

**THE IMPACT OF POSITIVE DISCIPLINE PROGRAM
TOWARDS STUDENTS' LANGUAGE ATTITUDE**

THESIS

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The Impact of Positive Discipline Program Towards Students' Language Attitude

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan



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(In the Name of Allah, the Most Beneficent, the Most Merciful.)

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ABSTRACT

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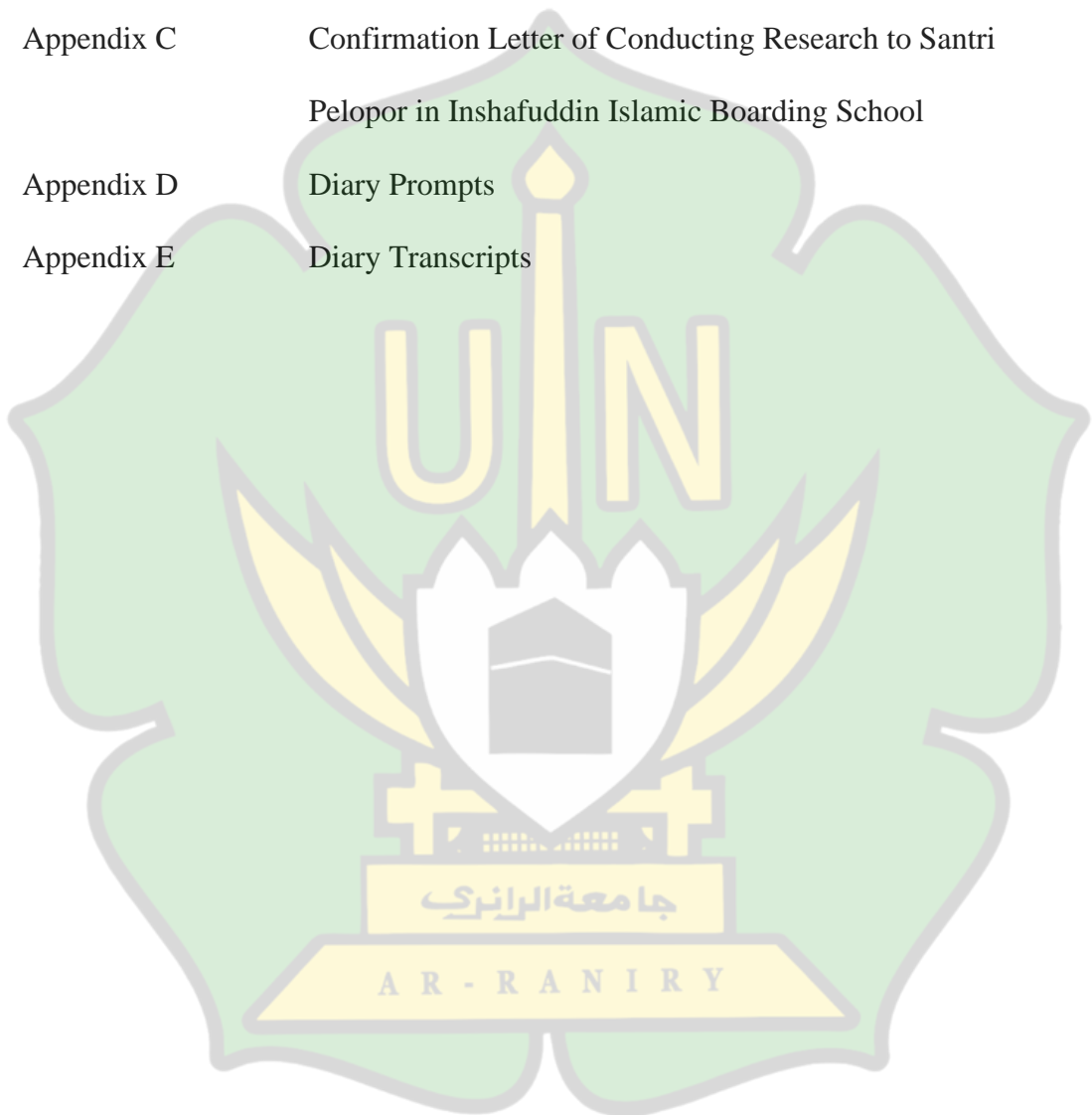
This study investigates how students' attitudes toward English at Inshafuddin Islamic Boarding School are affected by Positive Discipline. Six participants were chosen to share their insights through diary using qualitative phenomenological research. Based on Wenden's (1991) theory, the study identifies the cognitive, affective, and behavioural components of language attitude. Garvin and Mathiot's (1968) framework were used to analyse aspects like language pride, language loyalty, and awareness of norms. The results showed that associating English proficiency to academic and success stimulated strong cognitive engagement with English, which is fostered by positive discipline. Moreover, Positive Discipline changed negative emotions by providing constructive criticism and encouragement. Students showed more self-assurance, regular English usage, and active engagement in language practice. In addition, students' language pride, loyalty, and understanding of language norms were improved through the implementation of Positive Discipline. This study highlighted the effectiveness of positive discipline in shaping language attitudes and suggests its broader application for fostering student motivation and language development.

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CHAPTER I

INTRODUCTION

This chapter is an overview of the research and it consists of five sections. It is started by the background of study. Then it is followed by research question, objective of the study, research significance, and research terminologies.

A. Background of Study

Every student at Dayah is expected to obey the rules that have been set regarding language use in students' daily conversation. It is the students' obligation to speak in a particular language for a certain time. But the students are not completely implementing these rules while interacting at Dayah. These language rules urge the students to speak in the language and it becomes a compulsion. But it is actually building the students to realise their responsibility and awareness regarding the language use that the student should obey in Dayah. For example, a student obeys the language rules and speaks English to communicate with other students. The student's responsibility toward language rules that she/he has to follow is built as well as the awareness, the student realises that she/he has responsibility to obey the rules and will find the particular language that should be spoken in Dayah is beneficial for them.

In a Positive discipline approach, a positive behaviour is created from positive thought. Then, positive behaviour and thought are created from a positive sense. The students' obedience on implementing the language rules should be

based on students' awareness or positive sense that leads the student to do their responsibility, not based on like or dislikes toward the obligation to speak a particular language.

While speaking a particular language, the students' language attitude toward English is influenced by (1) what do the students see? (2) What do the students hear? (3) What do the students do? (4) What do the students experience? Either it is positive or negative. For example, a student that sees and hears other students who speak English and it becomes a motivation to learn and speak English as well. So, the student does it and finds it beneficial. This sense of feeling is directly from a positive sense that leads the student to use English while communicating. On the other hand, a student who speaks English just in front of the teacher and is not aware of the language obligation that should be obeyed while communicating in order to avoid punishment. So, it is not completely based on the students' awareness and responsibility. In a positive discipline perspective towards language attitudes, it is built from three points, such as awareness, responsibility, and respecting oneself and other people's rights. Positive discipline will enable the students to realise and control the student's language attitude. So, the students will speak the language even though it is a compulsion to use a particular language in Dayah.

In conclusion, students' language attitude towards English in Dayah should be based on three principles of positive discipline approach, namely awareness, responsibility, and respecting themselves as well as other people's rights because implementing punishment does not completely build these

principles. In fact, a student's language attitude is built from the fear of punishment that will be implemented if the students do not use the language, not based on the students' awareness. So, it impacts on a student's language attitude, either it shows positive attitude or negative attitude toward a specific language. Therefore, researcher wants to investigate the students' language attitude toward English as the language obligation in Dayah and find out the impact of positive discipline practice towards the students' language attitude.

According to research article "Positive Discipline: Solution to Boost Students' Self Esteem in Learning English as Foreign Language " conducted by Muthmainnah (2021), Positive discipline plays an important role in language learning. This classroom management which emphasises respecting students' characters and focuses on long-term goals will improve the students' self-esteem in learning foreign languages since students will feel respected and motivated to learn language. In addition, a language teacher also knows more about his students' needs, character, and learning ability so that the teacher could decide appropriate treatment to his students based on their characters. Research that is conducted by Carroll (2022) shows that positive discipline workshops for parents do not only decrease the authoritarian and permissive parenting style but it also decreases parental stress. This research proves that positive discipline increases the child's academic competence.

In Tshewang (2022), the study revealed that positive discipline practice is perceived as a substantial tool to build students' behaviour. This research participants were 310 students who were selecting on random sampling and three

teachers who were selecting based on purposive sampling from lower, middle, and higher secondary schools.

Somayeh, et al. (2013) indicated that a positive discipline approach increases students' experiences, social skills, personal skills, internal and external skills. It also decreases the failure rate among students. The researchers find out that positive discipline increases students' commitment, self-control, and learning motivation. The study was conducted in the city of Ahwaz in the 2011 – 2012 academic years with aims to find out the effect of positive discipline on the learning process.

The previous studies are focusing on applying positive discipline as classroom management in language learning and parental style that impacted the student's academic performance. Meanwhile, this study is focusing on implementing positive discipline as an approach based on Nelsen (2006) to improve students' language attitude toward English.

B. Research Question

Based on background of study above, the question of this research is what are the impacts of positive discipline program towards the students' language attitude?

C. The Objective of the Study

In accordance with the research question, this study aims to investigate the impacts of positive discipline program towards the students' language attitude.

