

CHAPTER I

INTRODUCTION

A. Background of Study

It has been realized that speaking is one of English skills that has to be mastered by the students of English Education Study Program. They are expected to have a positive attitude and a good performance in speaking English.

Meanwhile, it may be caused by the different students' backgrounds and reasons when came to English Education Study Program. Some are interested in English while some are lack of interest, for at senior high school the development of foreign language learners' speaking ability is often put aside. It is in line with the previous research had been done by Bui (2013), which brought up the topic about The Effect of Attitude towards Speaking English and Exposure to Oral Communication in English on Use of Communication Strategies by English Majors in Vietnam. In her research, she found that the students who held positive attitude towards speaking English reported significantly higher frequency and wider variety of strategy use than did those who held negative attitude.

Furthermore, the students who held negative attitude towards speaking English are likely to have average or low levels oral proficiency. They may not like to speak the language because they lack self-confidence on their conversational

ability. This study supports the general contention that the positive language attitudes let learner have positive orientation towards learning English.¹

Based on the pre-observation had been done by the researcher at the fourth semester English Education Department class D, Faculty of Education and Teacher Training, State Islamic University, it is known that not all the fourth semester students held a positive attitude towards speaking English. For example, some students looked like have no confidence in speaking English. They are lack of practice speaking English like having conversation in the classroom. Furthermore, their attitude towards speaking English may play a big role in their achievement in using target language. The students were still not accustomed to speak English in the classroom.

Based on the problem above, the researcher would like to conduct the research under the title “INVESTIGATING EFL STUDENTS’ LANGUAGE ATTITUDE ON SPEAKING: A case study at fourth semester of State Islamic University Sultan Maulana Hasanudin Banten Majoring English Department”

B. Identifications of Problem

Related to the background of the study above the researcher would to conduct the research because of self experience in English Department environment which felt oddity about the situation that many students of English

¹Eva Rosmalasari Tambunan, “The Attitude Towards Speaking English”, *English Language Education Study Program, Languages and Arts Education Department, Teacher Training and Education faculty, Tanjungpura University, Pontianak*, (2015), 1.

Department did not master English especially in speaking and moreover they cannot speak but little even because of having not confidence, having not willingness, having big anxiety, lack of vocabulary or other reasons.

C. Statements of Problem

In this research the writer is curious to investigate:

1. How is the EFL Students speaking attitude of UIN Banten?
2. In what extent do the students find difficulties in speaking skill?

D. Limitation of Study

Because this research is too wide, writer limits this research by focusing on investigating student's language attitude towards speaking at English Department State University of Islamic Studies Sultan Maulana Hasanuddin Banten.

E. Objectives of Study

1. To describe student's attitude towards speaking
2. To know inn what extent the students find difficulties in speaking skill

F. The significant of the Study

The result of this study is aimed to give suggestion for following institution:

1. Student, from this research the students know their attitude standard toward speaking in order they can take a best way for increasing their course that is being learnt especially speaking and it applying in daily life.

2. Lectures, the result of this research can be the reference of lecture in making lesson plan and stimulate students to make their awareness of practicing English speaking is growing up.
3. English Department, according to secretary of English Education Department the research about student's language attitude toward speaking course has not been studied before. Therefore, I wish the result of this study will be additional information or suggestion for English Department when conducting a rules, a policy, a lesson plan and curriculum in English Department of Uin Sultan Maulana Hasanudin Banten.
4. For common people, this research can give information or tip to them when they to learn foreign language.

G. Previous Study

The two other similar researched that strengthening this research are, the first was conducted by Mohammad Khoir at English Department Faculty of Adab and Cultural Sciences State Islamic University Sunan Kalijaga Yogyakarta 2014. This research entitled The Language Attitude of Student of English Department UIN Sunan Kalijaga towards English. This research was aimed to find out the students' attitude towards English, and how they apply their attitude in their daily life. The number of respondents is 147 students. The results of the study show that the respondents had positive attitude towards English. The second is Language Attitudes of Turkish Students towards The

English Language and Its Use in Turkish Context by Karahan (2007). This research examined the relationship between language attitudes towards the English language and its uses in Turkey. The sample of this research was 190 eighth grade students of a private primary school in Adana, Turkey. The finding of this research was the students had mildly positive attitude although it got more English exposure than students who were in public school. Especially female students who had higher rate. The third is EFL Learners' Attitude towards The Improvement of thier English Speaking Performance which conducted by Siti Mahripah, Yogyakarta State University, Indonesia. This study aimed to illustrate EFL learners' attitudes towards the improvement of their English speaking performance. The data were collected through a questionnaire involved 131 students of Department of English Language Education. The results of the data analysis show that all respondents show positive attitudes towards the improvement of their English speaking performance. Although female students have more positive attitudes than male students, the difference is not significant. The results also show that students' attitudes towards their speaking performance change in accordance with their learning time.

Related to the three above previous studies, researcher would like to conduct the same researcher with different ways. In this research, researcher makes the topic to be more specific. Previous researcher examined language attitude in general aspect meanwhile researcher focusing on speaking aspect.

The instruments in this research are also different from the previous research. Previous researches only used questionnaire. In this research, there are three instruments namely questionnaire, observation, and interview.

H. The Organization of Writing

The Researcher arranged with three chapters and every chapter has some points explain the chapter.

Chapter 1 is Introduction. This chapter has some contents; these are Background of the study, Statement of the Problem, Objective of the study, the Significant of the study, the limitation of the study, and writing Organization.

Chapter 2 is theoretical Frameworks. This chapter consists of the theories from some experts who have conducted the research related to this research.

Chapter 3 is research methodology. This chapter consist of the methodology that writer going to use in conducting this research.

Chapter 4 is finding and discussion. This chapter discusses about the finding of this research.

Chapter 5 is conclusion suggestion. This chapter consists of the conclusion of the research and the suggestion for the other researcher.

