

respondents consist of two groups there were a group consist of 159 students and B group consist of 347 students of higher Education in Japan. The researcher used the questionnaire to find the students attitude, finally the questionnaire results showed two third of A and B group students did not like to study English because they had not had much feeling of success in their learning experience. At the same time, many of the students were interested in speaking with people overseas and they did not have many hostile feeling against English or English speaking countries.³²

Another study was conducted by Diego Uribe Martinez by the title “Attitudes of American Students toward Learning English as a Second language in A Structured Immersion Program”. This study involved the examination of the attitude of a grip of Mexican students toward learning English as a second language in a structured immersion program. It also analyzed the extent to which these attitudes differ in relation to the variables of gander and performance in English. The participants were 110 students (girls were 56 and boys were 54) in grade 8-12 in the Compton Unified School District (California, USA). In this district, students with an English proficiency range from the beginner to intermediate (level 1, 2 and 3). All the participants had participated in this program since they enrolled at the school for the first time and could be considered prototypes of the many students in ELD (English

³² Sanae Tsuda, “Attitudes toward English Language Learning in Higher Education in Japan (2): Raising Awareness of the Notion of Global English,” *Intercultural Communication Studies* 12, no. 3 (2003): 61–75.

Language Development) programs who attend Suburban schools in California. The instrument of this study was questionnaire with four subscales was used to measure students' attitude toward learning English as L2 in structured immersion program. The questionnaire was specifically designed for the study and was based mainly on models implemented by gender. SPSS 18.0 was used for the analysis of data obtained from the four attitudinal subscales, while ANOVA was also used to see possible differences in students' responses based on the independent variable (gender and performance in English). The last was the results of this study indicated that the attitude of Mexican American students toward learning English as a L2 within a structured immersion program were generally positive. This sample of students seemed to feel that studying English were a needed in their lives; more positive attitudes were expected.³³

Sandoval-Pineda, Angelica from the university of Arizona, he studied about relationship between attitude and motivation with English language achievement among Mexican university students across three undergraduate academic programs by the title "Attitude, Motivation and English Language Learning in a Mexican College Context". the participants of this research were applied to select three academic programs within the University of Aztlan. For this study, a school with a consistently high percentage of students passing the institutional

³³ Diego Uribe Martínez and José Gutiérrez Pérez, "Attitudes of Mexican American Students towards Learning English as a Second Language in a Structured Immersion Program," *Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras*, no. 20 (2013): 205–221.

significantly influenced by instrumental orientation respondents thought that by mastering English, they would get advantages in social recognition or economic.

The same study of attitude was studied by Siregar, she studied about students' attitude towards American English, British English, and Englishers in southeast Asia. She employed a semi structured interview and questionnaires. The respondents were 108 students of Maranatha Christian University. The study showed that students had positive attitude toward British English and American English than toward Southeast Asia Englishers. Respondents reported they more appreciated English native speaker than non-native. In fact, they might have more contact with nonnative speaker in daily life. It might be caused by the lack of teachers' participation in building the students' awareness that English as an international language belongs to all of its users.

While another research in Indonesia was conducted by Yusuf. He used Attitude Motivation Test Battery (AMTB) which was designed by R.C. Gardner to uncover the students' orientations in learning English and to see their attitude towards courses and their instructors. From 68 students of English Department UNISMA Bekasi, 60 students tended to had both integrative orientation and instrumental orientation. The respondents had not only cultural motivation, but also the motivation which related to career and job in the future.

And also, Khoir by the title “the Language Attitude of Students of English Department state Islamic university Sunan Kalijaga Towards English”. He investigated the students how they apply their attitude it was positive or negative in their daily life especially in their campus area. He used interview and questioner to collect the data. The respondent of the study was fifty-seven. All of them were students of English department State Islamic University Sunan Kalijaga. They were selected from period 2010, 2011, and 2012 randomly. The result of his study was the respondents had positive attitude towards English and they were motivated both instrumental and integrative orientation towards English.

The last in UINSA by the title: Student Perception on Speaking Anxiety Causes of second semester students English Education Department of State institute for Islamic studies by Maziyyah, Nuswatul this thesis is aimed to know the causes of speaking anxiety and the way to reduce speaking anxiety in the speaking class. The subject of this study is the second semester students of English Department in State Institute for Islamic Studies Sunan Ampel Surabaya 2013. This study use descriptive qualitative method. To collect the data, this study use some instruments, those are: questionnaire and interview guide. discusses the data in relation to the questions of the research, The result of this research shows that the second semester students sometimes feel anxious when speaking English class. Many causes of speaking anxiety such as lack of vocabulary, lack of practice, low of

English proficiency, lack of preparation, forgetting what are prepared, lack of confidence, and fear of making mistake influenced to second semester student in class. Most students felt helpless about being anxious when speaking English in class.

2. This study

In this study, the researcher would like to investigate the language attitude of students English teacher education department in UINSA. The population of the researcher is students of English teacher education department classes of 2013, 2014 and 2015, the researcher take 50 respondents in every classes randomly so the total of respondents is 150 students of English teacher education department at UINSA. The researcher used questioner only to collect the data it does not like the previous study that used questionnaire and interview. The researcher divided the language attitude in three aspects, those are behavioral, cognitive and emotional aspect, the three aspect researcher taken by from Zainal Abidin's journal article "*EFL Students Attitude toward Learning English Language: The Case of Libyan Secondary School Students*."