#### **CHAPTER IV**

#### FINDING AND DISCUSSION

This chapter presents the research finding and discussion. The research findings are based on the data which were taken in English Education department at UINSA from the students of English Education department class of 2013, 2014 and 2015 as the respondents. The discussions are based on the result of the data analysis to address the research question.

# A. Finding

Collection data was held on 22 of November 2016 up to 8 of December 2016. The data were collected using questionnaires which consisted of three attitude components (behavior, cognitive, and emotional) (see appendix). Data collected were analyzed and the result will be described as follows.

# 1. Behavioral aspect

## **❖** Item 1

Response to the first question "speaking English anywhere make me feel worried".

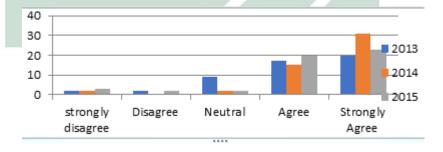


Figure 4.1 Students' feeling when speaking English

From this figure, it can be seen that most of students from classes of 2013, 2013 and 2014 were worried to speak English

anywhere. Students from class 2014 are most concerned to speak English than students from other classes.

### **❖** Item 2

Responses to the second question is "studying English helps me to have good relationships with a friends".

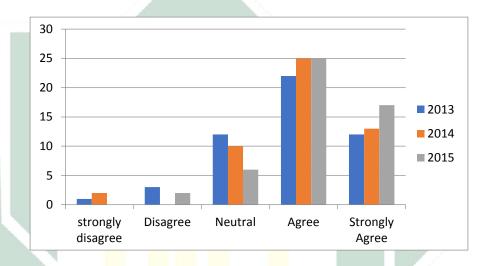
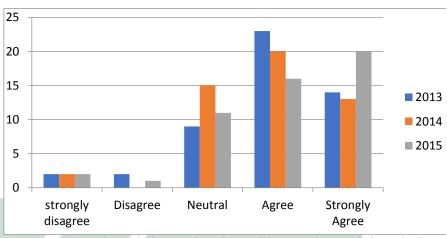


Figure 4.2 Student's belief in the use of English to assist in relationship with friends

From this figure 4.1.2, it can be seen that most of students from classes 2013, 2014. 2015 agree that studying English helps them to have good relationship with their friends.

#### **❖** Item 3



Response to the third question is "I like to give opinion during English lesson".

Figure 4.3 student's willingness to give opinion during the English lesson

From figure 4.3 above, it can be seen that most of students from classes 2013, 2014 agreed with the statement, but students from class 2015 choose "strongly disagree" with this statement. It indicates that from all classes always give their opinion during their English lesson.

## **❖** Item 4

Response to the forth question is "I am able to make myself pay intention to the teacher during studying English in the classroom".

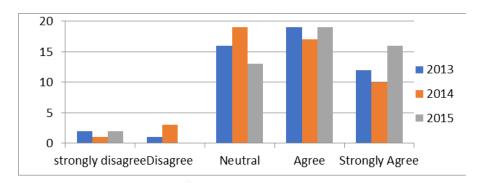


Figure 4.4 student's self-management in paying intention during studying English

From figure 4.4, it can be seen that most of the students from classes 2013 and 2015 agree with the statement, it indicates that they are able to make themselves pay intention to the teacher during studying English in the classroom, but the students from class 2014 are neutral. It indicates that they are not too able to make themselves pay intention to the teacher during studying English in the classroom.

# **❖** Item 5

Response of the fifth question is "when I hear a student in my class speaking English well, I like to practice speaking with him/her.

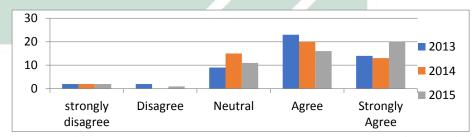


Figure 4.5 student's interest in speaking English with their friends

From this figure 4.5, it can be seen that most of the students from classes 2013 and 2014 are neutral for this statement. It

indicates that when there is a student in their class speaking English well, they are not so tent to practice speaking English with him/ her. Different with students from class 2015, they are strongly agreed with this statement. It indicates that they like to practice English with their friends when they hear students in their class speaking English well.

#### **❖** Item 6

The Response of the sixth question is "studying English makes me have more confidence in expressing myself".

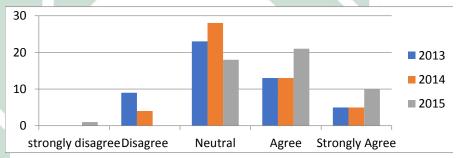


Figure 4.6 student's confidence in expressing themselves by studying English

From figure 4.6, it can be seen that most of students from classes of 2013 and 2014 are neutral toward statement about studying English makes them have more confidence in expressing themselves. It is different with students from class of 2015. They are agree with studying English makes them have more confidence in expressing themselves.

## **❖** Item 7

The response of seventh question is "studying English helps me to improve my personality".

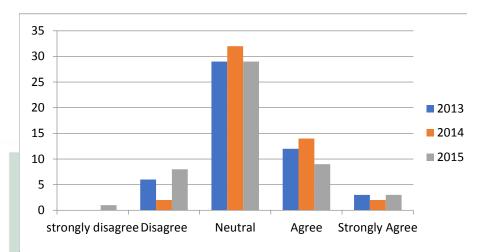


Figure 4.7 student's improvement when studying English

From this figure 4.7, it can be seen that most of student from all classes are neutral for statement about studying English helps them to improve their personality.

