

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the research finding and discussion. The focuses the data in order to answer the research questions. As the stated in the first chapter, there are goals of conducting this research. The first is to fine out the students' cognitive, affective and behavioral attitude on speaking English. While the second goal is to analyze that have either positive or negative attitude on speaking English at the second grade of boarding school Al-Risalah Batetangnga Polewali Mandar. After conducting research and collecting the all the data, the researcher processed data.

A. Findings

The research findings were the answering of research questions that formulated in the first chapter. This part also presents the data analysis of the students' attitude on speaking English at the second grade of boarding school Al-Risalah Batetangnga Polewali Mandar. In order to achieve the objective of this research, the researcher did some steps to collect the data. First step questionnaires and the second step were interviews..

According to the theory, this research used mixed method which combining qualitative and quantitative data, the research firstly presents the result of qualitative data.

1. The Result of the Questionnaire

The researcher presents the result of the questionnaire after the teachers' interview, this questionnaire referred to the students' attitude on speaking English. In analyze the questionnaire; the researchers used the formulas as follow:

a. The percentage of item of cognitive aspect in questionnaire

1) Cognitive attitude aspect refers to the thought

Table 4.1 Negative statement (item 3: terus terang saya belajar bahasa inggris hanya untuk lulus ujian)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	5	10
3	Undecided	3	3	9
4	Disagree	4	13	52
5	Strongly Disagree	5	11	55
Total			32	126

Based on the table above, it shows that most of students choose disagree is greater than the other. It explained that the students strongly disagree the statement.

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The statement above is the negative one and category goes to strongly disagree position. It means that the students disagree with this item. To fine out the classification of the statement it can be seen from the result that $126/150 \times 100\% = 84\%$, so it was categorized Undecided.

Table 4.2 Negative statement (item 8: menurut saya berbahasa inggris itu sulit dan rumit untuk dipelajari)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	2	2
2	Agree	2	9	18
3	Undecided	3	9	27
4	Disagree	4	7	28
5	Strongly Disagree	5	5	25
Total			32	100

Based on the table above, it shows that 9 students choose agree and undecided that fell if the English is difficult to learn by student. By continuum can be shown below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that the students fell if the English not difficult to learn by the students, namely $100/150 \times 100\% = 66\%$, so it was categorized Low.

Table 4.3 Negative statement (item 9: saya tidak bisa memahami penjelasan guru ketika berbahsa inggris)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	5	5
2	Agree	2	9	18
3	Undecided	3	8	24
4	Disagree	4	8	32

5	Strongly Disagree	5	2	10
Total			32	89

Based on the table above, it shows that there were 8 students that fell disagree if the students cannot understand if the teacher speaks English to explain the lesson in the class.

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that students cannot understand if the teacher speaks English to explain the lesson in the class, namely $89/150 \times 100\% = 59\%$, so it was Low.

2) Cognitive attitude aspect refers to believe

Table 4.4 Positive statement (item 1: belajar bahasa inggris itu penting karena akan membuat saya lebih berpendidikan)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	11	55
2	Agree	4	19	76
3	Undecided	3	2	6
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total			32	137

Based on the table above, it shows that there are 19 students agree that fell if English is very important because it can be make them have education. By continuum can be shown below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that students felt if English is very important because it can be make them have education, namely $137/150 \times 100\% = 91\%$, so it was categorized Strong.

Table 4.5 Positive statement (item 2: menjadi ahli dalam bahasa inggris akan membantu saya mempelajari mata pelajaran yang lain)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	10	50
2	Agree	4	12	48
3	Undecided	3	6	18
4	Disagree	2	4	8
5	Strongly Disagree	1	0	0
Total			32	124

Based on data above, it shows that there are 12 students choose agree that believe if we are master in English it will be help us to learn the other lesson, by continuum can be shown below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that the students believe if we are master in English it will be help us to learn the other lesson, namely $124/150 \times 100\% = 85\%$, so it was categorized Undecided.

Table 4.6 Positive statement (item 4: Menurut saya orang yang bisa berbicara bahasa inggris dan berbicara lebih dari satu bahasa itu sangat berpengetahuan)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	8	24
2	Agree	4	14	56
3	Undecided	3	7	21
4	Disagree	2	2	4
5	Strongly Disagree	1	1	1
Total			32	106

Based on the table above, it shows that there are 14 students agree with the item if someone has multi lingual so it means they have knowledge.

By continuum can be shown below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that student believe if someone has multi lingual so it means they have knowledge, namely $106/150 \times 100\% = 70\%$, so it was categorized Low.