D. Research Significance

After conducting the research, the current study is expected to help EFL teachers of junior or high school to improve the student language attitude toward English, especially in dormitory school. The predicted outcome of this study is to provide beneficial contributions to other researchers who are interested in improving student language attitude, especially in dormitory school. It can be used as references to make a deeper analysis toward the implementation of positive discipline practice and improving student language attitude toward particular language.

E. Research Terminology

Several terms used in this study need to be defined in order to prevent confusion among readers.

1. Pro-DAI

Pro-DAI (Program Dayah Ramah Anak Terintegrasi) or Integrated Child Friendly Dayah is an initiative conducted by Yayasan Aceh Hijau, in collaboration with UNICEF and the Aceh government. It aims to enhance the capacity of Islamic boarding schools, villages, and stakeholders to create a child-friendly and safe environment for children's growth and education in Aceh. One of the primary activities in this program is training on Positive Discipline Approaches for Islamic boarding school's principal, management, and teachers. In addition, this study defines 'Pro-DAI' as program that was implemented in Inshafuddin Islamic boarding school; to strengthen the capacity of Inshafuddin

Islamic boarding school to provide safe environment for the students and support the stakeholders in implementing child safeguarding policy.

2. Positive discipline

According to Nelsen (2006), positive discipline is an approach that enables people to understand and be aware to control their behaviour as a form of respecting themselves and other people. It is also a long-term attempt to develop positive thought and behaviour throughout their life. In addition, this study defines 'Positive Discipline' as program that was implemented in Inshafuddin Islamic boarding school; to improve students' awareness and responsibility related to moral and academic performance by promoting respect, collaboration, and encouragement.

3. Language Attitude

Galloway (2017) stated that language attitude is a personal belief that people have about a particular language based on their preference; either it is their own language or the other languages. The attitude towards the language can also reveal how people feel about a speaker of the language. In addition, language attitude consists of three components such as, cognitive, affective, and behavioural components. Therefore, there are three characteristics of positive and negative language attitude. Positive characteristic consists with language loyalty, language pride, and awareness of norms. Oppositely, negative characteristic contains with language disloyalty, language lack of pride, and unawareness of norms. Therefore, this study defines 'Language Attitude' as the attitude which students have toward English language.

CHAPTER II

LITERATURE REVIEW

This chapter explains the theoretical review. It starts with an explanation of positive discipline which includes definition, components, principles, individual abilities, and the differences between punishment approach and positive discipline approach. Then, it is continued with a description of language attitude which consists of definition, types, components, and characteristics of language attitude. This chapter ends with a description of previous studies related to this research.

A. Positive Discipline

According to Nelsen (2006), positive discipline is an approach with two-way communication that is encouraging a person/people to be aware of their responsibilities and developing their positive behaviour, in doing so a person/people can respect themselves and other people. It teaches people important social and life skills in order to contribute to the community.

In a Positive Discipline approach, trust and care are highly valued to develop mutually respectful relationships. Assali (2015) stated that Positive Discipline prioritizes on supporting the moral behaviour of individual and decreasing the bad behaviour without physical or verbal violence. It means that Positive Discipline is a “supportive strategy” that focuses on guiding individuals’ behaviour through attention to their emotional and psychological requirements

and desires. This theory has been adapted and implemented in Inshafuddin Islamic Boarding School through PRO-DAI (Program Dayah Ramah Anak Terintegrasi) or Integrated Child-Friendly Dayah Program in order to reinforce both moral and academic performance by promoting respect, collaboration, and encouragement.

1. Components of Positive Discipline

According to Nelsen's theory (2006), positive discipline approach consists of four components, such as:

a. Mutual respect

Adults must show firmness and kindness as a form of respectful relationship. It also means that adults consider the needs of the situation and the students.

b. Identifying the belief behind the inappropriate behaviour.

Positive discipline teaches adults to recognize the reason behind students' inappropriate behaviour from a new perspective to change those beliefs rather than trying to change students' behaviour.

c. Focusing on solution instead of punishment

Adults must apply logical consequences that are focusing on helping students to do better in the future. There are three Rs and an H for focusing on solutions, such as related, respectful, reasonable, and helpful. The focus is on seeing problems as opportunities for learning. It can be started by identifying the problem, brainstorming for as many solutions as possible, deciding an effective solution that will work for everyone, trying to apply it for a week, and evaluating

the solution after implementing it.

d. Encouragement

Wong (2015) stated that encouragement is defined as the word of affirmation through language or symbol in order to convey courage, confidence, hope, or inspiration. Adults should pay attention to the improvement of the students and show empowerment instead of praise. Encouragement is about recognizing effort, progress, and improvement. In contrast, the praise only focuses on the outcomes while it temporarily develops students' confidence.

2. Principles of Positive Discipline

Nelsen (2006) mentioned that positive discipline approach consists of six principles, such as:

a. Holistic

Every aspect of the students' learning and development is based on the awareness that is related to each other.

b. Constructive

Adults should guide the students positively instead of controlling the students' behaviour.

c. Participatory

It is a part of students' learning process; the students must be engaged in understanding the action and solving the problems. Adults should listen to the students' opinion and facilitate the students in making appropriate decisions.

d. Students ability

Every student has different personal strengths and positive discipline aims to develop and optimize the students' abilities. In this approach, any mistakes are not considered as failures, but a chance to learn.

e. Inclusive

Positive discipline respects the students' differences and rights. It emphasizes the learning that will fulfil the students' needs, optimize strengths, and develop social skills.

f. Proactive

Adults must respond to the problems by focusing on the solutions and overcoming any difficulties that may cause students' inappropriate behaviour. So, positive discipline will help the students to be able to know how to behave in a particular situation in the future.

3. Individual Abilities in Positive Discipline

Positive discipline approach is not solely about the student, but it is also about how the adults can influence the student positively. It includes:

- a. Understand the convention of the children's right and related regulations.
- b. Identifying and applying appropriate responses when disciplining students without violating children's rights.
- c. Understand the students' characteristics, stages, duties, and needs.
- d. Viewing the students' inappropriate behaviour from the right perspective to solve the problems.

- e. Be able to handle any bullying, sexual violence, intolerant, and conflict that happened in students' environment.
- f. Applying a positive discipline approach while disciplining students.
- g. Implementing logical consequences that are focusing on solutions to students.
- h. Provide encouragement instead of praise.
- i. Encourage the students' identity and participation based on the students' age.
- j. Planning the future along with the students.
- k. Develop students' moral intelligence.
- l. Communicating with dialogue that will foster students' awareness, responsibility, and self-respect.
- m. Integrate positive discipline in students' learning process in the classroom holistically.

4. The Differences between Punishment Approach and Positive Discipline Approach.

The positive discipline approach is long-term in nature. It will develop students' positive behaviour and positively appreciate students' potential improvement. It can create positive relationships between adults and students. The students' mistakes are utilised as a chance to learn because focusing on the solution is the priority. This approach does not contain violence, either physically or verbally.

Meanwhile, the punishment approach is short-term in nature. It is aggressive and contains violence either physically or verbally. It forces the

students to obey and it often humiliates the students. This approach does not appreciate the students' abilities and it makes students depressed and afraid.

B. Language Attitude

Mensah et al. (2013) stated that attitude is a psychological concept that focuses on how an individual thinks and reacts. It is a combination of emotions, beliefs, and behaviour towards a specific object. Thus, every individual within the same social group holds a different language attitude. It is considered as an important role in how individuals react to the world and influence overall human behaviour.

According to Galloway (2017), language attitude is an umbrella term for describing an individual's perceptions of particular or varieties languages. It also describes an individual's reasons for learning the language, and learning situations. In conclusion, language attitude is the feeling that people have about their own language or the language of others.

Garret, Coupland and Williams (2003) claim that language attitudes, like all other kinds of attitude, are learned through human socialization and if they are acquired early in someone's life, they are more likely to last longer. The attitude also changes over time, it means that attitude is rarely static. For instance, when a particular language is about to disappear, the speaker tends to show a positive attitude toward the language by using it in daily conversation in order to maintain it. A language speaker tends to use the language based on several factors, such as the speakers believe the particular language has benefits for them, the speakers

will use the language because they are accepting the language varieties, and the speakers' belief and feeling towards a particular language affect the speakers' decision to learn and use the language itself.

1. Components of Language Attitude

According to Wenden (1991), the term of attitude consists of three components, such as cognitive, affective, and behavioural. These are the components:

a. Cognitive component

This component is shaped by the knowledge students acquire and the comprehensions of the language learning process. It refers to beliefs, thoughts, and knowledge that students have about a language, these can be either positive or negative, depending on personal experiences, cultural influences, or social norms. There are several manifested ways of cognitive component such as believing the particular language is associated with success, thinking a particular language is easy to learn, associating the language with better education or career opportunities, and considering the language is not useful in global contexts. Additionally, the cognitive component is divided into four steps:

- 1) Linking prior and new knowledge, it involves building the connection between what the students already know and new information they acquire regarding the language. Students can enhance their language understanding and proficiency by linking the previous and latest knowledge. According to Chostelidou (2010), Students' prior knowledge influences their current

English proficiency. For example, the students use the existing language vocabulary to remember new terms, it can be like synonyms.