CHAPTER II

THEORETICAL FRAMEWORK

A. Language Attitude

Attitudes are crucial in language growth or decay, restoration or destruction. Attitudes are internal states that influence what the learners likely to do. The internal state is some degree of positive/negative or favorable /unfavorable reaction towards an object. Language attitude is an important concept because it plays a key role in language learning and teaching. According to Oller (1979) "Attitudes are merely one of types of factors that give rise to motivation which eventually results in attainment of proficiency in a second language".²

Ostrom et al (1994) stated that researcher identify three types of responses when people show their attitude to others. They are affective, cognitive, and conative components attitude. It is familiarly called tripartite of attitude. Further, Ostrom et al 1969 explain:

Affective response refer to the emotional feelings and psychological consequences of encountering or thinking about an attitude object. These feeling vary from positive to negative or to evaluate dimension.

² Tayebeh zeini vand akbar azizi far, Habib gouhary, "The Relationship between Attitude and Speaking Proficiency of Iranian Efl Learners: The Case of Darrehshehr City" *Procedia - Social and Behavioral Sciences*, (2015), 251.

Cognitive response refer to the facts, knowledge structures, beliefs, inferences, and assumptions made about the attitude object. They vary from favorable to unfavorable on the evaluative dimension.

Conative response refer to behavioral intentions and overt actions taken in regard to the attitude object. They vary from supportive to hostile on the evaluative dimension.³

Related to the affective response above that emotional feeling covered language anxiety which Lindy Woodrow in his research considered language anxiety as a two-dimensional construct reflecting communication within the classroom and outside the classroom in everyday communicative situations.⁴ And in his research he quoted the statement of (Leibert and Morris 1967) that the anxiety reactions can be categorized as reflecting worry or emotionality. Emotionality refers to physiological reactions, such as blushing or racing heart, and behavioural reactions, such as, stammering and fidgeting. Worry refers to cognitive reactions, such as self-deprecating thoughts or task irrelevant thoughts (Zeidner 1998; Naveh-Benjamin 1991). Worry is seen as the more debilitating of the two because it occupies cognitive capacity that otherwise would be devoted to the task in hand, for example, speaking a foreign language (Tobias 1985).⁵

³ Ostrom, T.M, et al. 1994 "Attitude Scales: How To Measure The Unmeasurable." *Persuasion: Psychological Insights and Perspectives*. Ed. Shavit and T.C. Brock. Boston: Allyn and Bacon, 15-42

⁴ Lindy Woodrow, "Anxiety and Speaking English as a Second Language" *Sage Publication*, Vol. XXXVII, No. 3. (2006), 2.

⁵ Lindy Woodrow, "Anxiety and Speaking English as a Second Language", 3.

As mentioned in cognitive response above that beliefs is belongs to cognitive response. Beliefs here covered self-confidence. Clement & Kruidener (1985) stated second language or foreign language communication self-confidence is defined as a combination of perceived communication competence in second or foreign language and lack of anxiety over learning or using the language. Self confidence can inspire and enhance one's desire to communicate (Jeffrey & Peterson, 1983) and the capacity to achieve goals via communication (DeVito, 1986). Perception of self-confidence has been found to affect second language learning. Clement (1980) noted that, in comparison with their self-confident.⁶

Learners with low levels of self-confidence tend to be less motivated to learn a foreign language. Further, research has shown that self-confidence is positively related to second or foreign language proficiency, communication frequency, second language motivation, willingness to communicate, extraversion, and openness to experience and negatively to communication anxiety in EFL context.⁷

And the last response is conative response which refers to behavioral intention. In line with the societal needs Yoko Munezane quoted the statement

⁶ Nasser Falah, "Willingness to communicate in English, communication self-confidence, motivation, shyness and teacher immediacy among Iranian English-major undergraduates: A structural equation modeling approach, English Department, University of Zabol, Iran" Elsevier, Vol. XXX, (2014), 2.

⁷ Nasser Falah, "Willingness to communicate in English, communication self-confidence, motivation, shyness and teacher immediacy among Iranian English-major undergraduates: A structural equation modeling approach, English Department, University of Zabol, Iran", 2.

of (Macintyre and Blackie 2012; Macintyre, Burns and Jessome 2011; Macintyre and Doucette 2010; Macintyre and Legatto 2010) contemporary language learning has placed substantial importance on student interactions in communicative tasks in the classroom, with a view to enhance students' communicative proficiency. In communicative language classes, it is essential that students engage in communicative activities, the success of which may largely depend upon the degree of learners' Willingness to Communicate in second or foreign language. Willingness to Communicate in second or foreign language, which is widely believed to facilitate the acquisition of the target language, has recently been extensively investigated. WTC is assumed to generate a driving force within learners to look for opportunities for communication in the target language; therefore, higher WTC is generally associated with higher frequency of communication, which is the key to the enhancement of learner's communicative abilities.⁸

Willingness to communicate strongly implies the probability that learners enter into discourse in authentic communicative interactions, an act that is assumed to eventually lead to higher proficiency. Therefore, the authors argued that the ultimate objective for second and foreign language learning should be to enhance willingness to communicate in second and foreign language, going so far as to call a program that falls short of generating willingness to initiate talk.

⁸ Yoko Munezane, "Attitudes, Affect and Ideal Second Language Self as Predictors of Willingness to Communicate" *Eurosla Yearbook*, Vol. XIII, (2013), 2.

1. Attitudes in Social Psychology

Attitudes have been and indeed continue to be the focus of a great deal of research throughout the social sciences. In particular, attitude has been a central explanatory variable in the field of social psychology more than in any other academic discipline. Despite some fluctuations in its popularity, research on attitudes has been conducted by social psychologists from the 1920s and this research has undergone extensive theoretical and empirical developments since then. Indeed, Robert M. McKenzie quoted from the expert Edwards (1999), describes the importance of perception as the most pervasive theme in modern social psychology.

A particular problem with the definition of attitude concerns the overlap with other concepts in social psychology such as ‘belief’, ‘opinion’, ‘value’, ‘habit’, ‘trait’, ‘motive’ and ‘ideology’.