Table 4.7 Positive statement (item 6: saya mampu memikirkan dan menganalisis konten dalam bahasa inggris)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	5	25
2	Agree	4	7	28
3	Undecided	3	19	57
4	Disagree	2	1	2
5	Strongly Disagree	1	0	0
Total			32	112

Based on the table above, it shows that there are 19 students choose undecided that if the students can think and analyzed the content in English, by continuum can be shown below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that students were undecided that if the students can think and analyzed the content in English, namely $112/150 \times 100\% = 74\%$, so it was categorized is Undecided.

Table 4.8 Negative Statement (item 7: saya tidak puas dengan penampilan saya ketika berbahasa inggris)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	4	4
2	Agree	2	11	22
3	Undecided	3	9	27
4	Disagree	4	3	12
5	Strongly Disagree	5	0	0

Total	32	65
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Based on the table above, it shows many students undecided if students were not satisfied with their appearance when speaking English, by continuum can be shown below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that students were not satisfied with their appearance when speaking English, namely $65/150 \times 100\% = 43\%$, so it was categorized low.

3) Cognitive attitude aspect refers to idea

Table 4.9 Positive statement (item 5: belajar bahasa inggris membuat saya mampu menciptakan pemikiran baru)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	8	40
2	Agree	4	15	60
3	Undecided	3	7	21
4	Disagree	2	2	4
5	Strongly Disagree	1	0	0
Total			32	125

Based on the table above it shows 15 students choose strongly agree if study English can make new idea. By continuum can be shown below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that strongly agree if study English can make new idea namely $125/150 \times 100\% = 83\%$, so it was categorized Undecided.

Table 4.10 Positive statement (item 10: saya menyukai belajar bahasa inggris, karena jika saya bisa lancar berbahasa inggris maka saya bisa berkomunikasi dengan orang asing)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	18	90
2	Agree	4	13	52
3	Undecided	3	1	3
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total			32	145

Based on the table above, it shows that there are 18 students choose strongly agree with the item. By continuum can be shown below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that strongly agree if we like study English and can frequently so we can communicate with tourist, namely $145/150 \times 100\% = 96\%$, so it was categorized Strong.

4) Affective attitude aspect refers to Feeling

Table 4.11 positive Statement (item 11: saya merasa bangga ketika mampu berbahsa inggris)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	19	95
2	Agree	4	11	44
3	Undecided	3	2	6
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total			32	145

Based on the table above, it shows that there are 19 students strongly agree with the item, if they can proud of their selves when could speak up, by continuum can be shown below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that students attitude refers to feeling aspect in making inference, namely $145/130 \times 100\% = 96\%$, so categorized strong.

Table 4.12 Positive Statement (item 12: saya merasa senang ketika saya berkomunikasi dengan orang lain)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	13	65
2	Agree	4	16	64
3	Undecided	3	2	6
4	Disagree	2	1	2
5	Strongly Disagree	1	0	0

Total	32	134
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Based on the table above, it shows that there are 16 students that fell happy when they communicate by using English with the other, by continuum can be shown:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that students attitude refers to feeling aspect in making inference, namely $134/130 \times 100\% = 89\%$, so categorized Undecided.

Table 4.13 Positive Statement (Item 13: Saya tidak cemas ketika saya harus menjawab sebuah pertanyaan dikelas bahasa inggris dengan menggunakan bahasa inggris)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	5	25
2	Agree	4	9	36
3	Undecided	3	12	36
4	Disagree	2	6	12
5	Strongly Disagree	1	0	0
Total			32	109

Based on the table above, it shows that there are 12 undecided with the item, so we can assumed if 12 students fell undecided worried when answer the question in English classroom. By continuum can be shown:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that students attitude refers to feeling aspect in making inference, namely $109/150 \times 100\% = 72\%$, so categorized Undecided.

Table 4.14 Positive Statement (Item 14: rasa ingin tahu membuat saya ingin belajar bahasa inggri dengan baik)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	8	40
2	Agree	4	18	72
3	Undecided	3	5	15
4	Disagree	2	0	0
5	Strongly Disagree	1	1	1
Total			32	128

Based on the table above, it shows that there are 18 students choose agree with the item if when they want to know so they have to study English well, By continuum can be shown:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that students attitude refers to feeling aspect in making inference, namely $109/150 \times 100\% = 72\%$, so categorized Undecided.

Table 4.15 Positive Statement (Item 15: saya menikmati aktivitas dengan teman-teman ketika berbicara menggunakan bahasa inggris)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	8	40
2	Agree	4	13	52
3	Undecided	3	9	27
4	Disagree	2	1	2
5	Strongly Disagree	1	1	1
Total			32	122

Based on the data above it shows that 13 students choose agree with the item that fell if enjoy with activities with their friends when speaking English. It can be assumed that most of students agree with this statement, by continuum can be shown below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that student's attitude refers to feeling aspect in making inference, namely $122/150 \times 100\% = 81\%$, so categorized Undecided.