- 2) Developing new knowledge, it involves expanding the understanding of the beliefs, concepts, and knowledge students have about the language. For example, students improve their reading, writing, speaking, and listening comprehension to effectively communicate in various contexts, including academic. Conteh (2002) stated that learning environment affected students' attitude for particular language. A supportive, engaging, and well-structured learning atmosphere tends to enhance students' interest to participate in language learning by fostering autonomy and psychological safety. This could be like teacher-student communication, peer support, accessible learning materials, and classroom layout. Similarly, Wilkins (1974) stated that accessible materials that meet students' needs in foreign language learning can trigger students' intrinsic interest in communication abilities.
- 3) Testing new knowledge, it involves evaluating the knowledge and beliefs students have about the language. Testing the latest knowledge students acquire can demonstrate their understanding about language rules, including grammar, vocabulary, etc. For example, students tested their language proficiency through standardized exams that were designed to evaluate students' ability to use the language effectively.
- 4) Applying new knowledge in varieties of contexts, it involves applying the knowledge and beliefs students have to engage flexibly in different situations or contexts such as academic, social communication, and the others. For

instance, students use the language skills to present academic ideas clearly in both oral and written presentation. This includes reading academic resources in foreign language and using appropriate word choices.

b. Affective component

This component refers to students' feeling and emotions towards a language, which can be either positive or negative, due to cultural associations, personal experiences, and social perceptions of a language. It can be "likes" or "dislikes". Additionally, there are several manifested ways of affective component such as showing enjoyment or pleasure when using the language, expressing proud of the ability to speak the language, developing curiosity to master the language further, showing discomfort when interacting in particular language, reacting negatively towards the unfamiliar sound of language, and feeling disconnected when the language dominates in public.

In second language acquisition, motivation leads to positive language attitude and this could be due to personal admiration towards the language. Gardner and Lambert (1972) revealed that motivation is core component that influenced student's language attitude towards a particular language. In short, a strong motivation can enhance the students' language attitude because these students are willing to invest time and effort to master the language.

c. Behavioural component

This component concerns with how the attitude students have, cognitive and affective aspects, affect their behaviour or reaction, which can be categorized as positive and negative, regarding a particular language. This component is

manifested in various ways such as joining language-speaking communities, actively engaging in various activities in preferred language, using the language in daily communication, switching between languages depending on the context or audience, refusing to participate in activities in particular language, rejecting the language's speech pattern, and showing insecure due to proficiency differences.

Yosinta (2020) stated that language learning behaviour and performance are both impacted by learners' attitudes. For example, students decide to learn and use the particular language because they interest. They show positive attitude towards the language. Oppositely, students who have negative attitude might refuse to learn a particular language because they do not interest.

Furthermore, a research article conducted by Wati in 2018 under a title "Language attitude of Indonesian undergraduate students towards English at English Education Department" found that the undergraduate students showed different language attitude towards English language, in term of cognitive, affective, and behavioural aspects. First, the data revealed that the participants hold positive cognitive aspect of language attitude due to the usefulness of English as international communication tool and educational development. Second, the participants also showed high positive behavioural aspect of language attitude. However, these participants preferred doing spoken language skill instead of reading English textbook. Last, they expressed positive affective aspect towards English language, although several participants felt nervous in English class.

Additionally, Yuliani et al. (2023) in their research stated that students' attitude was influenced by some aspects like affective, cognitive, and behavioural. They stated that the highest aspect was affective because the enjoyment of learning English.

2. Types of Language Attitude

According to Petty, Cacioppo, and Goldman (1981), the term of attitude should be used to refer a general and enduring positive or negative feeling about a particular object. Therefore, language attitude is divided into two types:

a. Positive attitude

It refers to how enthusiastic individuals from a particular community to use the language. Positive language attitude is crucial in maintaining a certain language used by a certain community. It can be seen when the speakers are proud to use the language, loyal to use the language in several contexts, and have eagerness to maintain and keep the language from other languages' influence even though the speakers face various situations that force them to leave the language. Moreover, there are several manifested ways, such as students' attention while language learning process, students' effort in acquiring the language, interactive language learning activities to attract students, and students' interest in language learning. For example, students use the language, English, in academic setting because they believe the language is more effective and relevant for learning process. Since, various learning resources are written in English.

b. Negative attitude

In the context of language, it expresses how disloyal and lack of pride individuals from a particular community to use the language, which can influence behaviours and social interactions. Additionally, this attitude is shaped by culture, social, psychology, and the language complexity factors. For example, the speakers view a language as less effective to use in daily communication. Moreover, there are several manifested ways such as criticizing students who do code-switching in learning, penalizing students for grammatical errors in oral and written works, refusing to study the language due to language complexity, and feeling ashamed to communicate in particular language.

3. Characteristics of Language Attitude

According to Garvin and Mathiot (1968, as cited in Chaer & Agustina, 2004), the characteristics of language attitude contains of three characteristics, either positive or negative, how speakers communicate in society, those are:

a. Language loyalty and disloyalty

It refers to the speakers' strong desire to commit in maintaining and sustaining to use the language in various contexts, the commitment speakers have indicates the positive attitude toward the language. Moreover, there are several manifested ways to show loyalty such as using the language as the main language to communicate, using the language in learning process, and encouraging students to improve their language abilities.

Oppositely, language disloyalty occurs when speakers are favouring

another language as more prestigious and useful. For example, students prefer to use a particular language to communicate in various contexts because they do not value the other languages as beneficial.

b. Language pride and lack of pride

It refers to the emotional sense speakers have regarding the language, including proud and pleasure. For instance, speakers are proud to use the language proficiently in variety of situations, it is indicated as the positive attitude toward the language. In addition, there are other manifested ways such as confidently use the language for academic development and view the language ability as power.

However, when the speakers are not proud and shame to communicate in particular language, it is already included as speakers who are showing negative attitude toward the language. It is identified as language lack of pride, refers to the negative emotional sense with the language because speakers feel ashamed due to their language proficiency and view the language as unimportant to use in public.

c. Awareness and unawareness of norms

Norms refer to the existed standards of language use that are shaped by social, cultural, and educational factors. This includes pronunciation, grammar, vocabulary, and language appropriateness according to various contexts. Awareness of norms means to recognize these language rules and understand how the language should be used carefully in accordance with structure of the language, particular contexts, and the others. For example, speakers avoid to use slangs and other inappropriate phrases in formal context, including essay and oral presentation.

Oppositely, unawareness of norms, it occurs when speakers lack of knowledge regarding grammatical, pronunciation, and appropriateness rules of the language. It often happens when the language is not actively use or taught in the community. For example, speakers who are unaware might use informal language, including grammatical errors, inappropriate phrases, in situation where formal language is expected.

Furthermore, research was conducted by Williandani, Ningsih, and Silalahi in 2020. This research aimed to discover the language attitude of Indonesian workers, particularly in food and beverage department. The data revealed that the participants often showed language disloyalty. However, several participants were showing language loyalty and language pride towards Indonesian language.

Related study was done by Affiah (2021) to investigate the javanese speaker's attitude toward their speech levels, Ngoko, Madya, and Krama in Desa Danau Sijabut. The research found that the language pride was the dominant attitude in the intention of affirm their identity. The data revealed that the speech level was applied based on situation, aligned with the characteristics of language attitude namely awareness of norms.

C. Pro-DAI

Pro-DAI (Program Dayah Ramah Anak Terintegrasi) or Integrated Child Friendly Dayah was an initiative conducted by Yayasan Aceh Hijau, in collaboration with UNICEF and the Aceh government. This program was

implemented in 30 Islamic boarding schools and 30 villages in Aceh province. It was designed to prevent violence against children and enhance the capacity of Islamic boarding schools (principal, teacher, parents), villages, and government stakeholders to create a child-friendly environment for children's growth and education in Aceh.

This program facilitated students in Islamic boarding school and adolescents in village to improve their awareness, life skills, and mental health. There were several key activities were implemented for Islamic boarding school. First, training on Positive Discipline for leaders, management, and teachers. Second, training facilitators for Santri Pelopor among the teachers. Third, strengthening positive parenting for students' caretakers. Last, enhancing child safeguarding policies for decision-makers in Islamic boarding schools.

Therefore, there were several key activities were implemented for facilitating adolescents in village. First, training facilitators for Lingkar Remaja. Second, supporting the implementation of Lingkar Remaja activities. Last, holding workshop to establish Community-Based Child Protection mechanisms. Moreover, Pro-DAI (Integrated Child-Friendly Dayah Program) represented a collaborative work to ensure that Islamic boarding schools and villages in Aceh provided anti-violence environment for students and adolescents.

D. Previous Study

Many studies have been conducted related to this research, language attitude and positive discipline. Stevens (2018) conducted research "Positive

discipline as a part of effective classroom management”. This study aims to find out how experienced the teachers thought about positive discipline as a part of a management system. The researcher interviewed 5 teachers and the school’s principal in an elementary suburban school. The study revealed the common pieces of effective classroom management, such as setting clear expectations and rules, consistency in applying rules and expectations, and having good communication with parents. It means the teacher focused on the teaching moments that happened when the student misbehaved, instead of focusing on reward or the consequences of misbehaving because the teacher already set rules or expectations clearly before. It shows that the teaching moment is a major component of positive discipline that will help the student learn and grow.