# ❖ Item 8

The response of eighth question is "I work on my English homework as much as possible".

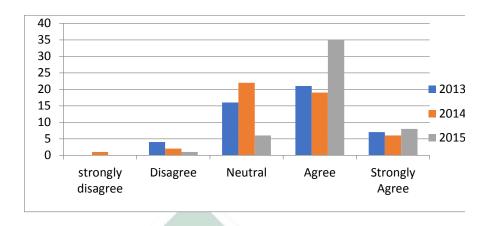


Figure 4.8 student's effort in doing homework

From this figure 4.8, it can be seen that most of students from classes of 2013 and 2015 are surely work on their English homework as much as possible, but most of students from classes 2014 are not enthusiast for work on their English homework.

#### Item 9

Response of the ninth question is "I am not relax whenever I have to speak English in my English class".

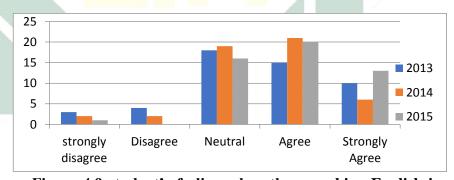


Figure 4.9 student's feeling when they speaking English in the class

From this diagram, it can be seen that most of students in class of 2013 choose "neutral" for this statement. It indicates that students in class of 2013 are not too afraid to speak English in their

English class; this is different with students from classes of 2014 and 2015, who agree with this statement. It indicates that they do not afraid to speak English in their English class.

#### **❖** Item 10

Response of tenth question is "I feel embarrassed to speak English in front of other students".

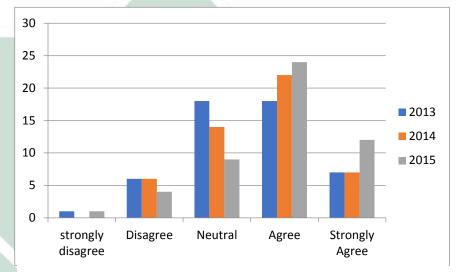


Figure 4.10 Student's confidence when speaking English

From this diagram, it can be seen that total students from all classes choose "strongly agree" are more than total students choose "strongly disagree". It proves that students feel embarrassed to speak English in front of other students.

## **❖** Item 11

Response of the eleventh question is "I like to practice English the way native speakers do".

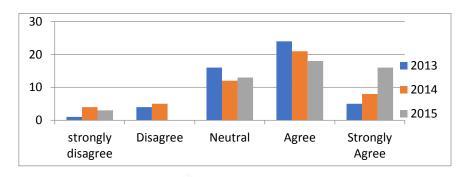


Figure 4.11 student's willingness to practice the way native speakers do

From the diagram above, it can be seen that most of students from all classes like to practice English the way native speakers do.

#### **❖** Item 12

Response of the twelfth question is "I wish I could have many speaking English friends.

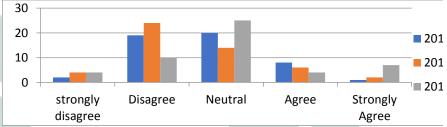


Figure 4.12 Student's willingness in having English speaking English

From this figure 4.12, it can be seen that most of student from class of 2013 and 2015 are neutral for this statement. It indicates they do not wish too much that they have many English speaking friends. It is different with students from classes of 2014 who disagree with this statement. It means that they have no intention to active speaking English in their class.

#### **❖** Item 13

Response of the thirteenth question is "when I miss the class, I never ask my friends or teacher for the homework on what has been taught".

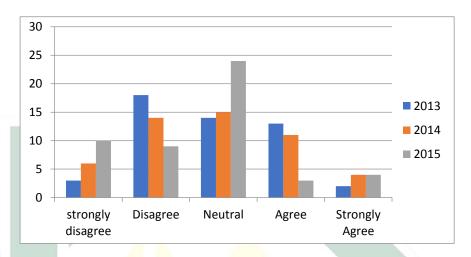


Figure 4.13 student's engagement in asking English task

From this figure 4.13, it can be seen that most of the students from class of 2014 and 2015 are neutral; it shows that they sometimes ask their friends or teachers for the homework on what has been taught. In the other side, the students from class of 2013 never ask their friends or teacher for the homework on what has been taught.

## **❖** Item 14

Response of the fortieth question is "I do not feel enthusiastic to come to the class when the English is being thought".

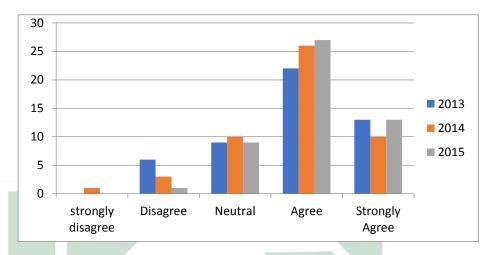


Figure 4.14 Students' feeling in having English class

From this figure 4.14, it can be seen most of the students from classes of 2013, 2014 and 2015 are agree for this statement. It shows they do not feel enthusiastic to come to the class when the English is being thought.