Table 4.16 Negative Statement (Item 16: saya tidak suka belajar bahasa inggris)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	1	1
2	Agree	2	5	10
3	Undecided	3	4	12
4	Disagree	4	10	40

5	Strongly Disagree	5	12	60
Total			32	123

Based on the table above, it shows that there are 10 disagree and 12 strongly disagree with the item that students dislike study English, it can be assumed that most of sample like to study English, by continuum can be shown below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that students attitude refers to feeling aspect in making inference, namely $123/150 \times 100\% = 82\%$, so categorized Undecided.

Table 4.17 Positive statement (Item 17: berbahasa inggris membuat saya lebih percaya diri)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	7	35
2	Agree	4	15	60
3	Undecided	3	8	24
4	Disagree	2	2	4
5	Strongly Disagree	1	0	0
Total			32	123

Based on the table above, it shows that there are 15 students strongly agree with the item that English make them confidence, by continuum can be below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that student attitude refers to feeling aspect in making inference, namely $123/150 \times 100\% = 82\%$, so categorized Undecided.

Table 4.18 Negative Statement (Item 18: sejujurnya saya tidak terlalu tertarik mempelajari bahasa inggris)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	3	6
3	Undecided	3	12	36
4	Disagree	4	9	36
5	Strongly Disagree	5	8	40
Total			32	118

Based on the table above, it shows that most of students choose undecided this item that students are not honestly interest to study English, by continuum can be shown below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that student attitude refers to feeling aspect in making inference, namely $118/150 \times 100\% = 78\%$, so categorized Undecided.

Table 4.19 Positive Statement (Item 19: Mampu berbahasa inggris adalah salah satu tujuan penting dalam hidup saya)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	5	25
2	Agree	4	11	44
3	Undecided	3	4	12
4	Disagree	2	9	18
5	Strongly Disagree	1	2	2
Total			32	101

Based on the table above, it shows that most of students agree with the item if able to speaking English is one of their important purpose in their life, by continuum can be shown below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that student attitude refers to feeling aspect in making inference, namely $101/150 \times 100\% = 67\%$, so categorized Undecided.

Table 4.20 Negative Statement (Item 20: saya lebih suka berbahasa daerah dari pada berbahasa inggris)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	7	7
2	Agree	2	7	14
3	Undecided	3	7	21
4	Disagree	4	7	28
5	Strongly Disagree	5	4	20
Total			32	90

Based on the table above, it shows that average 7 students choose strongly agree, agree, undecided and disagree with the item, by continuum can be shown below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that student attitude refers to feeling aspect in making inference, namely $90/150 \times 100\% = 6\%$, so categorized strong low.

5) Behavioral attitude aspect refers to attention

Table 4.21 Negative Statement (Item 21: saya tidak memperhatikan ketika guru bahasa inggris saya menjelaskan pelajaran)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	4	8
3	Undecided	3	7	21
4	Disagree	4	13	52
5	Strongly Disagree	5	8	40
Total			32	121

Based on the table above, it shows that there are 13 students choose disagree with the item if students give attention when their English Teacher explain the lesson, by continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	U	S	VS

The data above, it shows that students' attitude refers to behavioral aspect on speaking English, namely $121/150 \times 100\% = 80\%$, so it was categorized strong.

Table 4.22 Negative Statement (Item 22: saya tidak merasa antusias untuk datang di kelas bahasa inggris)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	2	2
2	Agree	2	4	8
3	Undecided	3	5	15
4	Disagree	4	9	36
5	Strongly Disagree	5	12	60
Total			32	121

Based on the table above, it shows that there are 12 students choose strongly disagree with the item, if the student fell enthusiastic to come in English classroom, by continuum can be shown below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above, it shows that students' attitude refers to behavioral aspect on speaking English, namely $121/150 \times 100\% = 80\%$, so it was categorized Undecided.

Table 4.23 Positive Statement (item 26: belajar bahasa inggris membuat saya meningkatkan kepribadian saya)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	10	50
2	Agree	4	13	52
3	Undecided	3	6	18
4	Disagree	2	3	6
5	Strongly Disagree	1	0	0
Total			32	126

Based on the table above, it shows that there are 13 students choose agree with the item if students study English it can be grow up their personality, by continuum can be shown below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above, it shows that students' attitude refers to behavioral aspect on speaking English, namely $126/150 \times 100\% = 84\%$, so it was categorized Undecided.

Table 4.24 Positive statement (Item 29: saya mampu membuat diri saya memperhatikan pelajaran bahasa inggris)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	4	20
2	Agree	4	15	60
3	Undecided	3	8	24
4	Disagree	2	4	8
5	Strongly Disagree	1	1	1

Total	32	113
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Based on the table above, it shows that there are 15 students choose agree with the item if they can make themselves give attention to study English, by continuum can be shown below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above, it shows that students' attitude refers to behavioral aspect on speaking English, namely $113/150 \times 100\% = 75\%$, so it was categorized Undecided.