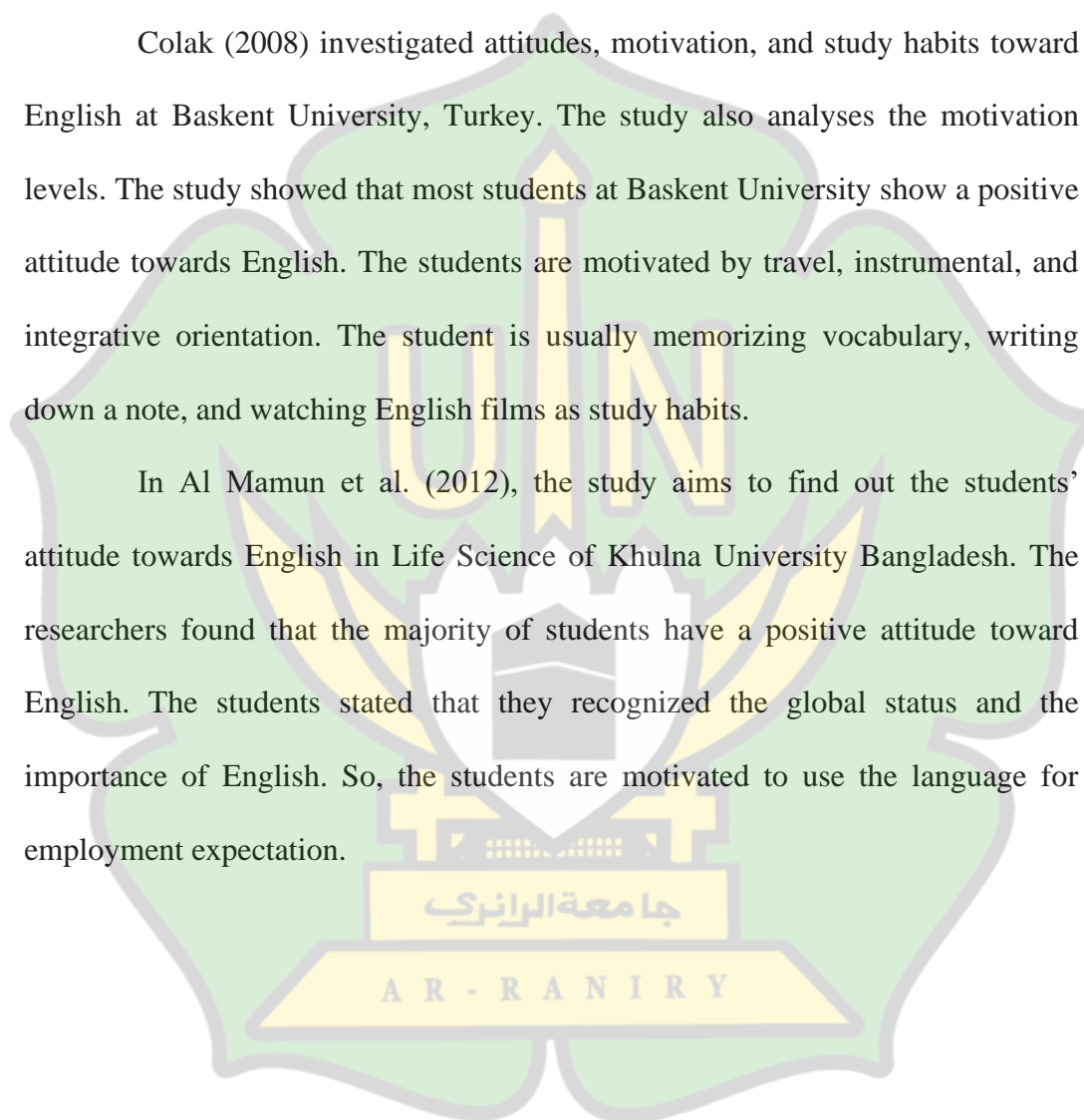
Similarly, a research article “Applying Positive Discipline in School and Adolescents’ self-esteem” that is conducted by Zukovic and Stojadinovic in 2021. This paper aimed to establish a correlation between assessing the positive discipline in a school context and the level of adolescents’ self-esteem. 195 high school students became the research sample and the students are from art, technical, and grammar school. The result presented that positive discipline is effective to develop students’ self-esteem. The researcher also mentions that teachers should master the strategies for effective classroom management that will support students’ self-esteem development.

Moreover, another research that is conducted by Tartari (2018) regarding the impact of positive discipline in the learning process shows that positive discipline is an important element in teaching and learning process. It increases

students' academic performances, motivates the students to behave positively, and develops students' social, emotional, and psychological side. This study revealed that positive discipline usually occurs in primary education. Meanwhile, the form of negative discipline exists in secondary education. The researcher used a quantitative method to analyse 400 pupils of fifth and sixth grades.

Colak (2008) investigated attitudes, motivation, and study habits toward English at Baskent University, Turkey. The study also analyses the motivation levels. The study showed that most students at Baskent University show a positive attitude towards English. The students are motivated by travel, instrumental, and integrative orientation. The student is usually memorizing vocabulary, writing down a note, and watching English films as study habits.

In Al Mamun et al. (2012), the study aims to find out the students' attitude towards English in Life Science of Khulna University Bangladesh. The researchers found that the majority of students have a positive attitude toward English. The students stated that they recognized the global status and the importance of English. So, the students are motivated to use the language for employment expectation.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explained the methodology of the research. This chapter consisted of four sections, namely research design, research participants, data collection, and data analysis. These sections need to be written clearly because it illustrates how this research was conducted.

A. Research Design

Research was a set of systematic procedures with the purpose to enhance understanding about a topic by collecting and analysing information (Aspers and Corte, 2019). It contained three steps, such as formulating a question, collecting information to address the question, and presenting the finding.

This study employed qualitative research methods. It utilized qualitative data, including interviews, documents, and observations to elaborate a social phenomenon. According to Mackey and Gass (2015), this research focused on getting a detailed description of something. Irawan (2006) mentioned that there were many terms for qualitative research, such as: Verstehen, because this research explored meaning in depth; Participant observation, because the researcher saw directly the object of the study; Natural inquiry, because it happened as it is; Interpretive inquiry, because of subjectivity; and Case study, because the object of the study was unique. Therefore, the use of qualitative research aligned with this research objective, to investigate the impact and

understand students' language attitude towards English. Furthermore, this research applied qualitative phenomenological research strategy, aimed to comprehend a phenomenon's fundamental elements. It examined actual experience to learn more about how individuals perceive those experiences. The phenomenon studied in this research was students' language attitude towards English in Inshafuddin Islamic Boarding School.

B. Participant of Study

This study was conducted in Inshafuddin Islamic Boarding School in Banda Aceh, which all students of this school was being the population of this research. Therefore, the researcher considered to employ a purposive sampling which was the selection of samples with certain criteria that represented the research population. Kothari (2004) stated that unlike probability sampling, which can be taken randomly, purposive sampling, also known as non-probability sampling, selected participants who met the requirements or criteria made by the researcher. By employing purposive sampling, it helped researcher to choose sources of information that were in accordance with the research objective.

Additionally, according to Shaheen, Sudeepta, & Ranajee (2019), samples in qualitative research were selected subjectively according to the purpose of the study. Nevertheless, Creswell and Creswell (2018) stated that there were no specific rules around how many participants should be involved in research, but it estimated between 10 (ten) and 50 (fifty) participants as being sufficient depending on the type of research question.

Moreover, the criteria for becoming the participants of this research were the selected students who had been actively engaged in Santri Pelopor group and available to involve to this research. Hence, the sample of this research was 28 (twenty-eight) students of Inshafuddin Islamic Boarding School who were involved in Santri Pelopor. However, 22 (twenty-two) participants were unable to participate in this research due to refusal to participate. Thus, there were 6 (six) participants who were able to contribute in this research namely WJ, BN, HF, FS, BE, and RB.

C. Data Collection

According to Alamri (2019), there were several commonly used data collections that can be employed to examine participants' experiences such as interviews, focus groups, observations, diaries, etc. Moreover, this research used a diary to collect the information. It was self-recorded document that researchers can use to obtain information from research participants over a period of time regarding certain experiences. It was appropriate for gathering and interpreting participants' experiences of something that a researcher attempted to discover. In short, it was very flexible and adaptable (Rabionet, 2011). Furthermore, Flowerdew (2002) stated that diary provided interesting information about participants' attitude towards language learning and language in general.

The researcher provided seven adapted-diary prompts based on queries applied by Fong (2005) in his research. It contained motivation, personal beliefs, strategies, self-monitoring, and the others that can be categorized into three

components of language attitude, cognitive, affective, and behavioural components, and the characteristics of language attitude. The diary prompts were designed to reveal and sum up participants' attitude, thoughts, and experiences in language learning. The study was conducted during the Santri Pelopor session, approximately 60 – 90 minutes overall. The participants were instructed to answer diary prompts and should recall all experiences towards English language. By employing a diary, the researcher could investigate not only the language attitude components but also language attitude characteristics that students had.

D. Data Analysis

After distributed all of diary prompts to the research participants, the researcher involved in interpreting and analysing the data. According to Ary et al. (2010), there were three stages to analyse the data. First, organizing and familiarizing the data. The researcher required to collect all diary entries in written form, then followed by analysing the participants' diaries. This involved reading and rereading diaries multiple times to develop deep understanding of the participants' language attitude.

Second, coding and reducing the data. The researcher classified the collected data according to the specific codes of language attitude components based on Wenden (1991) theory and language attitude characteristics based on Garvin and Mathiot (1968) theory. For instance, the researcher identified and assigned specific sentences to several labels such as cognitive, affective, language pride, and the others. Furthermore, the researcher merely prioritized the most

relevant statements that related to the research question. This also involved merging same raw data into same broader category. For example, participant 1 and 2 were expressing the similar responses, and then these responses would be combined into the same broader code, which could be either language attitude components or characteristics.