# **❖** Item 15

Response of fifteenth question is "I do not pay any attention when my English teacher is explaining the lesson"

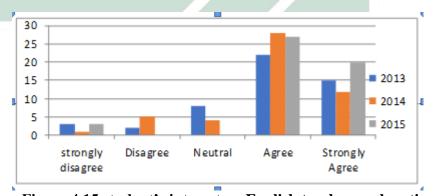


Figure 4.15 student's interest on English teacher explanation

From this diagram, it can be seen that most of the students from all classes do not pay any attention when their English teacher is explaining the lesson.

# 2. Cognitive

# **❖** Item 16

Response of the sixteenth question is "Studying English is important because it will make me more educated".

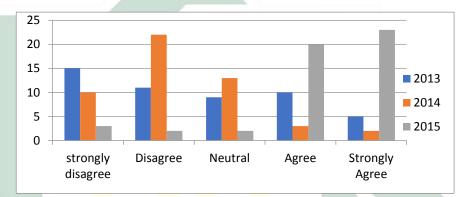


Figure 4.16 the important of studying English

From this figure 4.16, it can be seen that most of students from class of 2013 are strongly disagree. Then students from class of 2014 are disagree. It shows that studying English is not important because it does not make them more educated. Different with students from class of 2015, they choose agree strongly. It shows that studying English is important because it will make them more educated.

### **❖** Item 17

Response of the second item is "Being good at English will help me study other subject well".

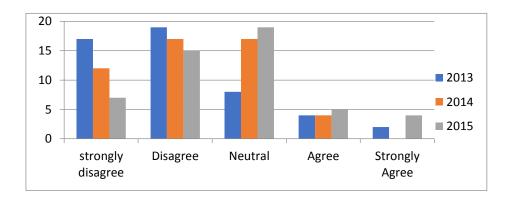


Figure 4.17 The benefit of studying English

From this figure 4.2.2, it can be seen that the most of students from class of 2013 are disagree. Then no one from class of 2014 choose "strongly disagree" with this statement that is about being good English will help them study other subject well.

## **❖** Item 18

Respond of the eighteenth item is "I have more knowledge and more understanding when studying English".

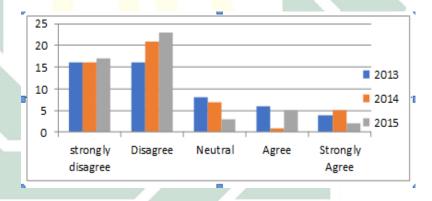


Figure 4.18 Student's improvement in studying English

From this chart, it can be seen that some students in class of 2013 are disagree and other students are strongly disagree about they have more knowledge and more understanding when they were studying English.

#### **❖** Item 19

Response of the nineteenth question is "I like my English class much; I look forward to studying more English in the future".

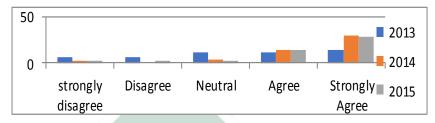


Figure 4.19 Students' willingness in studying English

From this figure 4.19, it can be seen that the most of students in class of 2013, 2014 and 2015 are agree strongly. It shows that they like their English class co much' they look forward to studying more English in the future.

## **❖** Item 20

Respond of twentieth question is "studying English helps me getting new information in which I can link to my previous knowledge".

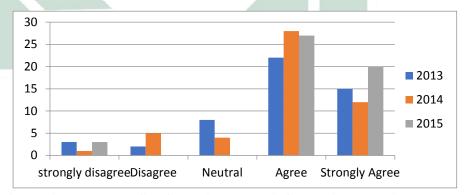


Figure 4.20 the benefit of English to get information and link to previous knowledge

From this figure 4.20, it can be seen that most of the students from classes 2013, 2014 and 2015 agree when they were studying English they get new information in which they can link to their previous knowledge.

#### **❖** Item 21

Response of twenty-first question is "I cannot summarize the important points in the English subject content by myself".

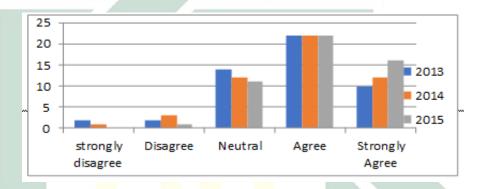


Figure 4.21 student's disability in summarizing the content of English Subject

From this figure 4.21, it can be seen that most of the students from all classes could not summarize the important points in the English subject content by them.

#### **❖** Item 22

Response of the twenty- second item is "frankly, I study English just to pass the exams".

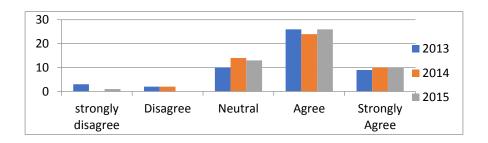


Figure 4.22 student's effort in studying English

From this figure 4.22, it can be seen that most of the students from all classes studying English only to pass the examination.

# **❖** Item 23

Response of twenty – third item is "in my opinion, people who speak more than one language are very knowledgeable".

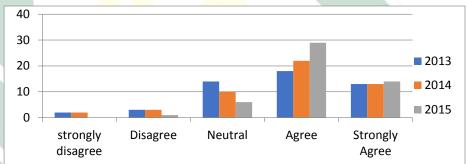


Figure 4.23 Student's opinion about more language speaker

From this figure 4.23, it can be seen that most of the students from all classes believe that people who speak more than one language are very knowledgeable.

### **❖** Item 24

Response of the twenty - fourth question is "studying English helps me communicate in English effectively".