In a language context, a value such as ‘equality’ could encompass any number of underlying attitudes, such as attitudes to language variation, language preference, minority languages or learning foreign languages. Studies which investigate the language attitudes of a community, such as the English language learning community in contemporary Japan, are likely to help in the provision of a methodological framework for the study of the ideological forces which operate in those communities.

2. Mentalist and Behaviorist Theories of Attitudes

Generally, attitude research has been conducted according to two psychological approaches: the behaviorist view and the mentalist (or cognitive) view both theories consider that individuals are not born with attitudes but that they are learned, particularly over the course of socialization during childhood and adolescence, although, in recent years, some researchers have propagated the notion that some attitudes may be inherited.⁹

Behaviorism is a scientific theory which argues that all human activity may be reduced to behavioral units. The behaviorist view of attitudes argues that they can be inferred from the responses that an individual makes to social situations. Most attitude research has taken the mentalist view.

A mentalist approach views attitudes as an 'internal state of readiness', which when aroused by stimulation of some sort will affect the responses of the individual.

The implication is that attitudes are not directly observable but can only be inferred from respondents' introspection. It is for this reason that researchers must rely upon the individuals themselves to report their perceptions. Mentalists often assume a tripartite model of attitude

⁹ Robert M. McKenzie, *The Social Psychology of English as a Global Language: Attitudes, Awareness and Identity in the Japanese Context*, (London: Springer Science), 21.

formation, differentiating between the cognitive, affective and conative components.

Attitudes may have a cognitive component in the mentalist's view in that they encompass an individual's beliefs about the world. Japanese national may believe that to learn English in Japan will lead to increased employment opportunities.

Mentalists view the affective component of attitude to involve an emotional response to the attitudinal object, e.g., a love of English literature.

Affective responses can be verbal or non-verbal in nature. Examples of verbal affective responses include expressions of appreciation, disgust or anger.

The conative component of an attitude refers to the individual's predisposition to behave in certain ways, e.g., attending or not attending English language classes.¹⁰

3. Functions of Attitudes

Attitudes are functionally important to individuals for a number of reasons. One function of an attitude is to contribute to knowledge organization and to guide approach and avoidance strategies.

¹⁰ Robert M. McKenzie, *The Social Psychology of English as a Global Language: Attitudes, Awareness and Identity in the Japanese Context*, (London: Springer Science), 21.

Functional theories of attitude examine why people hold the attitudes they do. These approaches explore the needs attitudes fulfill and motives they serve. Functional approaches turn attitudes on their head. Instead of taking attitudes as a given and looking at their structure, they ask: Just what benefits do attitudes provide? What if people did not have attitudes? What then? Bombarded by numerous stimuli and faced with countless choices about issues and products, individuals would be forced to painstakingly assess the costs and benefits of each particular choice in each of hundreds of daily decisions. Deprived of general attitudes to help structure the environment and position individuals in certain directions, human beings would find daily life arduous. Noting that this is not the case, theorists conclude that attitudes help people manage and cope with life. In a word, attitudes are functional. Hence, in any attitude study it is vital to not only identify the individual's attitude towards an object but also to measure the intensity with which it is held. Language Attitudes towards global languages such as English are likely to be strong (as are attitudes towards ethnic groups, celebrities or favourite products) and are characterized by well-learned association between the language and the evaluation, which can be activated automatically from memory.¹¹

¹¹ Richard M. Perloff, *The dynamics of persuasion, Communication and Attitudes in the 21st century*. Second edition, (New Jersey: Laurence Erlbaum associate publisher, 2003), 73.

Robert McKenzie stated the term of language attitudes according to Baker (1992) concerned with a number of specific attitudes. identifies the following major areas:

- a. attitude towards language variation, dialect and speech style
 - b. attitude towards learning a new language
 - c. attitude towards a specific minority language
 - d. attitude towards language groups, communities and minorities
 - e. attitude towards language lessons
 - f. attitude of parents towards language lessons
 - g. attitude towards the uses of a specific language
 - h. attitude towards language preference¹²
4. The Importance of Language Attitudes in Second Language Acquisition

Although the systematic study of how learners acquire a foreign language is a relatively recent phenomenon (from the middle of the twentieth century onwards), there is no shortage of theories, approaches and models to explain the acquisition of Second language. Second language acquisition can be defined as the way in which individuals acquire a second language and second language acquisition is the study of this.

B. Speaking

Speaking skill is a second of foreign language has often been view as the most demanding of four skills, speaking terms be willing to be friendly

¹² Robert M. McKenzie, *The Social Psychology of English as a Global Language: Attitudes, Awareness and Identity in the Japanese Context*, (London: Springer Science), 21.

towards.¹³ Speaking is a productive oral skill and it consist of producing systematic verbal utterances to convey meaning (Nunan,)¹⁴

According burns and joyce Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purpose of speaking.¹⁵

Brown stated that speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-taker listening skill, which necessarily compromises the reliability and validity of an oral production test.¹⁶

Speaking is a skill that enables us the product utterances and product information. The other hand, speaking is saying something not only to others people but also to himself or herself.

Moreover, according to burns and joyce that speaking coming up with:

- a. Telling children to get ready for school
- b. Chatting with a neighbor about that nice weather
- c. Calling the garage to book a car in for a service
- d. Discussing holiday plans with workmates

¹³ Fourth edition Oxford learners pocket dictionary (New York: Oxford university Press, 1995), 426

¹⁴ Cagri Tugrul Mart, "Developing Speaking Skill trough Reading" Vol. II, No .6. (2012), 9.

¹⁵ Burn, A, Joyce , H.(1997). *Focus on speaking*(Sydney: national center for English language Teaching and Research)

¹⁶ H. Douglass Brown. *Language Assessment Principle and Classroom Practice*, (San Francisco: Longman, 2004), 140.