6) Behavioral attitude aspect refers to discipline

Table 4.25 positive Statement (Item 25: Saya tidak santai setiap kali harus berbiara bahasa inggris di dalam kelas bahasa inggris)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	1	5
2	Agree	4	18	72
3	Undecided	3	9	27
4	Disagree	2	3	6
5	Strongly Disagree	1	1	1
Total			32	111

Based on the table above, it shows that there are 18 students choose agree with the item, it can be assumed that most of students can seriously when speaking in English classroom every day.

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that students' attitude refers to behavioral aspect on speaking English, namely $111/150 \times 130\% = 74\%$, so it was categorized Undecided.

Table 4.26 Positive statement (Item 27 saya sering berbahsa inggris didalam kelas maupun sekitar area sekolah)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	7	35
2	Agree	4	8	32
3	Undecided	3	12	36
4	Disagree	2	3	6
5	Strongly Disagree	1	2	2
Total			32	111

Based on the table above, it shows that there are 13 students choose undecided with the item, it can be assumed that most of students sometimes speaking on boarding school area. By continuum can be shown below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that students' attitude refers to behavioral aspect on speaking English, namely $111/150 \times 130\% = 85\%$, so it was categorized Undecided.

7) Behavioral attitude aspect refers to respect

Table 4.27 Positive Statement (Item 23: saya beharap saya memiliki teman yang suka berbahasa inggris)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	7	35
2	Agree	4	18	72
3	Undecided	3	6	18
4	Disagree	2	1	2
5	Strongly Disagree	1	0	0
Total			32	127

Based on the table above, it shows that there are 18 students choose agree with the statement, it can be assumed that most of sample agree if they can have friends like to speak in English.

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that students' attitude refers to behavioral aspect on speaking English, namely $127/150 \times 130\% = 84\%$, so it was categorized Undecided.

Table 4.28 Positive Statement (Item 24: saya suka latihan berbahsa inggris seperti penutur asli)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	10	50
2	Agree	4	5	20
3	Undecided	3	13	36
4	Disagree	2	2	4
5	Strongly Disagree	1	1	1
Total			32	111

Based on the table above, it shows that there are 13 students choose undecided with the statement, it can be assumed that most of students like to practice speaking English such as the Native Speaker, by continuum can be shown below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that students' attitude refers to behavioral aspect on speaking English, namely $111/150 \times 130\% = 74\%$, so it was categorized Undecided.

Table 4.29 Positive Statement (Item 28: ketika saya mendengar teman saya berbahasa inggris dengan baik, saya suka berlatih dengannya)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	8	40
2	Agree	4	11	44
3	Undecided	3	9	27
4	Disagree	2	4	8
5	Strongly Disagree	1	0	0
Total			32	119

Based on the table above, it shows that there are 11 students choose agree with the statement, it can be assumed that most of students like to practice speaking English with their friends when they listen their friends speak up, by continuum can be shown below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

Data above shows that students' attitude refers to behavioral aspect on speaking English, namely $119/150 \times 130\% = 79\%$, so it was categorized Undecided.

Table 4.30 Positive Statement (Item 30: saya senang memberi pendapat menggunakan bahasa inggris selama pelajaran bahasa inggris berlangsung begitupun dia area pondok peasantren)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	6	30
2	Agree	4	6	24
3	Undecided	3	8	24

4	Disagree	2	11	22
5	Strongly Disagree	1	1	1
Total			32	101

Based on the table above, it shows that there are 11 students choose disagree with the statement, it can be assumed that most of students unrespect to give argument by using English in the classroom and school area, by continuum can be shown below:

0	1-30%	31-60%	61-90%	91-120%	121-150%
	SL	L	U	S	VS

The data above shows that students' attitude refers to behavioral aspect on speaking English, namely $101/150 \times 130\% = 67\%$, so it was categorized Undecided.

After findings the result of questionnaire as quantitative data from this research, according to the research method the research secondly presents the result of qualitative data.

2. The Result of Interview Teachers

The researcher interviewed two different English teachers, from an English teacher who taught female students and English teacher who thought male students in second grade MA PK, which was carried out directly at around the boarding school and supported by using an audio recorder. In the Organizational Behavioral book by Kreitner and Kinicki describe the concept of attitude in three aspects namely Cognitive, Affective and Behavioral.¹

¹Robert Kreitner and Angelo Kinicki, *Organizational Behavioral Sixth Edition*, (New York: The McGraw-Hill Compaines, Inc, 2004).

