	5	5	5	5	5	5	4	3	4	4	5	5	5	2	5	5	4	4	4	2	3	4	4	4	5	4	5	5	4	5	134
18	SP	4	3	4	3	3	4	4	3	2	4	3	4	5	2	4	4	4	4	4	2	5	3	1	2	2	4	3	4	4	4	96
19	DA	5	5	5	5	5	4	3	3	3	4	5	4	4	5	5	4	4	5	4	2	5	3	4	3	5	4	5	5	5	5	129
20	IG	5	4	4	5	5	5	3	3	4	4	3	5	4	4	5	5	4	5	5	2	5	4	4	3	4	4	4	4	4	3	122
21	MH	4	3	5	4	5	5	4	4	3	4	4	4	3	5	5	4	5	5	4	3	4	5	5	3	5	5	3	4	4	3	117
22	MK	5	5	5	5	5	5	5	4	5	4	4	5	5	5	5	4	4	5	5	3	5	4	5	3	4	5	4	4	5	4	136
23	WW	5	4	3	4	4	5	3	3	5	4	5	4	4	5	5	5	5	4	2	2	5	3	5	3	5	4	5	2	1	2	107
24	RR	5	2	5	4	5	4	2	4	2	2	4	4	2	4	3	4	3	4	5	2	4	3	3	3	3	4	3	4	4	3	117
25	FR	5	4	4	5	4	4	4	1	3	3	3	5	3	4	4	3	3	4	4	3	5	3	3	3	5	4	3	4	4	4	106
26	PB	5	5	5	4	5	4	5	3	3	4	4	3	5	5	4	4	3	4	4	3	5	3	3	3	2	3	3	5	3	3	99
27	MD	5	5	5	5	5	4	3	3	2	3	4	4	3	5	4	4	4	4	5	4	5	5	3	3	5	4	3	4	4	3	131
28	DM	5	4	5	4	4	4	5	3	3	4	4	5	5	5	5	3	4	5	5	3	4	4	4	2	5	3	3	5	5	4	121
29	AHR	5	5	5	4	4	4	2	2	3	4	4	4	5	4	4	3	4	5	4	2	4	4	4	3	4	4	3	4	2	4	111
30	KM	3	3	3	3	4	4	5	2	2	4	5	5	5	5	5	5	4	5	4	1	5	3	3	3	4	3	3	4	4	3	112
	Total																															3550

Tabel Nilai Korelasi (r$_{tabel}$)
Signifikansi 5% dan 1%

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

AUTOBIOGRAPHY

Name   : Fitra Widya Rahma

Place/ date of Birth   : Banda Aceh/ September 8th 1999

Sex   : Female

Religion   : Islam

Nationality   : Indonesia

Marital Status   : Single

Occupation   : Student

Address   : Jl. Ubudiyah, Geulumpang Payong, Blangpidie, Aceh
Barat Daya, Aceh

Educational Background

2005 - 2011   : SD Negeri Kuta Tinggi

2011 - 2014   : SMP Negeri 2 Blangpidie

2014 - 2017   : SMA Negeri Unggul Tunas Bangsa

2017 - 2022   : UIN Ar-Raniry Banda Aceh

2018 - 2023   : UIN Ar-Raniry Banda Aceh

Parent's Background

Father's Name   : Amir Yusuf

Father's Occupation : Pensionary

Mother's Name   : Nurlidar

Mother's Occupation : Housewife

Address   : Jl. Ubudiyah, Geulumpang Payong, Blangpidie, Aceh
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Banda Aceh, June 26th 2023
The Writer,

Fitra Widya Rahma