- e. Gossiping with friends about a common acquaintance
- f. Discussing your son progress with his teacher
- g. Answering a sales inquiry at work

Speaking or speech is verbal communication.¹⁷ It involves the production of sound patterns in a systematic fashion, which result in communication.¹⁸ Speaking is one of the four macro skills to be developed as a means of effective communication in both first and second language learning contexts. It becomes different and more special than other skills because in practice it involves not only some kind of language aspects as grammar, pronunciation, structure and vocabulary but also an understanding of the interlocutor's language context, and that all is done at the same time. It is the fact that is impossible to conceive of a person being communicatively competent without being linguistically competent. In order for communication to be successful, learners need to know the appropriate social conventions.¹⁹

1. The study of speaking

The study of speaking like the study of other uses of language is properly an interdisciplinary field. It involves understanding the psycholinguistic and interpersonal factors of speech production, the forms, meanings and processes involved, and how these can be developed'. Indeed,

¹⁷ Peter Jarvis, *International Dictionary of Adult and Continuing Education*, (London: Kogan Page Ltd, 1990), 622.

¹⁸ Carol Sullivan Spafford, Augustus J. Itzo Pesce, George S. Grosser, *The Cyclopedic Education Dictionary*, (New York: Delmar Publisher, 1998), 267.

¹⁹ Khan and Ali, "Improving the speaking ability in English: the students' perspective", 3576.

when reading recent overviews of critical issues involved in learning, using, teaching and testing this crucial skill.²⁰

2. Definition of Speaking

Speaking is one of productive skills, which is the evidence of a students that how much he or she is competent in a language. Moreover, much of the communication is made of through speaking. In short, learning a language remains incomplete if one does not achieve competence in speaking. Speaking can be realized as the most common way to convey the message to others and the ability to communicate effectively is basic requirement which needs to be taken seriously in English education.²¹

3. Attitudes towards speaking English

Attitudes towards speaking English' refers to students' feelings, thoughts and emotions regarding spoken English. 'Attitudes towards speaking English' was divided into two types: positive attitude and negative attitude on the basis of students' responses to the speaking English questionnaire.²²

Attitude is one of the factors that influence foreign language learning because how much effort students put into language learning depends partly on attitude²³. Thus, it can be inferred that learners with positive attitude towards

²⁰ Burns & Seidlhofer, 2010; Bygate, 2002, 2008, 2009; Hughes, 2002; Luoma, 2004; Tarone, 2005; Thornbury, 2005

²¹ Dr. Munther ZY Oud, Theoretical Perspective on How to Develop Speaking Skill among University Students, Department of English Al-Quds Open University, Palestine.

²² Robert M. McKenzie, *The Social Psychology of English as a Global Language: Attitudes, Awareness and Identity in the Japanese Context*, (London: Springer Science), 21.

²³ Gardner, Lanlonde and Moorcroft, 1985

speaking English will be more involved in speaking activities and may try to make use of more strategies that help them deal with their difficulties in the course of conversation; and learners with negative attitude will be less willing to participate in speaking activities. Additionally, using English for communication provides language learners with opportunities to perform a variety of language functions. This will lead to language learning.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Method

This research applies Qualitative method in investigating student's language attitude towards English speaking. Based on C. R Kothari (2004) in research Methodology definition of Qualitative research is concerned with qualitative phenomenon, phenomena relating to or involving quality or kind, investigating the reasons for human behavior. Qualitative is also especially important in the behavioral sciences where the aim is to discover the underlying motivates of human behavior. Through such research can analyze the various factors which motivate people to behave in a particular manner or which make people like or dislike particular thing.²⁴

Many definition of case study according to expert: The study of speech, writing or language use of one person, either at one point of time or over a period of time, e.g. language acquisition of a child over a period of one year.²⁵“The qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case

²⁴ C. R. Kothari, *Research Methodology methods & Techniques*, New Delhi: New Age International, 2004, 3.

²⁵ Richards, Platt, and Weber: 1985).

studies are particularistic, descriptive, and heuristic, and rely heavily on inductive reasoning in handling multiple data sources”²⁶

B. The Site and Time of Research

This research will be conducted at fourth semester class D consisting of twenty seven students of English Education Department the State University of Islamic Studies Sultan Maulana Hasanuddin Banten in academic year 2018/2019.

C. Participant of Research

The data is obtained from students of English Department, State University of Islamic Studies Sultan Maulana Hasanuddin Banten. They are selected from second semester using Purposive sampling. All of them being a respondent to follow speaking class in order to be observed by the researcher and all of them fill a questionnaire and some of them involve an interview to enrich analyzing of data.

D. The Technique of Data Collecting

In this research, the researcher used observation, questionnaire and interview as the tools of data collecting.

1. Observation

When qualitative researchers obtain data by watching the participants, they are observing. The emphasis during observation is on understanding the natural environment as lived by participants, without altering or

²⁶ David Nunan, *research Methods in Language Learning*, New York: Cambridge University Press, 1992, 76-77

manipulating it.²⁷ Researcher involves in the activity of speaking class at fourth semester class D consisting 27 students to obtain more context and greater understanding of what is being studied and to know their reaction and attitude in involving speaking class deeply. In observing the participants, the researcher follows many steps as follow:

1. The researcher prepares the guide and the concept of the observation
2. The researcher asks the lecture to join the class
3. The researcher joins the class
4. The researcher observes the students' activity during the class

Table 3.1 Categories of Attitude's Aspect

TIME	CATEGORIES	STUDENTS ACTIVITY
	COMMUNICATION WILLINGNESS	
	SELF CONFIDENCE	
	STUDENTS' ANXIETY	

However, participating in the activity can change the behavior of those being observed. And the researcher used tools like recorders or cameras to more accurately capture what is being observe

²⁷Taylor-Powell E, Steele S. Collecting Evaluation Data: Direct Observation. University of Wisconsin Cooperative Extension. 1996. Available at <http://learningstore.uwex.edu/pdf/G3658-5.PDF> arningstore.uwex.edu/pdf/G3658-5.

OBSERVATION SHEET

The observation sheet of students' language attitude on speaking of fourth

D semester of English Education Department State Islamic University

Banten academic year 2018-2019.