- a. The Result of Interview for the Cognitive Aspect Questions in Students' Attitude on Speaking with the English Teacher (Thought the second grade of MA PK students in Al-Risalah Batetangnga)

The result data from interviewed that has been processed through data display and coding are representative responds present below:

Informant 1

“Berbicara tentang kemampuan siswa kelas 2 MA PK, mereka sudah bisa mengucapkan bahasa inggris sehari-harinya meskipun jika mereka tidak tau kosa katanya, mereka akan combain. Nilai mereka juga bagus, dan memang mereka itu disini diberikan pengembangan skill, dan mengajarnya bahasa inggris sebagai kebutuhan. Disamping itu, kemampuan siswa terhadap bahasa inggris bisa dilihat dari prestasi yang mereka raih dalam lomba pidato yang mewakili dari tingkat kecamatan hingga tingkat provinsi, sampai lembaga. Siswa juga suka belajar bahasa inggris, dilihat dari kreativitas mereka yang kadang mereka buat dalam narasi, lagu, puisi dan lain-lain. Jadi intinya mereka senang belajar bahasa inggris”.

“Talking about the abilities of grade 2 MA PK students, they can already speak English everyday even though if they don't know the vocabulary, they will combain. Their grades are also good, and indeed they are here given skill development, and teach them English as a language. In addition, students' ability to speak English can be seen from the achievements they have achieved in speech competitions that represent the level of acumen to the provincial level, to institutions. Students also like to learn English, seen from their creativity which they sometimes make in the narrative, songs, poetry, etc. So basically they like learning English.”

Informant 2

“kemampuan bahasa inggris siswa 2 MA PK Al-Risalah Batetangnga boleh dikatakan diatas rata-rata. Karena ketika mereka diberikan pertanyaan atau diadakan tes baik itu tes listening, speaking, reading, ataupun writing, mereka mampu menjawabnya meskipun jawabannya masih standar. Dilihat dari perolehan nilai mereka jika dirata-ratakan itu diatas 5,5 itu berdasarkan standar Ujian Nasional. Ada yang mendapatkan nilai 7,5 dan

6. Sehingga, dari situ bisa tergambarkan minat dan kemampuan siswa terhadap bahasa Inggris. Disamping itu, kita juga bisa melihat prestasi yang pernah diraih siswa Al-Risalah dalam bidang bahasa Inggris. Merupakan yakin dan percaya bahwa pelajaran bahasa Inggris itu penting dalam menunjang cita-cita dan profesi mereka nantinya. Kadang-kadang mereka mandiri dalam mengembangkan kreativitas mereka dalam pelajaran bahasa Inggris dengan menggunakan kosakata atau ungkapan yang dilafalkan dan dipraktikkan bersama teman-temannya”.

“The English skills of students of 2 MA PK Al-Risalah Batetangnga can be said to be above average. Because when they are asked questions or a test is held, be it listening, speaking, reading, or writing tests, they are able to answer them even though the answers are still standard. If averaged over 5.5, their scores are based on the National Examination standards. There are those who get 7.5 and 6. So, from there, students' interest and ability towards the English language can be illustrated. Achieved by Al-Risalah students in the field of English. They believe and believe that English language learning is important in supporting their dreams and their future profession. Sometimes they are independent in developing their creativity in English language lessons using vocabulary or expressions that are pronounced and practiced with his friends.”

- b. The Result of Interview for the Affective Aspect Questions in Students' Attitude on Speaking with the English Teacher (Thought the second grade of MA PK students in Al-Risalah Batetangnga)

The result data from interviewed that has been processed through data display and coding are representative responds present below:

Informant 1

“Terkait dengan perasaan mereka terhadap bahasa Inggris, yang saya perhatikan selama ini mereka sangat antusias belajar bahasa Inggris sambil bermain dan mengajarnya speaking. Lewat lagu-lagu dan mereka mengatakan saya senang belajar bahasa Inggris, meskipun kadang-kadang

mereka tidak paham namun mereka mau belajar dan mampu berhasa inggris, dan saya sebagai gurunya selalu memberi motivasi kepada siswa agar mau belajar bahasa inggris, memberi contoh dan kisah orang-orang inspiratif yang mampu belajar hingga mendapatkan beasiswa keluar negeri”.

“Regarding their feelings towards English, which I have noticed so far they are very enthusiastic about learning English while playing and teaching him speaking. Through songs and they say I like learning English, even though sometimes they don't understand but they want to. Learn and be able to speak English. I am as their teacher always gives motivation to them for study English; give examples and inoperative stories that able deserve the scholarship in overseas”.