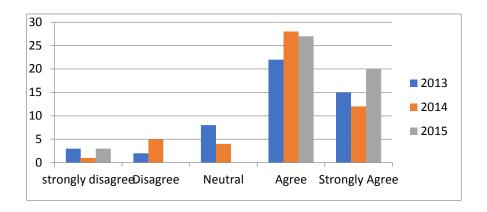


Figure 4.24 The benefit of studying English in English communication

From this figure 4.24, it can be seen that most of the students from all classes of agree that studying English could not help them communicate in English effectively.

#### **❖** Item 25

Response of the twenty – fifth question is "I cannot apply the knowledge from English subject in my real life".

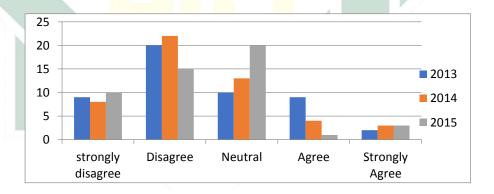


Figure 4.25 Student's disability in real life in practicing English

From this diagram, it can be seen that the most of the students from classes of 2013 and 2014 disagree with this statement. It shows that they can apply the knowledge from

English Subject in their real life, but students for class of 2015 they are neutral to this statement. It shows that they do not apply more the knowledge from English subject in their real life.

#### **\*** Item 26

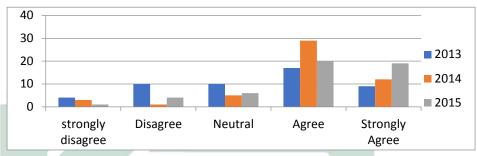
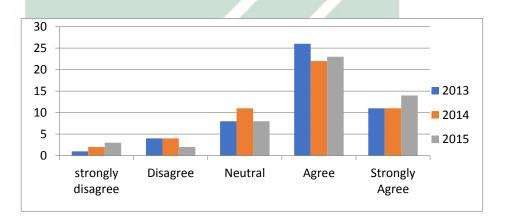


Figure 4.26 Students' stimulate to create new ideas

Response of the twenty - sixth question is "studying English makes me able to generate new ideas". From this figure 4.26 it can be seen that most of the students from all classes agree with that statement. By studying English students can create new ideas.

# **❖** Item 27

Response of the twenty - seventh question is "I am able to think and analyze the content in English subject".



# Figure 4.27 student's ability in analyzing English content

From this figure 4.27, it can be seen that most of students from all classes (2013, 2014 and 2015) do not able to think and analyze the content in English language.

#### **❖** Item 28

Response of the twenty – eighth question is "I am not satisfied with my performance in the English subject".

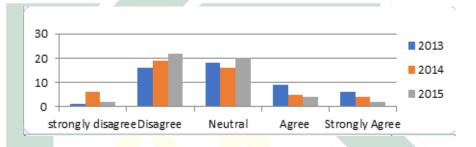


Figure 4.28 students' satisfaction of their performance in English Subject.

From this figure 4.28, it can be seen that most of students from classes of 2013 not too satisfied with their performance in the English subject. Different with students of classes of 2014 and 2015, they are satisfied with their performance in the English subject.

# **❖** Item 29

Response of the twenty – ninth question is "in my opinion, English language is difficult and complicated to learn".

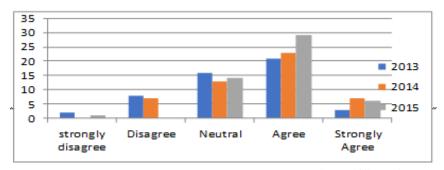


Figure 4.29 Student's opinion about English difficulties

From this figure 4.29, it can be seen that most of students from all classes are agree with this statement. They believe that English language were difficult and complicated.

# **❖** Item 30

Respond of thirtieth items is "English subject has the content that covers many fields of knowledge".

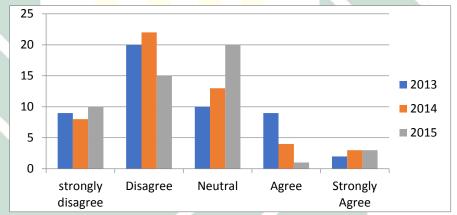


Figure 4.30 English content can covers the field of knowledge

From this figure 4.30, it can be seen that most of the students from classes of 2013 and 2014 disagree that English subject has the content that covers many fields of knowledge. It is different with students from classes of 2015. They are neutral toward this statement.

## 3. Emotional

## **❖** Item 31

Response of the thirty-first question is "I feel proud when studying English language".

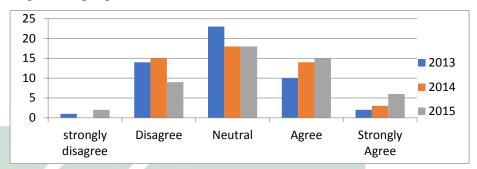


Figure 4.31 Student's emotional when studying English

From this figure 4.31, it can be seen that most of students from all classes of 2013, 2014 and 2015 are neutral from this statement. They do not too proud when they are studying English language.

# **❖** Item 32

Respond of the thirty-second question is "I feel excited when I communicate in English with others"

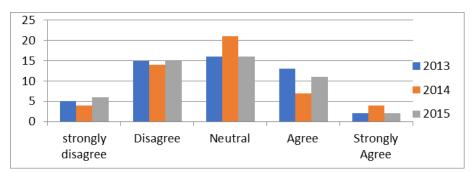


Figure 3.2 Student's feeling in communicate English with others

From this diagram, it can be seen that most of the students from all classes of 2013, 2014 and 2015 are not too excited when they communicate in English with others.