Table 3.2

NO	Aspects of Observation	Criteria and Score				
		Worse	Bad	Quite	Good	Very Good
		1	2	3	4	5
Willingness to speak English						
1	Students' interaction					
2	Students' effort to speak English					
Confidence						
1	Speak bravely					
2	Doubtless					
Anxiety						
1	Self-controlling					
2	Calmness					

Description²⁸ :

1 = Worse

2 = Bad

3 = Quite

4 = Good

5 = Very Good

2. Questionnaire sheet

This instrument is used to identify the first problem statement. Closed-ended questionnaire. Researcher used Guttman scale on the research. Guttman scale is also called “yes” or “no” question. It is simple questionnaire there are only two answers “yes” or “no”. It is fairly easy to interpret, tabulate, and summarize.

The researcher provides 12 questions consisting three factors that contribute to the students. Each factor has four questions. The specifications of the questions can be seen in the Table below:

Table 3.3 Question Specification

FAC TORS	ITEM NUMBER
Willingness communication (4 questions)	1,2,3,4
Self-confidence (4 questions)	5,6,7,8
Students' anxiety (4 questions)	9,10,11,12

²⁸ Dr. Supardi, M.Pd., Ph.d. Statistik *penelitian pendidikan, perhitungan, penyajian, penjelasan, penafsiran dan penarikan kesimpulan*. 2017, 405.

D. The Technique of Data Analyzing

In this research, the researcher will use Descriptive Analysis. Sugiono (2013) state Descriptive formulation of Problem is one of Formulation problem that guide the researcher to explore and photograph a social situation that will be researched clearly, widely, and deeply.’²⁹ The state above supported by Khotari (2004) descriptive- analysis is largely the study of distributions one variable.³⁰

The data which have been submitted are processed and computed by using Microsoft office excel software. Then, they are classified based on indicators which can answer the problem statements. The data are analyzed in percentage and explained descriptively. To obtain clear information of the data, the researcher displays them in a table. However, some data are predicted in problems.

²⁹Prof. Dr. Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)*, Bandung: Alfabeta, 2013, p.290

³⁰C. R. Kothari, *Research Methodology methods & Techniques*, New Delhi: New Age International, 2004,

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Finding

In this chapter, researcher tries to present the finding of this research. This research was aimed to find out how the EFL Students speaking attitude of UIN Banten is and in what extent the students find difficulties in speaking skill. This research used observation and closed-ended questionnaire.

1. Observation

This section covers the characteristics of students' speaking attitude which identified from many aspects, (1) willingness to speak English, (2) self-confidence, (3) students' anxiety. The data found by doing observation and the result was presented in the following table and description.

Table 4.1

The Description of Data Based on Observation

NO	Aspects of Observation	Criteria and Score					
		Worse	Bad	Quite	Good	Very Good	Total
		1	2	3	4	5	
1	Students' interaction	3	4	5	12	3	27
2	Students' effort	4	3	3	12	5	27

	to speak English						
2	Students' effort to speak English	4	3	3	12	5	27
1	Speak bravely	4	11	4	4	4	27
2	Doubtless	5	10	4	5	3	27
1	Self-controlling	18	6	1	1	1	27
2	Calmness	17	7	1	1	1	27

1. Questionnaire

Twenty seven students of fourth semester completed twelve items of closed-ended questionnaire. The researcher used Guttman scale consisting yes or no question. The result of the questionnaire is as follow:

Table 4.2**The Result of Questionnaire from Willingness's Aspect in English****Speaking**

NO	ITEM	YES	NO	TOTAL
1.	I feel uncomfortable when I speak English to my friend	13 (48%)	14 (52%)	27(100%)
2.	I tend to use Bahasa Indonesia with my classmates	22 (82%)	5 (18%)	27(100%)
3.	I prefer Speak Bahasa Indonesia to English in my English Classes	18 (67%)	9 (33%)	27(100%)
3.	I prefer Speak Bahasa Indonesia to English in my English Classes	18 (67%)	9 (33%)	27(100%)
4.	I don't practice my English in my daily activity	14 (52%)	13 (48%)	27(100%)
		62.25%	37.75%	27(100%)

Table 4.3**Result of Questionnaire from Confidence's Aspect**

NO	ITEM	YES	NO	TOTAL
1.	I feel good to speak English	17 (63%)	10 (37%)	27(100%)
2.	I will speak English with my classmates	23 (85%)	4 (15%)	27(100%)
3.	I like speaking English	23 (85%)	4 (15%)	27(100%)
4.	I don't hesitate to speak English in front of the class	16 (59%)	11 (41%)	27(100%)
		73%	27%	27(100%)

In Students Self Confidence Questionnaire results showed 18 students out of 27 students with percentage 73% students have high self-confidence and 9 students out of 27 students with percentage 27% students have low self-confidence.

Table 4.4**The Result of Questionnaire from Anxiety's Aspect**

NO	ITEM	YES	NO	TOTAL
1.	When I speak English, my heart beats faster	17 (63%)	10 (37%)	27(100%)
2.	I am afraid of making mistake when I speak English	22 (82%)	5 (18%)	27(100%)
3.	I sweat more when I speak English in front of my friends	14 (52%)	13 (48%)	27(100%)
4.	I am afraid that someone will recognizes my mistake when speaking English	17 (63%)	10 (37%)	27(100%)
		65%	35%	27(100%)

Then in Students Anxiety Questionnaire results showed 65% students have high anxiety and 35% students have low anxiety.

The percentages of the recapitulation of students' attitude on speaking are converted into pie chart covers the number one until twelve in students' answer yes and no from three aspects.

B. Discussion

The researcher would discuss the finding and discussion answering the research question based on observation and questionnaire.

1. Observation result analysis

This part would analyze the observation result that has been done by the researcher.