Informant 2

“Siswa kelas 2 MA PK begitu antusias belajar bahasa inggris, mereka hadir dalam pembelajaran baik formal maupun informal yang diadakan disetiap sore kecuali hari ahad. mereka juga memperhatikan penjelasan-penjelasan yang diberikan, aktif bertanya dan menjawab dan aktif mengerjakan tugas yang diberikan”.

“Class 2 MA PK students are very enthusiastic about learning English, they are present in both formal and informal learning that is held every sick day except on Sundays. They also provide explanations given actively ask and answer questions and actively work on assignments given.”

- c. The Result of Interview for the Behavioral Aspect Questions in Students' Attitude on Speaking with the English Teacher (Thought the second grade of MA PK students in Al-Risalah Batetangnga)

The result data from interviewed that has been processed through data display and coding are representative responds present below:

Informant 1

“Berbicara mengenai perhatian, disiplin dan respectsiswa kelas 2 MA PK terhadap belajar bahasa inggris, siswa 2 MA PK Al-Risalah, mereka sangat memperhatikan gurunya ketika belajar karena dari awal mereka diajarkan untuk memuliakan guru dan ilmu yang diberikan, mereka juga disiplin, contohnya ketika dalam kelas formal maupun informal diberikan kosa kata dan expression maka mereka akan menyetornya sesuai dengan waktu yang ditentukan, meskipun ada beberapa yang terlambat karena kemampuan siswa itu berbeda-beda terutama dalam hal daya ingat dan menghafal, tapi sejauh ini mereka discipline mengerjakan tugas bahasa inggris maupun tugas lainnya. Disamping ituobservasi bentuk respect mereka terhadap berbahasa inggris, mereka lebih sering dan tertarik terhadap bahasa inggris. Kadangkadang ketika mereka dalam proses pembelajaran bahasa arab berlangsung siswa maupun guru berinteraksi satu sama lain menggunakan bahasa inggris sebagai bentuk pengaplikasiannya terhadap ilmu yang mereka dapatkan”.

“Talking about the attention, discipline and respects of grade 2 MA PK students towards learning English, students of 2 MA PK Al-Risalah, they really pay attention to their teacher when learning because from the start they are taught to glorify the teacher and the knowledge given, they are also disciplined, for example formal and informal classes are given vocabulary and expressions so they will deposit them according to the specified time, although some are late because the students' abilities vary, especially in terms of memory and memorization, but so far they are disciplined in doing English assignments as well as other duties. Besides that, they observed the form of their respect for English. They were more frequent and interested in English. Sometimes when they are in the Arabic learning process, students or other reliable teachers use English as a form of application to the knowledge they get.”

Informant 2

“Mengenal perhatian siswa terhadap siswa ketika belajar bahasa inggris, siswa sangat memperhatikan penjelasan yang diberikan, mencatat serta mengerjakan tugas-tugas yang diberikan, kadang mereka mempertanyakan hal yang kurang jelas menggunakan bahasa inggris jika mereka tahu kosa katanya dan kadang pula diungkapkan dengan mencampur antara bahasa Indonesia, bahasa ibu merekamaupun bahasa arab. Dismping itu, siswa 2 MA PK disiplin dalam hal menyetor vocabulary dan expression yang diberikan pada setiap pertemuan. Jika mereka tidak menyetor atau terlambat menyetor mereka menerima dan mengerjakan sangsi yang diberikan. Olehnya itu bentuk respect mereka terhadap bahasa inggris siswa menyimpan dengan baik materi-materi yang diberikan dan mempraktekkan materi tersebut dengan mengaplikasikan bahasa inggris ketika dikelas maupun diasrama meskipun dengan vocab yang masih standard an masih lebih sering mencampur penggunaan bahasa inggris dengan bahasa daerah maupun bahasa daerah mereka”.

“Regarding students' attention to students when learning English, students pay close attention to the explanation given, take notes and do the assignments given, sometimes they question things that are not clear using English if they know their vocabulary and sometimes also proposals between Indonesian, Indonesian their mother also Arabic. Dismissing it, students of 2 MA PK are disciplined in terms of depositing vocabulary and expressions given at each meeting. If they don't deposit or are late in depositing they accept and work on the sanctions given. Therefore, as a form of their respect for English, students keep the material provided and practice the material by applying English when in class or in a dormitory even though the vocab is still standard and often mixes the use of English with their local language or local language.”

From the interview which had been conducted with 2 English teachers, they respond above are the cognitive, affective, and behavioral aspect attitude on speaking English of the students at the second grade.

B. Discussion

Based on the description of the data through interview and questionnaires that has been explained by researcher in previous section has found out the main aspect that faced by students at the second grade MA PK in Al-Risalah Batetangnga Polman boarding school between these aspects namely, students' attitude on speaking English refers to Cognitive, Affective and Behavioral attitude aspect. Obtaining research as follows:

The attitude of students towards English, especially to students who are still at the intermediate level, is clearly very important in supporting the work period in the future. Because in communication it is not only done verbally but also nonverbally which will affect other people's perceptions of themselves.

