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ISLAMIC SENIOR HIGH SCHOOL AND ISLAMIC BOARDING SCHOOL STUDENTS' ATTITUDE ON LEARNING ENGLISH

A THESIS

Submitted to State Islamic University of Sultan Syarif Kasim Riau in partial fulfillment of the requirements for the degree of Magister in English Education



By:

FADILATUL HUDA

NIM.22090121958

**POSTGRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY OF
SULTAN SYARIF KASIM RIAU**

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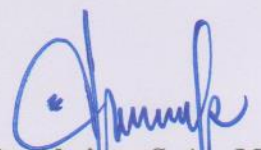


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Stated that the thesis I have written entitled "Islamic Senior High School and Islamic Boarding School Students' Attitude on Learning English", to meet requirements for a master's degree at the Postgraduate Program UIN Suska Riau is my own work, whereas the materials in the thesis quoted from other sources have been clearly stated based on the norms and ethnics of scientific writing.

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Alhamdulillah, all praises be to Allah SWT for His blessing upon me to complete this thesis entitled: *Islamis Senior High School and Islamic Boarding School Students' Attitude on Learning English*. Shalawat and Salam is always addressed to the Prophet Muhammad (peace be upon him), the greatest messenger of all times. May Allah bless him, his family, friends, and his follower.

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Finally, the writer realizes that this thesis is far from being perfect; therefore, constructive ideas and critics from the readers are much appreciated for its improvement.

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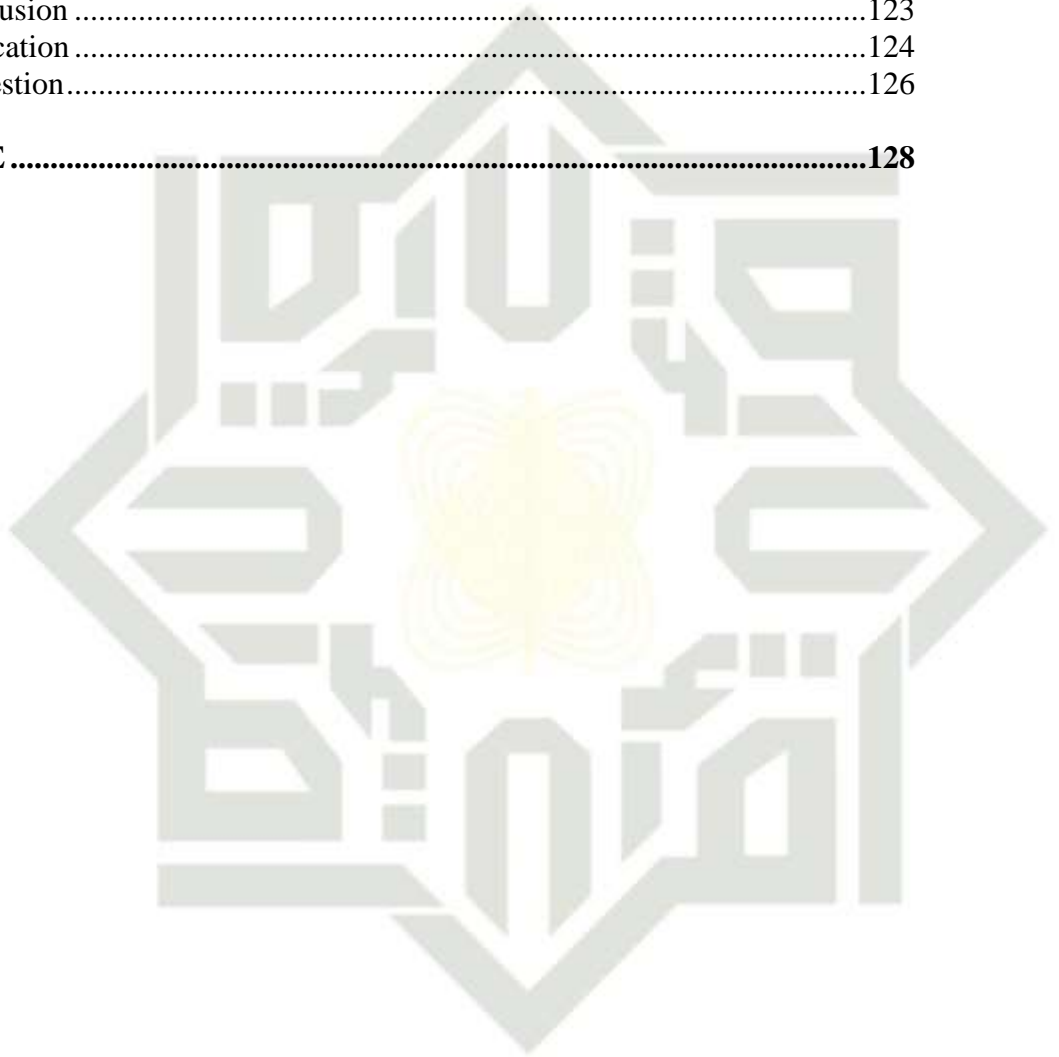
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TRANSLITERATION GUIDELINES

Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	'ain	'
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	'
ي	Ya	Y

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2. Double Consonant

The double consonant is written double, for instance **العامه** written *al-ammah*.

3. Short Vowel

Fathah is written *a*, for instance **شريعة** (*Syari'ah*), Kasrah is written *i*, for instance **الجبالي** (*al-Jibali*) and **dhommah** is written *u*, for instance **ظلوما** (*zhuluman*).

4. Double Vowel

او is written *aw*, **اوو** is written *uw*, **اي** is written *ay*, and **ايي** is written *i*.

5. Ta' Marbutah

The stopped Ta' Marbutah in the last verse h, for instance **الشريعة** is written *syaria'ah*, unless it has been taken into the Indonesian standard, for instance *mayit*. However, when it is read out, it is written *t*, for instance *al-maytatu* in Arabic: **الميتة**

6. Article Alif Lam

The article Alif Lam followed by Qomariyah dan Syamsiah letters is written *al*, for instance **المسلم** is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, **عبدالله** (*'Abdullah*).

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling.

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ABSTRACT

Fadilatul Huda, (2023): “Islamic Senior High School and Islamic Boarding School Students’ Attitude on Learning English”.

This study aimed to describe students’ attitude on learning English both of the Islamic Senior High School and Islamic Boarding School, then find out there is any significant difference between Islamic Senior High School students and Islamic boarding school students in term of their attitudes toward learning English. This study was conducted under the descriptive quantitative research. The participants of this research were the students at Duri. Stratified sampling technique was used to select the participants of this study. The results finding of Islamic Senior High School students’ attitude on learning English is neutral attitude provided by the mean score of the students were 3.49. The results finding of Islamic Boarding School students’ attitude on learning English is positive attitude provided by the mean score of the students were 3.94. Generally, both of Islamic Senior High School and Islamic Boarding School students has significant different attitude on learning English

Keyword: *Attitude, Learning English, Islamic Senior High School, Islamic Boarding School*

ABSTRAK

Fadilatul Huda, (2023): “Sikap Siswa Madrasah Aliyah dan Pesantren terhadap Pembelajaran Bahasa Inggris”.

Penelitian ini bertujuan untuk mendeskripsikan sikap siswa terhadap pembelajaran bahasa Inggris baik di Madrasah Aliyah maupun Pesantren, kemudian mengetahui ada perbedaan yang signifikan antara siswa Madrasah Aliyah dan Siswa pesantren dalam hal sikap mereka terhadap pembelajaran bahasa Inggris. Penelitian ini dilakukan dengan jenis penelitian deskriptif kuantitatif. Partisipan penelitian ini adalah siswa yang berada di Duri. Teknik stratified sampling digunakan untuk memilih peserta penelitian ini. Hasil penemuan sikap siswa Madrasah Aliyah pada pembelajaran bahasa Inggris adalah sikap netral dengan nilai rata-rata siswa adalah 3,49. Hasil temuan sikap siswa Pesantren terhadap pembelajaran bahasa Inggris adalah sikap positif yang diberikan dengan nilai rata-rata siswa adalah 3,94. Secara umum, baik siswa Madrasah Aliyah maupun Pesantren memiliki sikap yang berbeda secara signifikan dalam belajar bahasa Inggris.

Kata kunci: Sikap, Pembelajaran Bahasa Inggris, Madrasah Aliyah, Pesantren.