Table 4.5
The analysis of students' observation

NO	Aspects of Observation	Criteria and Score					mean of Score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
Willingness to speak English								
1	Students' interaction	3		5	12	3	3.29	Good
		11.11	14.81	18.51	44.44	11.11	65.8	Good
2	Students' effort to speak English	4	3	3	12	5	3.4	Good
		14.81	11.11	11.11	44.44	18.51	68	Good
Confidence								
1	Speak bravely	4	11	4	4	4	2.74	Quite
		14.81	40.74	14.81	14.81	14.81	54.8	Quite
2	Doubtless	5	10	4	5	3	2.66	Quite
		18.51	37.07	14.81	18.51	11.11	53.2	Quite

Anxiety								
1	Self-controlling	18	6	1	1	1	1.55	Bad
		29.62	29.62	22.22	11.11	7.40	31	Bad
2	Calmness	17	7	1	1	1	1.59	Bad
		25,92	33.33	18.51	11.11	11.11	31.8	Bad

Table 4.6

All of students' activity

NO	Aspects of Observation	Ideal score	Average of Score Result	Percentage	Categories
Willingness to speak English					
1	Students' interaction	5	3.29	65.8	Good
2	Students' effort to speak English	5	3.4	68	Good
Confidence					
1	Speak bravely	5	2.74	54.8	Quite
2	Doubtless	5	2.66	53.2	Quite

2	Doubtless	5	2.66	53.2	Quite
Anxiety					
1	Self-controlling	5	1.55	31	Bad
2	Calmness	5	1.59	31.8	Bad

a) Students' Willingness in speaking

This aspect is the highest rate of students speaking attitude. 17 students out of 27 students with the percentage 65.5% have good attitude in students' interaction and 68% in students' effort to speak English. It proven from their interactions and their efforts to speak English are high. Even their vocabulary and pronunciation not so good but they tried to speak up what they should to discuss related to the topic

b) Students' Confidence

This aspect they have several attitudes, In Students Self Confidence results showed approximately 14 students with percentage 54.8% students have high self-confidence in speaking bravely and 53.2 % in speaking doubtless and the rest students have low self-confidence. Some of them have high confidence and some of them have low confidence it shown when they do speaking. As the researcher explained in previous discussion which showed the students effort to interact is good but some of them seem doubt when they speak up among the classmates.

c) Students' Anxiety

This aspect was the bad attitude belongs to students. It caused by high anxiety which drawn in the table of data they have so low self-controlling approximately 18 students with percentage 31% and calmness 17 students with percentage 31.8% when they do speaking. Then in this aspect showed the most of students have high anxiety.

Those results showed the pronouncement of this research that positive attitude is shown if the students have high willingness of communication, high self-confidence and low anxiety. Furthermore, the negative attitude if it is contrary of contention above. As the conclusion from twenty seven students of fourth semester of English Education Department State Islamic University Banten academic year 2018-2019, there were 66.75% students held positive attitude towards speaking English. Meanwhile, the rest of all, 33.25% students held negative attitude.

And the table shown the result of observation that the researcher found the students have good attitude in communication willingness, it seems from their interactions and their efforts to speak English are high. And in confidence aspect they have several attitudes, some of them have high confidence and some of them have low confidence it shown when they do speaking. Furthermore, the students have bad or negative attitude caused by

high anxiety which they have so low self-controlling and calmness when they do speaking.

The percentages of the recapitulation of students' speaking attitude are converted into pie chart covers the students' speaking attitude which consists of three aspects they are willingness of Communication, students' confidence and students' anxiety as follows:

Figure 4.1

The percentage of students' speaking attitude based on observation

Students Language Attitude on Speaking



The subjects for students' Attitude questionnaire were fourth semester students of English Education Department State Islamic University Banten academic year 2018-2019. The number of the research's subject is twenty seven students. From the questionnaire shown there were

66.75% students who held positive attitude towards speaking English. Meanwhile, the rest of all, 33.25% students held negative attitude.

In Willingness Communication's Questionnaire results that from 27 students showed 62.25% students have high willingness communication and 37.75% students have low willingness communication. In Students Self Confidence Questionnaire results showed

73% students have high self-confidence and 27% students have low self-confidence. Then in Students Anxiety Questionnaire results showed 65% students have high anxiety and 35% students have low anxiety.

2. Questionnaire analysis

In this data analysis and data interpretation of students' speaking attitude took from questionnaire. The questionnaire consist of twelve questions with discuss about students' speaking attitude and it divided into three aspects, communication willingness, students, confidence and students' anxiety. The researcher discussed it as follows:

Table 4.7

STUDENTS	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
Student 1	0	1	0	0	1	1	1	0	1	1	1	1
Student 2	1	1	1	0	1	1	1	1	1	1	1	1
Student 3	0	1	1	1	0	0	0	1	0	1	1	0
Student 4	0	1	0	0	1	1	1	0	0	0	1	0

Student 5	1	1	1	1	0	0	0	1	1	1	0	1
Student 6	0	1	1	1	0	0	0	0	1	1	0	1
Student 7	1	1	1	1	1	1	1	1	1	1	1	1
Student 8	1	1	1	0	0	1	1	1	1	1	0	1
Student 9	1	1	1	1	0	1	0	1	0	1	1	1
Student 10	0	1	1	1	1	1	1	1	1	1	0	1
Student 11	0	1	1	1	1	0	1	0	0	1	1	1
Student 12	0	1	0	0	0	1	1	0	1	1	1	0
Student 13	0	0	0	1	1	1	1	1	0	0	1	0
Student 14	0	1	1	0	1	1	1	1	1	1	0	1
Student 15	0	1	0	1	0	1	1	1	1	1	1	1
Student 16	0	1	1	0	1	1	1	0	0	0	0	0
Student 17	1	1	1	0	0	1	1	1	1	1	0	1
Student 18	1	0	0	0	1	1	1	1	1	1	0	0
Student 19	1	1	0	1	1	1	1	0	1	1	0	0
Student 20	0	0	1	0	1	1	1	1	1	0	1	0
Student 21	1	1	0	0	1	1	1	1	0	1	1	1
Student 22	1	1	1	1	1	1	1	0	0	1	1	0
Student 23	1	0	1	1	1	1	1	0	1	1	1	1

Student 24	1	0	1	0	1	1	1	1	0	1	0	1
Student 25	1	1	0	1	0	1	1	0	0	0	0	0
Student 26	0	1	1	0	1	1	1	1	1	1	0	1
Student 27	0	1	1	1	0	1	1	0	1	1	0	1
TOTAL	13	22	18	14	17	23	23	16	17	22	14	17