In the book Organizational Behavior written by Kreitner and Kinicki describes the concept of attitude in three aspects or components, namely, Cognitive, Affective and Behavioral. It is focused on several predetermined criteria determined according to student analysis.²

Based on the findings of research conducted by researchers from three aspects of attitudes towards speaking English:

1. Students' Cognitive on Speaking English at the second Grade of Al-Risalah Batetangnga boarding school

Based on the research, in terms of students' cognitive attitudes in speaking English, students tend to be able to interact with foreigners in various parts of the world. Students have the ability that they are able to apply English

²Robert Kreitner & Angelo Kinicki, Organizational Behavior Sixth Edition, p. 197.

in their daily lives around the boarding school. Although code mixing is still done by students when interacting with teachers and messages, in addition, students' abilities in the field of English can be seen from the achievements achieved as a form of cognitive attitudes that emanate from students' personal towards English. Supported by the findings produced by researchers from the results of interviews with students' English teachers at school, it was stated that:

“Talking about the abilities of grade 2 MA PK students, they can already speak English everyday even though if they don't know the vocabulary, they will combine. Their grades are also good, and indeed they are here given skill development, and teach them English as a language. In addition, students' ability to speak English can be seen from the achievements they have achieved in speech competitions that represent the level of acumen to the provincial level, to institutions. Students also like to learn English, seen from their creativity which they sometimes make in the narrative, songs, poetry, etc. So basically they like learning English.”³

The English skills of students of 2 MA PK Al-Risalah Batetangnga can be said to be above average. Because when they are asked questions or a test is held, be it listening, speaking, reading, or writing tests, they are able to answer them even though the answers are still standard. If averaged over 5.5, their scores are based on the National Examination standards. There are those who get 7.5 and 6. So, from there, students' interest and ability towards the English language can be illustrated. Achieved by Al-Risalah students in the field of English. They believe and believe that English language learning is important

³Informant 1. Interviewed on October 23, 2020 by tap recorder.

in supporting their dreams and their future profession. Sometimes they are independent in developing their creativity in English language lessons using vocabulary or expressions that are pronounced and practiced with his friends.”⁴

Based on the explanation above, the researcher adds up the cognitive attitudes of the 2 MA PK students speaking can be assumed to have a positive cognitive attitude, it is said that because of the items that have cognitive aspects and are presented around 85% with very undecided categories. Judging from the English language coaching provided by the teacher in both formal and informal classes. Students are able to apply English in their daily lives even though their vocabulary is still standard, but the cognitive attitudes of students can describe their speaking skills, the tendencies that have been achieved and the tendency of students to create creativity in developing English. Such facts of course state Krench's view which states that:

"The cognitive components and the tendency to action (Behavioral) are closely related and have a direct relationship, so it will show the behavior shown by students.”⁵

Related to the positive aspects of students' cognitive use of English, it turns out that students are accustomed to using English by mixing up with their mother's Language or Indonesian, this is done because they do not know the vocabulary. And teachers at the Al-Risalah Islamic boarding school are

⁴Informant 2. *Interviewed* on October 24, 2020 by tape recorder.

⁵K.Devi Kalfika Wardani, M.Gosong and G.Artawan, *Sikap Bahasa Siswa terhadap Bahasa Indonesia: Studi Kasus di SMA Negeri 1 Singaraja*, (Singaraja, E-journal of English language and literature(2013) p. 4. (Accessed on December, 1 2020).

focused on their students so that they can speak as a necessity today and tomorrow to support them in the future and their profession.

2. Students' Affective on Speaking English at the second Grade of Al-Risalah Batetangnga boarding school

Regarding aspects of the attitude of students of 2 MA PK towards English, there are several samples that state that they have a strong emotional attachment to English, based on Questionnaire data from 10 items consisting of 7 positive items and 3 negative items. Based on questionnaire data on positive items, it was obtained a range of 1% -150%, so 83% was given in the Undecided category. Likewise, with items based on negative data found by researchers on students' affective attitudes in English, namely in the Strong category ranging from 1% -150%, it was obtained 80%. And supported by direct interview data with their English teacher, they stated:

*“Regarding their feelings towards English, which I have noticed so far they are very enthusiastic about learning English while playing and teaching him speaking. Through songs and they say I like learning English, even though sometimes they don't understand but they want to. Learn and be able to speak English. I am as their teacher always gives motivation to them for study English; give examples and inoperative stories that able deserve the scholarship in overseas”.*⁶

“Class 2 MA PK students are very enthusiastic about learning English, they are present in both formal and informal learning that is held every sick day

⁶Informant 1. *Interviewed* on October 23, 2020 by tape recorder.

except on Sundays. They also provide explanations given actively ask and answer questions and actively work on assignments given.”⁷

As previously served regarding the aspects of student affective attitudes, the results of the analysis show that students who feel happy learning English and enthusiasm in applying English both as a group and independent study, and other findings from this aspect of attitude turn out to cause students to be enthusiastic in learning to apply. English, namely because the teaching and learning process is not boring and makes students interested in learning a second language, namely English. And teachers always give them motivation that it is important to learn English, especially when we are able to use English. This suggests that students' affective attitudes towards English are in the positive category.