Last, interpreting and representing the data. it was the process of transforming the obtained research data into meaningful knowledge. The researcher engaged in narrative descriptions in order to effectively present and ensure the finding are clear based on the research question. This included the direct quotations from diary entries. For example, the researcher would present participants' experiences related to language attitude in this study.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter described the research findings and discussion of the research about the impact of positive discipline toward students' language attitude. Additionally, this chapter contained analysis of the collected data to address the research objective.

A. Research Findings

The researcher presented the collected data that addressed the research objective, what are the impacts of positive discipline practice towards the student's language attitude. The data of this research was obtained from a diary that had been distributed to 6 (six) participants from Inshafuddin Islamic Boarding School who were involved in Santri Pelopor. The participants were anonymously regarded with WJ, BN, HF, FS, BE, and RB. After analyzing the data, the researcher discovered two findings related to the research question such as components and characteristics of language attitude. Below are the findings from this research which are explained in detail.

1. The Positive Discipline Impacts on Language Attitude Components

This sub-chapter addressed the first finding in investigating the impacts of Positive Discipline Program towards students' language attitude, analysing and identifying the components of language attitude on students' diary entries according

to Wenden (1991) theory. The three components of language attitude were discovered in this research namely cognitive, affective, and behavioural components.

a. Cognitive Component

Based on the research conducted to 6 (six) participants, the students generally demonstrated a strong desire to learn English, it was driven by personal beliefs that associated language learning with better education, and success. This included study abroad, apply scholarships, achieve career goals, and build global networking. Additionally, there were three of cognitive components found in this research namely linking prior and new knowledge, developing new knowledge, and testing new knowledge.

1) Linking prior and new knowledge

According to the data, two participants often linked their previous and latest knowledge in order to improve their English proficiency. Participant WJ explained that she frequently read her book to enhance vocabulary mastery with the intention of improving her wordlists. Besides, she shared to her friends after gaining new vocabulary, which meant she exercised her prior and new knowledge to explain the information she gained. Similarly, participant HF mentioned the similar statement. The statement meant that he exercised his prior knowledge related to grammar rules while writing a sentence with new vocabulary.

I often memorize the given vocabulary and I use it when I practice my English speaking or writing. I always make a sentence of it. [HF]

2) Developing new knowledge

The data showed that teacher-student communication and peer support were able to expand the participants' understanding of the beliefs, concepts, and knowledge they had about the language. Participant RB mentioned that facilitators (a term for instructor called by the students who are involved in Santri Pelopor) enthusiastically shared advices to master English. This included giving examples regarding the language use, motivational or encouragement quotes, and real-time feedbacks with aim of improve their reading, writing, speaking, and listening comprehension. Similarly, participant BN shared similar thought.

The facilitators help me by giving example, they speak English and I find many vocabularies or phrases that might help to improve my abilities. [BN]

Moreover, the data revealed that peer support also develop students' attitude towards English. Participant BN and HF admitted that they gained more support to improve English proficiency after joining Santri Pelopor. Additionally, Participant RB also acknowledged that Santri Pelopor encouraged his improvement by revealing more advantages of learning English.

Through this forum, I gain more information regarding the benefits of mastering English. [RB]

3) Testing new knowledge

Participants of the research were able to highlight their progress regarding English language proficiency by taking language exam and doing self-monitoring. The data revealed that the ranged improvement was generally from 55% to 90%. Participant BN shared that she took language exam in school in order to evaluate her English abilities. Besides, she would observe her language performance while

interacting with her friends. Similarly, Participant HF also mentioned the same statement.

It is based on my exam's score and self-evaluation. I can speak English very well and my friends can understand me. [HF]

b. Affective Component

The participants mentioned many types of feeling associated with English language, including enjoyment and rejection due to its complexities. Thus, these feelings influenced participants' behaviour. Participant HF and WJ shared the same enthusiasm to study and use English, this enthusiasm was tied to feelings of personal achievement, improved confidence, and the ability to communicate effectively. Similarly, participant BN and BE showed the same enjoyment.

I enjoy learning English very much. My friends also speak English with me. It made me feel like we are in London. [BN]

I am not afraid or shame to make mistakes when I speak even though I am not really good at English speaking. [BE]

Despite the enthusiasm, participant FS noted challenges that he faced in learning English such as grammar complexity and pronunciation issues.

Honestly, I do not enjoy using English because English is difficult to be understood. [FS]

However, Participant RB expressed enjoyment in learning English often linked to either future aspirations or sense of achievement it provided, although several challenges were noted.

Actually, I do not really enjoy my English learning because my family forced me to do it. It is like *dipaksa-terpaksa-terbiasa-menjadi kebiasaan* - enjoy phase. And right now, I enjoy my English learning. [RB]

c. Behavioural Component

Research participants revealed that their manifested ways of language attitude can be various, either negative or positive. Based on Participant FS's experience, he faced challenges in speaking skill due to lack of practice. However, it was driven by the difficulty of language patterns itself.

... like verb changes (verb 1, verb 2, and verb 3). The pronunciation also makes me confuse due to the same spelling but different pronunciation and the others. [FS]

Moreover, the data found that *Santri Pelopor* changed students' behaviour by offering opportunities to gain more benefits of mastering English. Participant BN stated that she was not confident to speak English because she was afraid of making mistakes. However, the encouragement she gained, helped her to feel confident in using English even though she made mistakes. Additionally, Participant RB also acknowledge the similar thought.

... All I do right now just learning by doing mistakes. My facilitators will be there to correct and guide me with my English. [RB]

Furthermore, the data revealed that school's language rule affected participants' language improvement. Based on Participant BE's experience, she discovered that this rule facilitated her in practicing English abilities. Her thought was admitted by Participant HF.

... the students of this school have to speak English. [HF]

Additionally, the research participants also stated that they were actively using the language in daily communication. Participant WJ admitted that she would practice English with her friends in order to improve her English proficiency.

2. The Positive Discipline Impacts on Language Attitude Characteristics

This sub-chapter addressed the second finding in investigating the impacts of Positive Discipline Program towards students' language attitude, analysing and identifying the characteristics of language attitude on students' diary entries according to Garvin and Mathiot (1968) theory. The three characteristics of language attitude discovered in this research namely language loyalty and disloyalty, language pride and lack of pride, and awareness and unawareness of norms.

a. Language loyalty and disloyalty

Based on the collected data, the participants showed strong desire to commit in maintaining English language by using it as the main language to communicate. Participant WJ, RB, and HF admitted that they really committed to use English in daily communication. Similarly, Participant BE also shared the same commitment. However, Participant BE also mentioned that she would show language disloyalty, although she spoke English due to emotions attachment.

But sometimes when I am angry, I do not use English. [BE]

Additionally, in maintaining language loyalty, Participant FS stated that facilitators helped him by encouraging to improve English abilities. Participant BN also mentioned the same statement

The facilitators helped me by giving example. They speak English... [BN]

b. Language pride and lack of pride

The data revealed that the participants showed various emotional senses towards English language, either positive or negative emotion. This included proud, pleasure, confident, shame, insecure, and laziness. Participant BE revealed that before joining *Santri Pelopor*, she used to ignore the English language learning due to lack of knowledge and enforcement. Participant BN also admitted the similar statement.

I am not really confident because I am afraid, I will make mistakes. [BN]

However, after joining *Santri Pelopor*, they developed one of the language attitude characteristics, language pride through sharing insight and supporting each other.

I am not afraid or shame to make mistakes when I speak English ... [BE]

Moreover, Participant RB and WJ were confidently use English. They believed and associated English with academic development. Since English would open many opportunities regarding career and educational development. Similarly, Participant HF also acknowledged the same thought.

I believe English is like the basic thing that I have to master in my life. It will be easier for me to apply for scholarship to support my study abroad. [HF]

c. Awareness and unawareness of norms

The data revealed that the participants generally showed both awareness and unawareness of norms. Participant FS stated that he was struggling to speak English, although he gained sufficient knowledge in order to speak English fluently due to lack of practice, which meant he suffered of the language patterns including

verb changes, tenses, and word pronunciation while interacting in English. Additionally, Participant BE stated that she was struggling with the vocabulary mastery in speaking even though she was good at memorizing the vocabulary. Which meant she was unaware on how the word should be used. Similarly, Participant RB also mentioned the same thought.

I still face difficulty like speaking, listening, and memorizing the vocabulary. [RB]

Oppositely, Participant WJ and BN mentioned that they would use new knowledge they have acquired, vocabulary, while practicing English. This knowledge was obtained through reading a book and observing how people speak. Which meant they recognized the vocabulary and understood how it should be used, although they made mistakes. Similarly, participant HF also admitted that he recognized how the vocabulary should be used in daily communication.

I often memorize the given vocabularies and I use it when I practice my English speaking or writing. [HF]

B. Discussion

This section was a discussion of the research findings above. This aimed to identify the impacts of positive discipline toward students' language attitude. The research question, "what are the impacts of positive discipline program towards the student's language attitude" has been addressed through diary. The findings revealed insightful information regarding the impacts of positive discipline program towards components of language attitude based on Wenden (1991) theory and characteristics of language attitude based on Garvin and Mathiot (1968) theory.

Wright (1987) stated that the language attitude was based on the individuals' values. If individuals believed in the importance of mastering a language and acted accordingly, it meant they valued the language and showed positive attitude towards the language. Similarly, the findings revealed that most of the participants showed positive attitude towards English language. Participants' attitude was influenced by cognitive, affective, and behavioural components.