## **❖** Item 33

Response of the thirty-third item is "I don't get anxious when I have to answer a question in my English class".

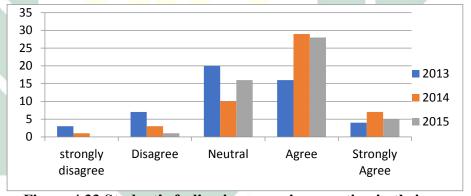


Figure 4.33 Student's feeling in answering question in their English class

From this figure 4.33, it can be seen that most of the students from class of 2013 are not too anxious when they answer a question in their English class. Different with students from classes of 2014 and 2015, they agree with this statement. It shows that they

don't get anxious when they answer a question in their English class.

#### **❖** Item 34

Response of the thirty-fourth item is "studying foreign language like English is enjoyable".

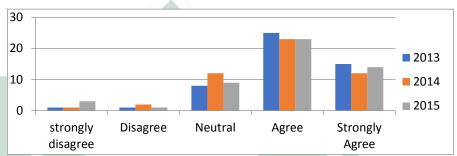


Figure 4.34 student's emotional when studying foreign language

From this figure, it can be seen that most of students from all classes are enjoy studying foreign language like English is enjoyable.

## **❖** Item 35

Response of the thirty- fifth item is "to be inquisitive makes me study English well".

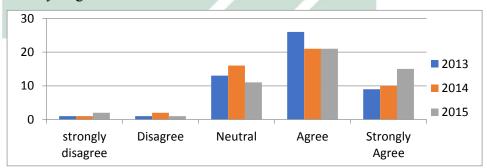


Figure 4.35 students' believe when studying English

From this figure 4.35, it can be seen that most of the students from all classes of "inquisitive make them study English

well". Actually they don't know the meaning of "inquisitive" but their responses were agree.

#### **❖** Item 36

Response of the thirty-sixth item is "studying English makes me have good emotions (feeling)".

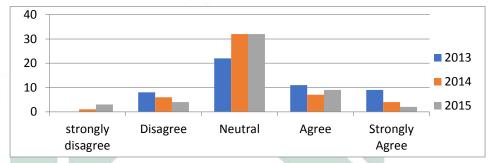


Figure 4.36 Student's believe to get good feeling when studying English

From this figure 4.36, it can be seen that most of the students from all classes are neutral toward this statement. It indicates that studying English do not make them have good emotions (feeling)

#### **❖** Item 37

Response of the thirty-seventh question is "I prefer studying in my mother tongue rather than any other foreign language".

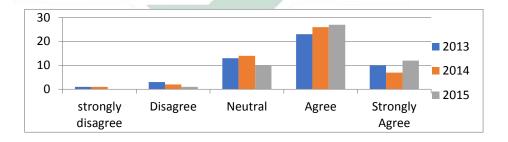


Figure 4.37 student's preference in studying foreign language

From this figure 4.37, it can be seen that most of the students from classes of 2013, 2014 and 2015 agree. It shows that they prefer studying in their mother tongue rather than any other foreign languages.

#### **❖** Item 38

Response of the thirty-eighth item is "I enjoy doing activities in

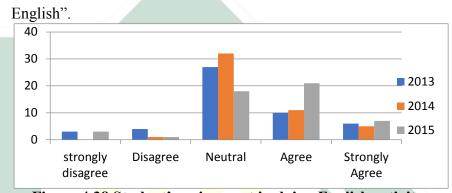


Figure 4.38 Student's enjoyment in doing English activity

From this figure 4.38, it can be seen that most of the students from all classes neutral. It shows that they do not too enjoy doing activities in English.

# **❖** Item 39

Response of the thirty-ninth question is "I do not like studying English".

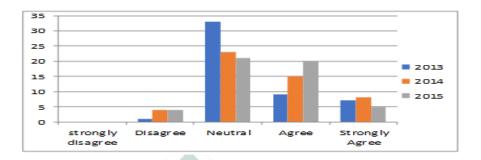


Figure 4.39 Student's pleasure in studying English

From this figure 4.3.9, it can be seen that most of students from all classes are neutral for this statement. It indicates they feel between like and dislike studying English.

# **❖** Item 40

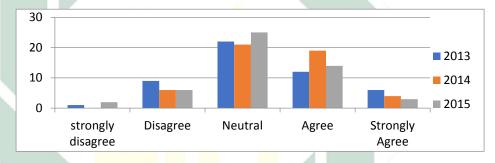


Figure 4.40 Student's wishes in influence of English speaking

Response of the fortieth item is "I wish I could speak English fluently". From this figure 4.40, it can be seen that most of the students from all classes have no wish to speak English fluently.

## **❖** Item 41

Response of the forty-first question is "I am interested in studying English"

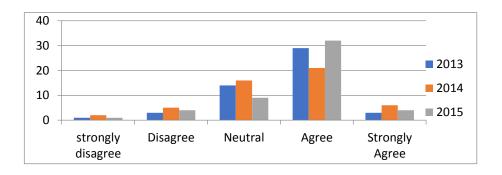


Figure 4.41 Student's interest in studying English

From this figure 4.41, it can be seen that the most of the students from all classes are interested in studying English.