Table 4.8

The result of students' answer students' speaking attitude

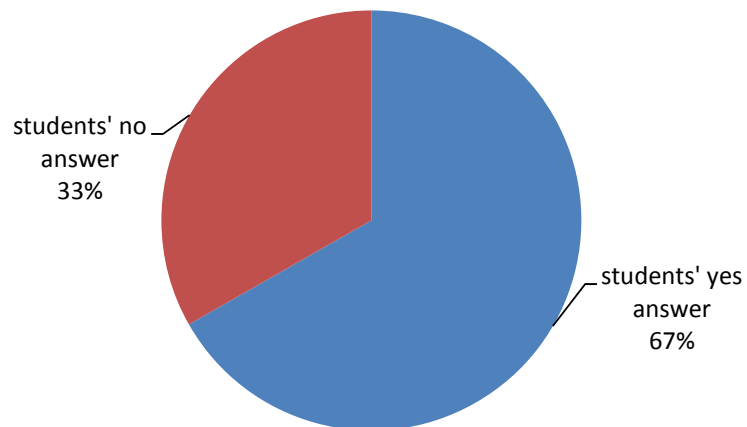
Questions	% Yes answer	% No answer
Q1	13	14
Q2	22	5
Q3	18	9
Q4	14	13
Q5	17	10
Q6	23	4
Q7	23	4
Q8	16	11
Q9	17	10
Q10	22	5

Q11	14	13
Q12	17	10
Percentage	66.75%	33.25%

The percentages of the recapitulation of students' speaking attitude are converted into pie chart covers the number 1 until number 12 in students' yes answer and no answer as follows

Figure 4.2

The percentage of students' speaking attitude based on students "Yes" and "No" answer



The figure of 4.2 above based on the students' opinion about their attitude on speaking. The researcher elaborates the result of the pie chart above started from the students' yes answer until the students' no answer.

1. Question one

The item of question one is "I feel uncomfortable when I speak English to my friend" there are 13 students chose yes answer that they felt uncomfortable when speaking English. There are 14 students chose no answer that they felt uncomfortable when speaking English. For this question most of students chose no answer. So that the researcher thought the students didn't feel uncomfortable when speaking English and that is the reason why they have high interaction.

2. Question two

The item of question two is "I tend to use Bahasa Indonesia with my classmates". There are 22 students chose yes answer that they tend to use Bahasa Indonesia when speaking with their classmates. There are 5 students chose no answer that they tend to use Bahasa Indonesia when speaking with their classmates. For this question most of students chose yes answer. So that the researcher thought the students preferred to speak Bahasa Indonesia to English in English class.

3. Question three

The item of question three is "I prefer to Speak Bahasa Indonesia to English in my English Classes" there are 18 students chose yes answer that

they preferred speak Bahasa Indonesia to English. And there are 9 students chose no answer that they preferred speak Bahasa Indonesia to English. For this question most of students chose yes answer. So that the researcher thought the students are seldom to speak English.

4. Question four

The item of question four is “I don’t practice my English in my daily activity”. There are 14 students chose yes answer that they did not practice their English in daily activity. There are 13 students chose no answer that they did not practice their English in daily activity. For this question most of students chose yes answer. So that the researcher thought the students didn’t use English in daily activity.

5. Question five

The item of question three is “I feel good to speak English”. There are 17 students chose yes answer that they felt good to speak English. The fifth question, there are 10 students chose no answer that they felt good to speak English.

6. Question six

The item of question six is “I will speak English with my classmates”. There are 23 students chose yes answer that they had a will to speak with their classmates. There are 4 students chose no answer that they had a will to speak with their classmates.

7. Question seven

The item of question seven is “I like speaking English”. There are 23 students chose yes answer that they like speaking English. There are 4 students chose no answer that they like speaking English.

8. Question eight

The item of question eight is “I don’t hesitate to speak English in front of the class”. There are 16 students chose yes answer that they did not hesitate to speak English in front of the class. There are 11 students chose no answer that they did not hesitate to speak English in front of the class.

9. Question nine

The item of question nine is “When I speak English, my heart beats faster”. There are 17 students chose yes answer that they felt their heart beating faster when speaking English. There are 10 students chose no answer that they felt their heart beating faster when speaking English.

10. Question ten

The item of question ten is “I am afraid of making mistake when I speak English”. There are 22 students chose yes answer that they afraid of making mistake when speaking English. There are 5 students chose no answer that they afraid of making mistake when speaking English.

11. Question eleven

The item of question eleven is “I sweat more when I speak English in front of my friends”. There are 14 students chose yes answer that they sweated more when speaking English in front of their friends. There are 13

students chose yes answer that they sweated more when speaking English in front of their friends.

12. Question twelve

The item of question twelve is “I am afraid that someone will recognize my mistake when speaking English”. There are 17 students chose yes answer that they worried if someone recognized their mistake when speaking English. There are 10 students chose no answer that they worried if someone recognized their mistake when speaking English.

And the table shown the result of observation that the researcher found the 68% students have good attitude in communication willingness, it seems from their interactions and their efforts to speak English are high. And in confidence aspect they have quite attitudes of confidence it shown when they do speaking. Furthermore, the students have bad or negative attitude caused by high anxiety which they have so low self-controlling 31% and calmness 32% when they do speaking.

From the questionnaire shown there were 66.75% students who held positive attitude towards speaking English. Meanwhile, the rest of all, 33.25% students held negative attitude. In Willingness Communication's Questionnaire results that from 27 students showed 62.25% students have high willingness communication and 37.75% students have low willingness communication. In Students Self Confidence Questionnaire results showed 73% students have high self-confidence and 27% students have low self-

confidence. Then in Students Anxiety Questionnaire results showed 65% students have high anxiety and 35% students have low anxiety.