Participants of this research demonstrated high level of cognitive engagement with the English language. They show strong desire to learn and believed that mastering English would improve their educational and career opportunities, such as studying abroad or applying for scholarships. According to Larsen-Freeman (2001), motivation is indicated as mainly instrument. As proven from the data, both intrinsic and extrinsic factors were important to maintain the participants' enthusiasm in learning English.

Moreover, the collected data showed that students actively linked their prior and new knowledge, developed their understanding of the language through teacher-student interactions and peer support, and evaluated their progress by taking language exam and doing self-monitoring. For instance, participants like WJ and HF consistently linked their existing knowledge with new vocabulary, effectively reinforcing their understanding and implementation of the language in real life communication.

Regarding to affective components, participants show various feelings toward English language, including shame, proud, pleasure, afraid, and insecure. Several participants stated they felt motivated and confident, meanwhile others

faced challenges that led to negative feelings. Participant BN and BE expressed enjoyment and enthusiasm for learning English. They associated it with a sense of achievement and personal growth. Related research was conducted by Fitria et al. (2022). The research found that the participants generally showed positive attitude, which was influenced by cognitive, affective, and behavioural aspects.

Conversely, Participant FS showed difficulty due to the complexities of language, including grammar and pronunciation. These students were not permitted to use online media like smartphone in school. This restriction limited their access to digital learning tools including online dictionaries, pronunciation guides, and other resources. As a result, they had to rely solely on traditional guidance. Additionally, this finding was supported by Abidin (2012) who investigated the factors that influenced students' language attitude. The data revealed that the participants hold negative attitude, in term of cognitive, emotional, and behavioural aspects.

However, the data noted that positive discipline helped mitigate feelings of insecurity and rejection through encouragement and feedback from facilitators, creating an environment where students could overcome their negative perceptions and embrace English with renewed confidence. Dilnoza & Dilrabo (2024) highlighted the important of intrinsic motivation and positive reinforcement. The data revealed that interactive encouragement strategies, included praise, rewards, and non-punitive consequences, could improve learning in elementary schools. this study aligned with the principles of Positive Discipline, fostering a supportive and engaging learning environment.

Another finding was found in behavioural component. This component was influenced by Positive Discipline program. Participants of this research demonstrated varieties of language use in daily life. The data revealed that Participant FS admitted that he struggled due to lack of practice. Oppositely, Participant BN, RB, and WJ mentioned that they improved confidence and consistency to use English skills, which meant positive attitude could make positive behaviour towards the language. Moreover, Chaer & Agustina (2004) stated that the way people chose and used the language was known as the language behaviour.

Positive Discipline principles supported language use, particularly in a structured environment where English was encouraged as the main language of communication, which it proved the effectiveness in shaping students' behaviour. Moreover, the encouragement of learning by doing mistakes facilitated students' engagement with the English language without fear of failure and promoted more active language use through feedbacks from facilitators.

On the other hand, there were also some characteristics of language attitude identified on students' diary entries. The participants show high positive attitude toward English language by language loyalty. Positive Discipline program encouraged students to show commitment toward maintaining and using English as their primary communication tool. Participants expressed strong desire to use English in their daily lives. However, Participant BE stated that emotions influenced the language use, it indicated that participants would demonstrate loyalty to the English language. Moreover, personal emotions and social contexts sometimes might challenge their commitment to use the English language. This was

an important consideration regarding the emotional attachment to native language could affect use of a second language. Additionally, related research was conducted by Harahap & Fithriani in 2023. The study demonstrated that participants' attitudes toward English were generally positive, showed strong sense of language pride and loyalty. The participants often linked English abilities to career opportunities and cultural enrichment.

Participants of this research also showed pride of using English language, particularly after joining the Santri Pelopor program. Participant RB, WJ, and HF developed pride in their English abilities, linked their language proficiency to future opportunities in education and careers. Oppositely, before the involvement in Santri Pelopor, several participants expressed insecurity or shame in using English due to a lack of confidence and fear of making mistakes. Positive Discipline, particularly through peer support and facilitators' encouragement, played a crucial role in changing negative feelings into pride and confidence. Thus, the participants were actively encouraged in using English.

Moreover, based on the findings, the participants demonstrated both awareness and unawareness of language norms, particularly in the areas of vocabulary usage, grammar, and pronunciation. The data revealed that several participants understood of how to use newly learned vocabulary in particular context. However, several participants struggled with the language patterns, such as verb conjugations and pronunciation.

Participant WJ and BN demonstrated the awareness of norms. They actively included new vocabulary and language structures into their English

practice. They showed the understanding of how to use vocabulary appropriately, even though they were still making mistakes. Participant HF also shared a similar response, which highlighted his understanding of language rules, such as vocabulary usage, grammar, and sentence structure.

Oppositely, Participant FS stated that he struggled with English due to a lack of practice, which hindered his awareness of specific language patterns. Similarly, Participant BE expressed difficulty in mastering vocabulary usage, although she was able to memorize words. These instances illustrated the unawareness of language norms, particularly in terms of how vocabulary and grammar rules should be correctly applied in context. In support of this finding, Tuah et al. (2023) discovered the language attitudes and maintenance practices of border communities in Telok Melano, Malaysia, and Desa Temajuk, Indonesia. The data revealed that the communities hold strong language loyalty and showed awareness of norms by maintaining accurate language use.

The findings indicated that the Positive Discipline program helped by providing students with more opportunities to practice and receiving feedbacks. This aligned with the concept of suggesting students to develop better understanding related to awareness of language norms, which could enhance the students' ability to use the language effectively.

CHAPTER V

CONCLUSION AND RECOMMENDATION

In this chapter, the researcher presents conclusions regarding the results of the research that has been conducted and recommendations for further research.

A. Conclusion

The research was conducted in order to investigate the impacts of positive discipline toward students' language attitude. The first research finding, components of language attitude, was analysed according to Wenden (1991) theory namely cognitive, affective, and behavioural components. The second research finding, characteristics of language attitude, was analysed according to Garvin and Mathiot (1968) theory namely language loyalty and disloyalty, language pride and lack of pride, and awareness and unawareness of norms. Positive Discipline Program had a significant positive impact on students' cognitive, affective, and behavioural attitudes toward English, whereas enhanced students' language loyalty, pride, and awareness of norms.

Based on the findings, Positive Discipline Program facilitated the research participants in demonstrating high desire and engagement in learning English, it was driven by associating English proficiency with better educational and career opportunities. Moreover, students expressed various of feelings toward English, including enjoyment, pride, insecurity, and shame. Positive discipline helped to change negative feelings into positive emotions in order to foster

confidence and enthusiasm for learning English. Participants developed pride in using English by associating it with personal growth and future opportunities. However, several participants experienced shame or insecurity, positive discipline merely helped build confidence and pride.

Furthermore, participants also showed behaviour improvements, such as actively using English in daily communication, overcoming fear of mistakes, and practicing English consistently. Participants generally showed strong loyalty and commitment to English by using it as primary communication tool and valuing its benefits. However, emotional attachment might influence the commitment. Participants demonstrated various levels of awareness of language norms, such as vocabulary usage and grammar rules. Moreover, Positive discipline provided guidance and practice opportunities in order to mitigate the unawareness of norms.

B. Recommendation

This study was conducted with Inshafuddin Islamic boarding school's students as the sample to discover the impacts of positive discipline toward language attitude. However, this study was conducted with a relatively small group and limited to students who are involved in Santri Pelopor, which might limit the representation of participants to generalize the findings of the positive discipline's impacts toward language attitude.

The findings of this study contribute to schools and similar programs. The researcher recommended to offer regular feedbacks on students' performance,

encouragement, and opportunities to practice language skills in a supportive environment. In addition, this study only identified several aspects to reflect on the students' language attitude on students who are involved in Santri Pelopor but did not investigate deeper into the students who are not involved in Santri Pelopor.

For future research, this study can be used as a prior study to be conducted with a larger group of sample and population regarding the impact of implementing positive discipline toward students' language attitude. Thus, the result of future research can provide more detailed guidance for student and teachers.



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Appendix A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-4641/Un.08/FTK/Kp.07.6/06/2024

TENTANG: PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 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 Presiden 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 Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/KmK.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara :
Fithriyah, S. Ag., M.Pd.

Untuk membimbing Skripsi

Nama : **Salsabila Khalisa**
NIM : **200203093**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Impact of Positive Discipline Program Towards Students' Language Attitude**

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KEEMPAT : Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 12 Juni 2024
PLH Dekan,

Habiburrahim
Nomor : B-4263/Un.08/FTK/Kp.07.6/05/2024
Tanggal 27 Mei 2024

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Ditjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelaporan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.



**Appendix B: Recommendation Letter from *Fakultas Tarbiyah dan Keguruan*
to conduct field research**



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-9511/Un.08/FTK.1/TL.00/10/2024
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Kantor Kementerian Agama Kota Banda Aceh
2. Kepala Dinas Pendidikan Dayah Kota Banda Aceh
3. Kepala SMAS Inshafuddin Kota Banda Aceh
4. Kepala MAS Darul Ulum Kota Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/Nim : Salsabila Khalisa / 200203093
Semester/Jurusan : IX / Pendidikan Bahasa Inggris (PBI)
Alamat Sekarang : Gampoeng Neusu Aceh Kecamatan Baiturrahman 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 *The Impact of Positive Discipline Program Towards Students' Language Attitude*.