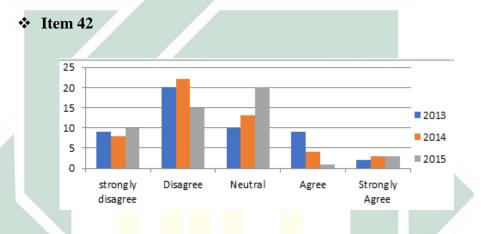


Figure 4.42 Student's believe about English makes them more confident.

Response of the forty-second question is "studying English subject makes me feel more confident". From this figure 4.42, it can be seen that most of the students from classes of 2013 and 2014 do not feel more confident when they study English subject. Different with students from classes of 2015, they are neutral. It shows that they do not too confident when they study English subject.

# **❖** Item 43

Respond of the forty-third question is "to be honest, I really have a little interest in my English class".

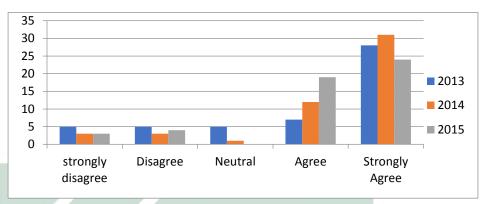


Figure 4.43 Students' interest in English class

From this figure 4.43, it can be seen that most of the students from all classes of 2013, 2014 and 2015 really have a little interest in their English class.

#### **\*** Item 44

Response of the forty-forth item "knows English is an important goal in my life.

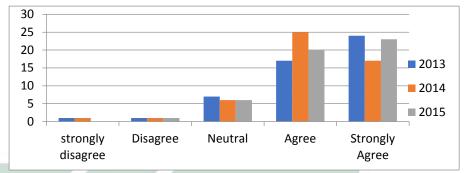


Figure 4.44 Students' goal in studying English

From this diagram, it can be seen that most of students from class of 2014 agree for this statement. It is shows that knowing English is an important goal in their life. As well as students from classes of 2013 and 2014 are agree strongly.

# **❖** Item 45

Response of the forty-fifth item is "I look forward to the time I spend in English class.

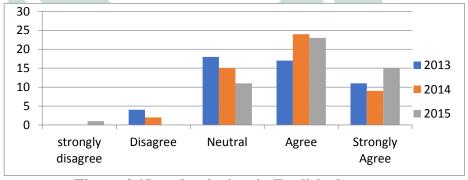


Figure 4.45 student's time in English class

From this diagram, it can be seen that most of students from class of 2013 choose neutral. It indicates that students from classes

of 2014 and 2015 agree with the statement. It shows that they want to look forward to the time; they spend the time in English class.

#### **B.** Discussion

The aim of the study is to investigate the language attitude of English education students' in UINSA towards learning English. The effort made by the researcher is to conduct a survey conducted to the students English Teacher department at UINSA classes of 2013, 2014 and 2015.

Through a survey conducted by the researcher, it gets the result that have described on finding chapter. According to Zainal abidin in his journal "the attitude" The attitude in learning English is divided to be three aspects. They are behavioral, cognitive and emotional. Those aspects will be discussed below.

### 1. Behavioral Aspect

Students' behavior towards learning English in English education department of UINSA can be seen from their daily habits in their English classroom. In all classes, students' feel worried when they have to speak English in the classroom or university environment. Furthermore, they do not feel relax to speak English during English lesson. It is because students rarely practice their English with their friends.

Abidin states the behavior aspect is the success key of language learning. The students adopt or duplicate the native behavior in using

language<sup>1</sup>, from this statement if the students of English Department in UINSA feel worried or they do not feel relax to speak English in their classroom or university environment, it indicated the students have negative attitude of behavioral aspect, because they do not adopt or duplicate what native behavior in language learning.

According to the results that have been obtained, researcher believe the problems faced by the students as they still worried and do not feel relax when they speaking English in the classroom or in university environment can be overcome by the teacher for making classroom more interesting by various method, instruments and material in order to stimulate their English language which will reduce the feeling of nervous or worried when they speak English.

Beliefs about language learning is directly associated with success in language classes. According (lennartsson), students' beliefs can be an obstacle if they beliave that they cannot learn the new language successfully.<sup>2</sup> Negative attitude and lack of motivation can lead to obatacles in learning language. But a student's negative attitude can be change and turned in to possitive ones and facililate getting a possitive result, the researcher opinions if the negative attitude can be changed in to possitive attitude<sup>3</sup>, we as teachers need to think about

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<sup>3</sup> Ibid., 995.

<sup>&</sup>lt;sup>1</sup> Zainol Abidin, Pour-Mohammadi, and Alzwari, "EFL Students' Attitudes towards Learning English Language."

<sup>&</sup>lt;sup>2</sup> Nasser Oroujlou and Majid Vahedi, "Motivation, Attitude, and Language Learning," *Procedia - Social and Behavioral Sciences* 29 (2011): 994, accessed March 31, 2017, http://linkinghub.elsevier.com/retrieve/pii/S1877042811027947.

what methods can make them no longer worried for English language, because an interesting method according to the resercher could change the attitude of students who initially negative to be possitive attitude. corroborated by what was said by Alfred an attitude is a "relatively enduring" because it is learned. Because it is learned it can be unlearned. Because it is learned, it can be taught. Liking a foreign language is learned. No students is born liking or disliking it. If the students enters the classroom with fairly neutral attitudes about the language (or een possitive ones) and has a personality structure which will permit him to have an oppenness and willingness to perceive and respond, his attitude about langauge and langauge learning will be strongly influenced by the situation itself<sup>4</sup>. Attitude are situational and can be generalized. Langauge, teacher, class, book, and homework are within the frameof reference of learning and within the situation of school. A student who does not like learning and school, teachers and homework, can walk into a foreign language classrom and quickly generalize his dislike.