Then the data above shown us there are 34% or nine students from twenty seven students in the fourth D semester who held positive attitude on speaking. It meant the rest of all about 66% or eighteen students that they still had high language anxiety because of fearing to speak, hesitate to involve conversation, afraid of making mistake while speaking. Furthermore, anxiety is associated with nervousness, less of self-controlling and worry. And the researcher found that students have good attitude in communication willingness, it seems from their interactions and their efforts to speak English are high. And in confidence aspect they have several attitudes, some of them have high confidence and some of them have low confidence it shown when they do speaking. Furthermore, the students have bad or negative attitude caused by high anxiety which they have so low self-controlling and calmness when they do speaking.

So the main problem belongs to the students is high anxiety. Referring to results above the researcher took a theory stated by Richard (2008)³¹, there are three functions in speaking those are speaking as interaction, speaking as transaction, speaking as performance. The students are not only interact or having conversation with other as it is the function

³¹ Eva rosmalasari Tambunan. At all, Pontianak: *The Attitude Towards Speaking English*, English Language Education Study Program, Languages and Arts Education Department, Teacher Training and Education faculty, Tanjung Pura, 2014-2015.

of speaking of interaction, but the students also need to deliver message and making oneself understood of the message clearly and accurately as it is the function of speaking as transaction. Besides that, the students also have to be able to transmit information before an audience, such as classroom presentations, public announcements, and speeches which are usually done in the classroom activities as it is the function of speaking as performance. Those are the three functions of speaking especially as performance cannot be reached by the students if they did less effort in speaking because of they had great language anxiety. So the less anxiety that students have, the more effort that students may do, it finally affected their performance in speaking English.

A model relates to anxiety as inhibiting the recall of previously learned material at the output stage, whereas a skills deficit model relates to problems at the input and processing stages of learning, as a result of poor study habits, or a lack of skills. Horwitz and colleagues viewed the construct of foreign language anxiety as more than a sum of its parts and define foreign language anxiety as ‘a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom learning arising from the uniqueness of the language learning process’ (Horwitz and Cope 1986; Horwitz 1986). Numerous studies have found that this anxiety is negatively

related to language performance with some researchers claiming it is one of the strongest predictors of foreign language success (Macintyre 1999).³²

³² Lindy Woodrow, Anxiety and speaking English as a second language, university of Sydney, Australia

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the research result that was explained in the previous chapter, the following conclusions were drawn.

According to the data in chapter 4, it showed if the students' speaking attitude of English department state islamic university Sultan Maulana Hasanuddin Banten have good willingness to speak and still have confidence even followed by doubtfulness, and the big obstacle in their speaking attitude is anxiety.

The data also told us that the students tend to have positive attitude on speaking but they still had big obstacle in anxiety. In conative aspect, most of the students have good willingness to willingness to speak English it seems from their effort when they speak and interact in speaking class. In cognitive aspect they still have good confidence but some of them seem doubt when they speak up among their classmate. Then, n affective aspect the students have high anxiety it proven from their self-controlling and calmness are low.

Those yields indicate the proof of this research that positive attitude is shown if the students have high willingness of communication, high self-confidence and low anxiety. Furthermore, the negative attitude if it is contrary of contention above. The most students found difficulties in speaking is anxiety

extent. So conclusion from twenty seven students of fourth D semester of English Education Department State Islamic University Banten academic year 2018-2019. There were 67% students held positive attitude towards speaking English. Meanwhile, the rest of all, 33% students held negative attitude.

B. Suggestions

The result of this study is aimed to give suggestion for following institution:

1. For students Speaking is a skill which need a process and practice therefore, the students should practice speaking to habituate their willingness and confidence and to reduce their anxiety.
2. For the lecturer should give ice breaking before he started teaching in order to make the students more happy and rilex. So, the lecturer should quite an interesting method when teaching speaking activity.
3. For English Department, according to secretary of English Education Department the research about student's language attitude toward speaking course has not been studied before. Therefore, I wish the result of this study will be additional information or suggestion for English Department when conducting a rule, a policy, a lesson plan and curriculum in English Department of Uin Sultan Maulana Hasanudin Banten.

Here is the example of lesson plan which helps lecture/teacher to stimulate students in learning English speaking as follow:

LESSON PLAN

Subject	: Speaking
Semester/ SKS	: 4/2
Meeting	: 9
Time	: 90 Minutes
Prerequisite	: -

Standard Competence

-

Basic Competence

The students hopefully know about teaching speaking

Indicator of Achieving Standard Competence

Teaching speaking to help students feel confident

1. Explaining how to apply teaching speaking
2. Practicing method of learning speaking

Objective

After this meeting the students hopefully know about teaching speaking

Material

1. Teaching speaking application
2. Definition of speaking and teaching
3. Practicing

Metode Pembelajaran Menggunakan metode pechakucha dan intentionally wrong speech.

The Steps of Learning:

No.	Learning Activities	Descriptions	Allocation of time
1.	Pendahuluan	<ul style="list-style-type: none"> ➤ Entering the class and accosting the students using English ➤ Explaining the goal description and the advantage of the lesson ➤ Explaining basic competence should be reached in the meeting ➤ Explaining the scope of content 	15 Minutes
2.	Inti	<ul style="list-style-type: none"> ➤ Application of teaching speaking ➤ Definition of speaking and teaching ➤ The speaker creates exactly 20 slides, each of which appears on screen for exactly 20 seconds. The slides are automated to advance on their own, creating a time constraint that compels speakers to express their ideas in a highly organized, clear manner. ➤ Assign each student a nervous habit to demonstrate while speaking. Instead of being worried about making a mistake, students intentionally perform these mistakes so that the whole class can laugh, be put more at ease, and have a great learning experience about what makes for ineffective speaking skills. 	75 Minutes
3.	Penutup	<ul style="list-style-type: none"> ➤ Inviting the students' question and comment to enliven discussion 	10 Minutes

		➤ Concluding the lesson was given	
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Visual Aid and Source of Study

Tool: Laptop, LCD

Source of Study: Book reference, Internet, Mass media

Assessment: Assignment 30%

Mid Test 30%

Final I Test 40%

Question Form : Uraian

a. questions:

1. How to apply teaching speaking in English learning?
2. Explain the definition of speaking and teaching?