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

Banda Aceh, 28 Oktober 2024

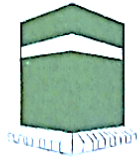
an. Dekan
Wakil Dekan Bidang Akademik
dan Kelembagaan,



Berlaku sampai : 30 November 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.
NIP. 197208062003121002

**Appendix C: Confirmation Letter of Conducting Research to Santri Pelopor
in Inshafuddin Islamic Boarding School**



**YAYASAN PEMBINA INSHAFUDDIN
DAYAH TERPADU INSHAFUDDIN
المعهد العصري انصاف الدين
ISLAMIC BOARDING SCHOOL OF INSHAFUDDIN
KOTA BANDA ACEH**

Alamat : Jl. Taman Sri Ratu Safiatuddin No. 3 Desa Lambaro Skep Kec. Kuta Alam Banda Aceh Telp. (0651) 32089

Banda Aceh, 20 Desember 2024

Nomor : 276/DTI-BNA/XII/2024
Lamp : ---
Hal : Keterangan Sudah Melakukan Penelitian

Kepada Yth,
Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar Raniry
Di-

Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh

Dengan hormat, salam diiringi do'a semoga kita semua selalu berada dalam lindungan Allah Swt dan MaunahNya, sehingga mampu menjalankan aktivitas sehari-hari sebagaimana biasanya. Amin.

Sehubungan dengan surat Saudara Nomor : B-9511/Un.08/FTK.1/TL.00/10/2024 pada tanggal 28 Oktober 2024 tentang permohonan izin melakukan penelitian ilmiah mahasiswa di Dayah Terpadu Inshafuddin Banda Aceh maka dengan ini Pimpinan Dayah Terpadu Inshafuddin menerangkan :

No.	Nama	NIM	Jurusan
1	Salsabila Khalisa	200203093	Pendidikan Bahasa Inggris

Bahwa benar nama tersebut diatas telah melakukan penelitian pada tanggal 18 – 30 November 2024 di Dayah Terpadu Inshafuddin Banda Aceh.

Demikian surat ini kami buat, agar dapat dipergunakan sebagaimana mestinya.

Wassalamualaikum Warahmatullahi Wabarakatuh.

Dayah Terpadu Inshafuddin

Pimpinan,

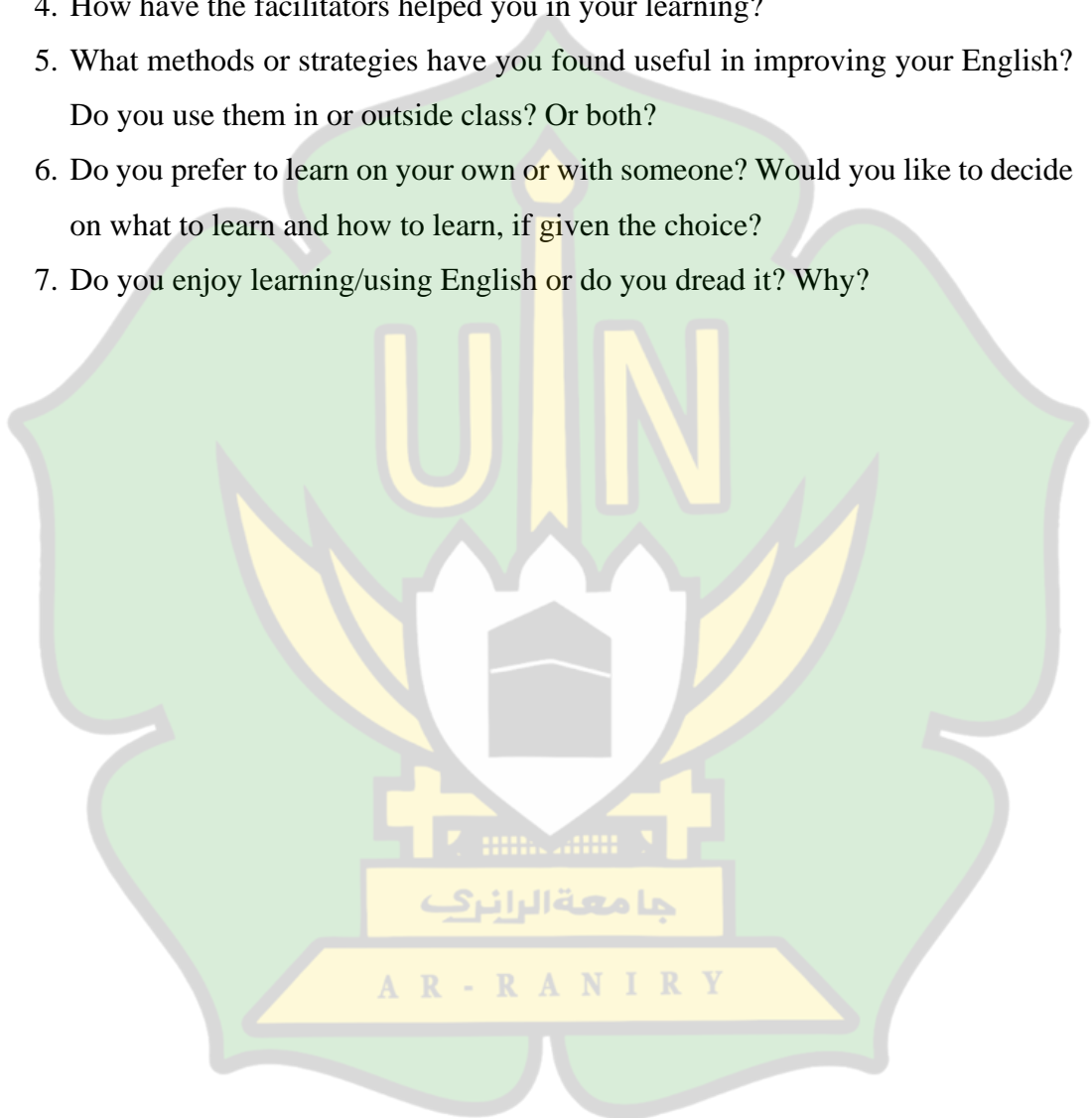
(Drs. Tgk. H. M. Daud Hasbi, M.Ag)

Tembusan :

1. Ketua Umum Yayasan Pembina Inshafuddin
2. Arsip

Appendix D: Diary Prompts

1. Were you eager to learn? What motivated you in your English learning?
2. What do you think of yourself as a language learner?
3. How do you rate your progress? In which areas (e.g. listening, speaking, vocabulary, etc.)
4. How have the facilitators helped you in your learning?
5. What methods or strategies have you found useful in improving your English?
Do you use them in or outside class? Or both?
6. Do you prefer to learn on your own or with someone? Would you like to decide on what to learn and how to learn, if given the choice?
7. Do you enjoy learning/using English or do you dread it? Why?



Appendix E: Diary Transcripts

Participant: WJ

1. Were you eager to learn? What motivated you in your English learning?

Well, I really like to learn English. I am learning English to improve myself, it is my motivation, for my bright future. I see myself as a successful woman in the future if I can master English, Inshaallah. Someday, I want to apply for scholarship and I can speak with strangers easily.

2. What do you think of yourself as a language learner?

In my opinion, before joining Santri Pelopor I see myself as a person who love to study English very much, I really happy when I learn it. I love to speak English. And now, after joining Santri Pelopor.. I realize there are many more benefits that I can get and do not want to miss the opportunities. So, I study English harder than before. I become the better me than before.

3. How do you rate your progress? In which areas (e.g. listening, speaking, vocabulary, etc.)

I study very hard, I think I made 80% progress for overall English skills. I find myself really good at speaking because my friend can understand me when I speak English. I am also rich in vocabulary, I memorize a lot of words.

4. How have the facilitators helped you in your learning?

I think the facilitators do not help anything in my language learning. Since I learn English in school and practice it with my friends or my school events. But, I think they do by giving advice how to improve my English abilities.

5. What methods or strategies have you found useful in improving your English?

Do you use them in or outside class? Or both?

I usually read a book to enhance my vocabulary mastery, and I practice by speaking with my friends. It helps me a lot, but currently I use new strategy. When I get new knowledge, I will teach the others about it. I will share my insights and I find it really useful for improving my skills. I use this strategy both in and outside class.

6. Do you prefer to learn on your own or with someone? Would you like to decide on what to learn and how to learn, if given the choice?

I prefer to learn English with someone, with my friends, and it would be great if I can get a chance to learn from native speakers. Well, I usually do not decide on what to learn but I suggest some learning method sometimes. For example, learning English through videos and the others.

7. Do you enjoy learning/using English or do you dread it? Why?

I really enjoy using English, I love it very much. I felt cheerful when I speak English and I am glad to share my English knowledge with my friends.



Participant: BN

1. Were you eager to learn? What motivated you in your English learning?

Yes, I eager to learn English. I really like something that English-based like speaking, listening to English music, reading English books, and the others. My family and my friends support me to keep it up with my English. I want to be a person who can make my family proud of me because I can master English, since English is like requirement now, anything needs English.

2. What do you think of yourself as a language learner?

Even though, I like something that English-based. I am not that really fluent in English but I study hard, I can talk a little bit but I am not really confident because I am afraid I will make mistakes. After I am joining Santri Pelopor, I get support from my friends and facilitators, they encourage me to speak and practice. It helps me to improve my ability and I feel confident even though I make mistake. They say that learn by doing mistakes.

3. How do you rate your progress? In which areas (e.g. listening, speaking, vocabulary, etc.)

I think I made 70% progress, I know this from my exam's score, or I observe my friends whether they understand or do not when I speak English.