The researcher realize teachers should be more creative to choose the best way for learning English activities that urge to motivate the students to improve their speaking English. In order to teach speaking successfully, a teacher should concern about the students attitude and interest. It can be concluded that teacher can change the

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<sup>&</sup>lt;sup>4</sup> ALFRED N. Smith, "The Importance of Atitude in Foreign Langauge Lerning," *Utah State University* 55 (2) (n.d.): 82.

attitude of the students toward learning English by the condition in the classroom.

Researcher also argue why the students always worried or do not relax when they speak English in the classroom or in university environment, it may means that they had difficulties when they had to speak English. Here there are some difficulties that are generally performed by the students:

- ❖ It need confidence to convoy what the speaker wants to say, because students are often inhibited about trying to say things in a foreign language whether in the classroom or outside the classroom. In fact students are worried to make mistake and this makes them become speechless.
- The students have no motivation to express their opinion. In order words, the students cannot say anything.
- ❖ Low or no practice. In the classroom interaction some students are dominating the conversation. This situation makes another students feel upset and being down to speak out.
- Mother tongue. This problem always appears in every student's interaction because they are often using their mother tongue in sharing idea, it easier to be uttered. In the classroom students' talk using mother tongue both other students and teacher. This habit must be minimized by English Language students and teachers.

In other side, students are always enthusiastic when their friends speak in English. Students really want to join in conversation with their friends. It indicates they have high motivation. This characteristic becomes more important because high motivation will encourage student's interest to speak up to convey something related to the topic given. Motivation has a direct effect on learning a language as well. According to Lennartsson, motivation and the will to learn a second language are the factors that were considered much more important than the social ones<sup>5</sup>. By providing positive attitudes among the students we can raise students' motivation.

Another is when they have a chance to speak; they like to give opinion during English lesson. According to the researcher the students are characteristic of "a lot of learning talk" the characteristic of someone being success in speaking is let them talk a lot. Hence there should be more time for leaners to elaborate their idea freely. In edition teacher should give them many activities so that they are fluent in English and increase their confidence to speak up more.

Then students do their tasks responsibly and pay attention to the lecturer's explanation. In this statement researcher can conclude all the students have more respect in learning English. Here their responsibility and their attention will make students not only understand in English lesson but they also can practice it. According

<sup>5</sup> Oroujlou and Vahedi, "Motivation, Attitude, and Language Learning," 995.

to Jendra the students have integrative orientation; Learners do not only learn a language to have skill in it, but also wish to know, imitate, or adapt themselves to the culture related to the native speakers of the language.<sup>6</sup>

In this research, behavioral aspect in studying English is also influenced by students' willingness. One of their wish is having spoken English friends. By having spoken English friends, student can improve their ability in speaking with their friends. Students will adopt and duplicate the native behavior in using language, and then they will practice it as their behavior. Some of them believe that when they are expert in English, they will get many friends. But other students have different opinion. Not only by studying English, but also by studying many other subjects can get many friends and increase their confidences. It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used.<sup>7</sup>

# 2. Cognitive Aspect

Related to the findings above, researcher recognized that studying English helped most of students to get new information which can link to their previous knowledge. Then they were also able to think

<sup>6</sup> Made Iwan Indrawan Jendra, *Sociolinguistic*; *The Study of Societies Language* (Yogyakarta: Graha Ilmu, 2010), 63.

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<sup>&</sup>lt;sup>7</sup> Oroujlou and Vahedi, "Motivation, Attitude, and Language Learning," 996.

and analyze the content of English subject. Besides, they believed that people who were able to speak more than one language were very knowledgeable. Although those facts shows that the students have the right attitude in studying English, few students felt that they were not satisfied with their performance in English subject. As consequence, they planned to study English more in the future.

According to Majid, students can help themselves achieve their goals by determining their own language needs and by defining why they want to learn the language<sup>8</sup>. Having goals and expectations leads to increase motivation and good attitude, which in turn lead to a higher level of language competence<sup>9</sup>. In addition, the teacher should encourage students to have specific short-term such us communication in English, create new idea and analyze the content in English or reading book in English. No matter what the goals are, teacher should help students to set and pursue them to achieve those goals. Finally, researcher argued that students' success in learning English is influenced by how they set their own goals and how they direct their studies toward their own expectation.

However, we actually do not have to learn English formally as we do now because our life comes into contact with the English language in almost every aspects of life such as through radio broadcast, English television programs, movies, music, computer

<sup>8</sup> Ibid., 994.

<sup>&</sup>lt;sup>9</sup> Ibid., 995.

programs, magazines, advertisements, storybooks, newspapers, etc. In short, English is everywhere. Therefore, the mindset that English is difficult and complicated to learn, should be changed because nowadays English is taught formally or informally as a subject as early as in day-care centers and kindergartens up to university level and we can easily find English everywhere as the researcher stated before.