These findings corroborate the results of research by Clement and Krudinier in 1983 which suggested that: "Student motivation can maintain a positive state more because of the instrumental motivation, while the integrative motivation does not really play a role".⁸

In several other studies, similarities were found between previous studies conducted by Nuri Ahsanti, which found that 91.89% of students tended to be positive and only 8.1% of students were negative, meaning that most students felt happy learning English.⁹ It's just that what distinguishes the

⁷Informant 2. *Interviewed* on October 24, 2020 by tape recorder.

⁸K.Devi Kalfika Wardani, M.Gosong and G.Artawan, *Sikap Bahasa Siswa terhadap Bahasa Indonesia: Studi Kasus di SMA Negeri 1 Singaraja*.

⁹Nuri Ahsanti, students' attitude towards English for business (The Study of XI Grade Students of SMKN 1 Demak in the Academic Year of 2017-2018) Thesis English Education Departement (Semarang, januari 2018).

results of the study from that conducted by Nuri Ahsanti is that this study focuses on students' attitudes in English, while previous research has focused on students' attitudes towards English for business.

3. Students' Behavioural on Speaking English at the second Grade of Al-Risalah Batetangnga boarding school

In the last aspect discussed in this study is the attitude of behavior of PK 2 MA students towards English where students have a caring attitude towards English, this is illustrated by the results of the interview that:

“Talking about the attention, discipline and respects of grade 2 MA PK students towards learning English, students of 2 MA PK Al-Risalah, they really pay attention to their teacher when learning because from the start they are taught to glorify the teacher and the knowledge given, they are also disciplined, for example formal and informal classes are given vocabulary and expressions so they will deposit them according to the specified time, although some are late because the students' abilities vary, especially in terms of memory and memorization, but so far they are disciplined in doing English assignments as well as other duties. Besides that, they observed the form of their respect for English. They were more frequent and interested in English. Sometimes when they are in the Arabic learning process, students or other reliable teachers use English as a form of application to the knowledge they get.”¹⁰

“Regarding students' attention to students when learning English, students pay close attention to the explanation given, take notes and do the

¹⁰Informant 1. Interviewed on October 23, 2020 by tape recorder.

assignments given, sometimes they question things that are not clear using English if they know their vocabulary and sometimes also proposals between Indonesian, Indonesian their mother also Arabic. Dismissing it, students of 2 MA PK are disciplined in terms of depositing vocabulary and expressions given at each meeting. If they don't deposit or are late in depositing they accept and work on the sanctions given. Therefore, as a form of their respect for English, students keep the material provided and practice the material by applying English when in class or in a dormitory even though the vocab is still standard and often mixes the use of English with their local language or local language.”¹¹

From the results of the interview, the attitude of student behavior in English, in terms of student attention, an average of 90% with the undecided category if you pay attention to the teacher's explanation in the English class. In terms of students, from the research sample, about 85% with a very Undecided category. Students tend to have good discipline, they follow the teaching and learning process both in formal and informal classes and complete assignments at the given time that is also influenced by school rules, namely accustoming students to discipline with all the rules, teacher instructions that as a student should honor the teacher and appreciate the knowledge he learns.

Besides that, the attitude of students in terms of student respect for English with a score between 91-120% is in the strong category, those students who are able to speak English in words and are very happy to give or

¹¹Informant 2. *Interviewed* on October 24, 2020 by tape recorder.

express their opinions in using English. However, what is called the background of this research if in language learning there is something called code switching which aims to convey the intent or target language by mixing English-Indonesian or English-with the mother tongue.

The explanation above has similarities with the research conducted by Syahreni Siregar that most students use English-Indonesian code switching in class lessons and analyzes that a positive attitude towards English-Indonesian code switching is 50% and is the main reason for code switching carried out This is a communicative strategy, because code training can facilitate language learning and students can understand better understanding in classroom learning.

So that the total results of the study indicate that the attitudes of students from three aspects including cognitive attitudes, affective attitudes and behavioral attitudes student attitudes towards English language students of class 2 MA PK Al-Risalah Batetangnga Polewali Mandar boarding school are positive.