4. How have the facilitators helped you in your learning?

The facilitators help me by giving example, they speak English and I find many vocabulary or phrases that might help abilities. So, I can speak English fluently.

5. What methods or strategies have you found useful in improving your English?

Do you use them in or outside class? Or both?

I love to learn English through observing when people are speaking English or reading my English book. When I heard or find something new, I will write it down on my book and use it in my daily conversation. I usually use this strategy both in and outside class.

6. Do you prefer to learn on your own or with someone? Would you like to decide on what to learn and how to learn, if given the choice?

I prefer to study with someone, but I do not like to study formally. So, I would like to suggest how to learn, like learning by practice rather than study in a

boring classroom.

7. Do you enjoy learning/using English or do you dread it? Why?

I enjoy learning English very much, most of my English learning are attractive and it is really nice to study English. My friends also speak English with me, it made me feel like we are in London, hehe.



Participant: RB

1. Were you eager to learn? What motivated you in your English learning?

I really like to study English. I have some reasons that motivated me to master this language, such as I want to be able to study abroad, I want to be beneficial for people around me, I want to expand my networking in my daily life, and mastering English makes me easier to gain new knowledge.

2. What do you think of yourself as a language learner?

Before and after joining this forum, I am still a person who thinks that I should master English in order to achieve my goals. Additionally, through this forum I gain more information regarding the benefits of mastering English. English affects many aspects of our life.

3. How do you rate your progress? In which areas (e.g. listening, speaking, vocabulary, etc.)

Even though, I have a great desire in mastering English. I still face difficulty like speaking, listening, and memorizing vocabularies. So, I rate 55% for my English speaking ability. I rate these based on my experience while speaking in English with my friends, I am not that very fluent.

4. How have the facilitators helped you in your learning?

Well, the facilitators enthusiastically share tips and tricks to master English, they are also giving the example and it is easier to be understood. They encourage me to keep up with my practice.

5. What methods or strategies have you found useful in improving your English?

Do you use them in or outside class? Or both?

I have a mindset of "English is a language and language is used for communication tool". I stick to this mindset and all I do right now just learning by doing mistakes. My facilitators will be there to correct and guide me with my English. I believe this strategy works very well in improving my English.

6. Do you prefer to learn on your own or with someone? Would you like to decide on what to learn and how to learn, if given the choice?

Learning with someone is better than autodidact. If there is someone who teach and guide me, the learning will be well-organized and I can learn speaking and

writing directly. I also will follow the teacher instruction if the choice is given to me.

7. Do you enjoy learning/using English or do you dread it? Why?

Actually, I do not really enjoy my English learning because my family forced me to do it. It is like “dipaksa-terpaksa-terbiasa-menjadi kebiasaan-enjoy” phase. Based on this phase, I believe if there is someone who forced us to do a good thing, it means she/he cares for us. And right now, I am enjoy my English learning and hope I will achieve my goals someday because it is easier to do when we can speak English.



Participant: BE

1. Were you eager to learn? What motivated you in your English learning?

Of course, I eager to master English, because I want to study abroad and it is absolutely clear that we speak in English. Since English is international language and I prepare myself for my great future.

2. What do you think of yourself as a language learner?

After joining Santri Pelopor, I realize that I am should be grateful because I have a chance to study English and I will get the benefits of mastering English. I am used to do not really care my learning and I do it because of the school's rules, I do not want to be recorded in language court in my school. This forum is widening my insight and opportunities ahead when I master the English language.

3. How do you rate your progress? In which areas (e.g. listening, speaking, vocabulary, etc.)

Well, I am taking language test in school and it helps me to evaluate my progress. I already my progress and it is better than before. I am good at memorizing the vocabulary, but I am still struggling to use these words in my speaking.

4. How have the facilitators helped you in your learning?

The facilitators give me advices to improve my speaking ability, like motivational quotes or phrases that can be used in my daily conversation.

5. What methods or strategies have you found useful in improving your English?

Do you use them in or outside class? Or both?

There is a rule that said every student has to speak English in school environment. It is like a must for us. And this rule helps me to keep practicing even though it is difficult to speak English. I always speak English in both conditions because I believe practice makes perfect. But, sometimes when I am angry, I do not use English language.

6. Do you prefer to learn on your own or with someone? Would you like to decide on what to learn and how to learn, if given the choice?

I like to study with someone, teacher because it is better than no one teach us at

all, like self-study. My teacher teaches me English and helps me understand because the class is well-structured. If I have a question, I can ask it directly to my teacher. Well, I prefer follow the teacher instruction rather than suggest any learning method. In short, I am flexible

7. Do you enjoy learning/using English or do you dread it? Why?

I enjoy my English learning or using English very much. I am not afraid or shame to make mistakes when I speak even though I am not really good at English speaking. But, I will try and study harder than before to improve my English abilities.



Participant: FS

1. Were you eager to learn? What motivated you in your English learning?

Yes, I want to be able to study abroad like Australia. By mastering English, I am also able to widen my insight and having communication with many people from different countries. These are my motivation to learning English.

2. What do you think of yourself as a language learner?

I am used to feel like I am lazy to study English because English is difficult. For example, English pronunciation makes me confuse. But, after joining this forum I am enthusiastically learning English, it is really interesting to do. I also realize that who will make changes for me if it is not me, I am the one who should create my own bright future. So, I prepare myself with improving my English right now.

3. How do you rate your progress? In which areas (e.g. listening, speaking, vocabulary, etc.)

Alhamdulillah, I am good at memorizing the vocabulary, but I am still struggling to speak English due to lack of practice before. I think will rate 65% for my overall abilities. It is based on my personal experience, I cannot speak English fluent.

4. How have the facilitators helped you in your learning?

The facilitators sometimes give me many suggestions in order to improve my English-speaking ability.

5. What methods or strategies have you found useful in improving your English?

Do you use them in or outside class? Or both?

I do not have any special method in improving my English, I just do several things like I memorize the vocabulary and then I deposit it to my teacher. After that I try to use the vocabulary when I speak in English with my friends. Sometimes, I forget the word, so I bring my dictionary everywhere I go. I repeat these steps every day.

6. Do you prefer to learn on your own or with someone? Would you like to decide on what to learn and how to learn, if given the choice?

I am flexible, I can study by myself or with someone's help. But, it is better to

study with teacher because I can ask questions directly when grammar makes me confuse. And I also enjoy to study with my friends because I can directly practice my speaking with them. I am flexible enough to follow the teacher instruction on what to learn and how to learn.

7. Do you enjoy learning/using English or do you dread it? Why?

Honestly, I do not enjoy using English because English is difficult to be understood like verb changes in Verb 1, 2, and 3. The pronunciation also makes me confuse due to the same spelling but different pronunciation and the others.



Participant: HF

1. Were you eager to learn? What motivated you in your English learning?

My parents always tell me to study English in order to achieve my dream, study abroad. By studying at this school, it will make master the language faster because the students of this school have to speak English.

2. What do you think of yourself as a language learner?

I really like to learn new languages, for example English. I see myself before joining this forum as a person who still believes that English is really important for achieving my dream. I have to master English so I can understand the English materials easily. And after joining this forum, I am gaining more support in practicing English like the environment really encourages me to improve my English skills.

3. How do you rate your progress? In which areas (e.g. listening, speaking, vocabulary, etc.)

I think will rate 90% for my English, Alhamdulillah. Well, It is based on my exam's score and my self-evaluation. I can speak English very well and my friends can understand me. Not only speaking but also when I write English sentences.

4. How have the facilitators helped you in your learning?

The facilitators will give motivational quotes when I feel like I do not want to study English, they keep encouraging me to make a progress even though it is really small.

5. What methods or strategies have you found useful in improving your English?

Do you use them in or outside class? Or both?

Well, I often memorize the given vocabulary and I use it when I practice my English speaking or writing. I always make a sentence of it and I apply this method in both conditions.

6. Do you prefer to learn on your own or with someone? Would you like to decide on what to learn and how to learn, if given the choice?

Honestly, learning English will be fun if I learn with my friends or my teacher.

I can discuss the material with friend which means I am gaining more

knowledge through discussion. And if I feel like little bit confuse with the material, I can ask my teacher directly and I will not misunderstand.

7. Do you enjoy learning/using English or do you dread it? Why?

I really enjoy my English because I believe English is like the basic thing that I have to master in my life. If I can master English language, it will be easier for me to apply for scholarship to support my study abroad.



AUTOBIOGRAPHY

1. Name : Salsabila Khalisa
2. Place / Date of Birth : Banda Aceh / 01 November 2002
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesian
6. Address : Kp. Neusu Aceh, Kec. Baiturrahman, Kota Banda Aceh
7. Email : salsabillakhalissa@gmail.com
8. Occupation : Student of Department of English Language Education, UIN Ar-Raniry
9. Parents
 - a. Father's Name : Firman Rusdi
 - b. Mother's Name : Yenny Afrila
 - c. Father's Occupation : Entrepreneur
 - d. Mother's Occupation : Civil Servant
10. Educational Background
 - a. Elementary School : SDN 5 Banda Aceh
 - b. Junior High School : SMPIT Al-Fityan
 - c. Senior High School : SMKN Penerbangan Aceh
 - d. University : Department of English Language Education,
Fakultas Tarbiyah dan Keguruan, UIN Ar-Raniry

Banda Aceh, 24 December 2024

Salsabila Khalisa