Actually, one students have the right attitude towards learning English, then everything else will fall in place. Learning English will be easy for them, lessons will be enjoyed, and in the end they will have a lot to benefit from the language<sup>10</sup>. Other people cannot give you the attitude needed. It comes from within you. You need to look at the language positively. For Instance, it's important to know the language; it feels good to be able to use the language.

Although laguage can be easily learnt, sometimes it can also be difficult. Both are possibly due to the variation of attitude towards the language<sup>11</sup>. Based on the findings of the research, the students or respondents who can learn language easily showed that they had right attitude in learning English and it may be caused by their previous knowledge related to English and their ability to master each of English subject. As Baker, cited from Ajzen, said that attitude is a disposition to respond favorable or unfavourably to an object, person,

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<sup>&</sup>lt;sup>10</sup> Abu-Melhim, Abdel-Rahman, "ATTITUDES OF JORDANIAN COLLEGE STUDENTS TOWARDS LEARNING ENGLISH AS A FOREIGN LANGUAGE" 43, no. 2, College Student Journal (Jun2009).

<sup>&</sup>lt;sup>11</sup> SK.Abdul al Mamun, "Students' Attitude towards English: The Case of Life Science School of Khulna University" 3 (2012): 201, www.irssh.com.

institution, or event<sup>12</sup>. On the other hand, few students who felt that English is difficult and complicated may have no more understanding and more previous knowledge when they learn English subject. Whereas Smith said that attitudes are not only about the students' but also attitudes of the teachers, parents, administrators and the community at large<sup>13</sup>. When the teacher had led them to set their own goals and expectation – it can be seen from the students' response about cognitive aspect – yet there are few students showing negative attitudes, it must be so much caused by the internal factor of the students themselves such as lack of previous knowledge. Finally, learning English subject in English Teacher Education Department can bring students to the right attitudes of English learning.

# 3. Emotional Aspect

Based on the findings, students are interested in studying English. For students, studying foreign language like English is enjoyable. It can be proved by their enjoyment in doing English activities and do not get anxious when they have to answer a question in their English class. Besides, they also tried to spend their leisure time in English class to do anything related to English subject that they have learnt.

As emotional aspect, students' attitude toward studying English expressed by the learners can be an advantage in their language

<sup>&</sup>lt;sup>12</sup> Ibid.

<sup>&</sup>lt;sup>13</sup> Smith, Alfred.N, "The Importance of Attitude in Foreign Language Learning" 55, Modern Language Journal (1971): 82.

learning process. Even some students believe that studying English do not make them feel more confident and honestly students really have little interest in their English class. They prefer studying in mother tongue rather than any other foreign language. It is in line with what Choy and Trudy asserted that inner feelings and emotions of foreign language learners influence their perspectives and their attitudes towards the target language.

However, some statements above are not the representative of whole students' feeling because most of students enjoyed learning English so much. In their poin of view, learning English became enjoyable because of the exciting classroom environment as well as the activities. Feng and Chen (as cited in Abidin et al) state that, "Learning process was an emotional process. It was affected by different emotional factors. The teacher and his students engage in various emotional activities in it.

Based Melhim on to have a positive attitude towards the English language is a good start to learn the language. The whole learning process would be much easier. We would not be shy to make mistakes as you understand that making mistakes is a part of the learning process<sup>14</sup>. We would also be able to accept being laughed at, corrected by others, and other negative responses that might arise from people around you as a result of using the language. These conditions were also possible to happen in learning English subject at English

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<sup>&</sup>lt;sup>14</sup> Abu-Melhim, Abdel-Rahman, "ATTITUDES OF JORDANIAN COLLEGE STUDENTS TOWARDS LEARNING ENGLISH AS A FOREIGN LANGUAGE."

Teacher Education Department with the result that most of students felt that learning process were enjoyable.

Additionally, the most important thing here is the urge of learning language. Once we have this urge, we would be willing to go through it all. Sometimes, this urge might come initially by being forced into learning the language or it might grow out of happenings and occurrences in life.

From the discussion above it can be concluded that students of English teacher education department at UINSA have a negative attitude on the behavioral aspects and positive or right attitude on the cognitive and emotional aspect.it is called PNP triode is the combination both cognitive and emotional components are positive but the behavioral aspect is negative. In this situation, an individual is having both positive feelings and beliefs toward the object, even though they take an unfavorable decision.

Additionally, attitudes are vary such as attitude to the variation of language; attitude to minority language and dominant language; attitude to foreign and second language; attitude to a spesific language etc. Whatever the nature of attitude, it has two component; instrumental and intergrative. According to Bakaer instrumental attitude refers to show attitude to a particular language for self

echievement and recognition. Intergrative attitude on other hand, concerns someone's attachment with a particular speech community<sup>15</sup>.

In this case, the reseracher conclude that language attitude of students English teacher education department is integrative because students integrate themselves into the language that is being learnt. Students do not only learn a language to have skill in it, but also wish to know, imitate, or adapt themselves to the culture related to the native speakers of the language. The students are always enthusiastic when their friends speak in English. Students really want to join in conversation with their friends. Then they were also able to think and analyze the content of English subject. Besides, they believed that people who were able to speak more than one language were very knowledgeable, for students, studying foreign language like English is enjoyable, etc. By this attitude, learners mostly succeed in learning the language.

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<sup>&</sup>lt;sup>15</sup> SK.Abdul al Mamun, "Students' Attitude towards English: The Case of Life Science School of Khulna University," 201.