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نبذة مختصرة

فضيلة الهدى (2023) ،سلوك طالب المدرسة العالية وطالب المعهد بالتعليم اللانجليي

يهدف بهذا البحث العلمي ان يشرح موقف سلوك إما طالب المدرسة العالية واما طالب المعهد بالتعليم اللانجليي ، وكذلك لمعرفة الفرق بين سلوك طالب المدرسة العالية وطالب المعهد بالتعليم اللانجليي. نوع هذا البحث العلمي بطريقة وصفي كمي .المشارك في هذا البحث العلمي هم الطلاب في مدينة دوري .ي يستعمل الطريقة التمثلية التدريجية في هذا البحث العلمي لإختار المشارك.النتيجة في هذا البحث العلمي يوجد أن سلوك طالب المدرسة العالية عامة متوسط القيمة وهي 3,49 .وأما في طلاب المعهد نجد مرتفع القيمة وهي 3,94 . بوجه العام نجد أن هناك فرق كبير بين موقف سلوك الطلاب في المعهد وفي المدرسة العالية

الكلمات الدالة : سلوك ، التعليم الإنجليي ، المدرسة العالية ، المعهد

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CHAPTER I INTRODUCTION

A. Background of The Study

The government, through the Ministry of Education and Culture (MoEC), continues to innovate in education, one of which involves the renewal of primary and secondary school curriculum design. Curriculum 2013 was gradually implemented in primary and secondary schools beginning in 2013. It is done to control education quality so that Indonesia can produce generations able to compete internationally.

Attitude is needed to face global competition so that the graduates can be successful. Students' success is influenced by some factors, one of which is his attitude. The top 10 determinants are attitude competencies such as: being honest, discipline, socializing skill, having a supportive partner, work harder than others, love what is done, great and strong leadership, passionate and competitive personality, good life management, and the ability to present ideas and products (Hatmoko, 2016).

Attitude is intended as an assessment of student's attitude in the learning process, consisting of spiritual attitude (Core Competency-1/KI-1) and social attitude (Core Competency-2/KI-2). Attitude assessment has different characteristics from knowledge and skill assessment, so the techniques are also different. In this case, the attitude assessment focuses more on fostering students' behavior to build their character. Attitude assessment consists of the main

assessment and supporting assessment. The spiritual competencies (KI-1) which are being observed are accepting, doing, and respecting the religion they adhere to. Meanwhile, the social (KI-2) ones include several attitudes, among others: honest, disciplined, responsible, polite, caring, and confident in interacting with family, friends, neighbor, and the country (Directorate for the Development of Elementary School, 2016).

Attitude is one of the important factors determining in the success of language learning. Attitude definition based on the oxford dictionary is the way that you behave toward someone or something that shows how you think and feel. Students' behave toward the language learning can give the impact of their language acquisition. As Lightbown & Spada (2006) said that if the students have positive attitudes towards the speakers of the language, they will desire more contact with them. It means that the students will be more attracted to learn the language if they are interested with the target language. This positive attitude related to the target language will bring the motivation to the students to learn the target language enthusiastically.

The successful English language learning is determined by students, teachers, curriculum & material and learning facilities. However, the most important factor in language learning is students' attitude (Lambert and Gardner, 1972; Fakeye, 2010; mentioned in Eshghinejad, 2016). The prevalent notion is that having or developing positive attitudes toward a language can assist language learning and contribute to second language acquisition success. (Baker, 1992) had previously suggested that one of the most critical concerns in education today is

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students' attitude toward learning. If teachers accurately recognize the attitudes of their students, learning English could be a success. They will assist in the development of a good attitude in the students, which will help to counterbalance their negative attitude.

Hence, attitude exerts a direct influence upon language learner's response to situation (Block, 2002) thereby making it an important variable in language learning. It determines how a language learner reacts to the subject and how he performs. Attitudes are thus considered major components in the process of motivating learners. According to (Dashti & Aldashti, 2015) students' capacity to acquire a language might be influenced by their attitudes to the chosen language. If they believe the English language, for example, has something to do with them as individuals or plays a significant role in their future aspirations, their attitudes will significantly change. The critical role of attitude has thus been examined and established in various research and studies, with an emphasis on the position of attitudes in first language, second language, modern foreign language, and bilingual teaching and learning scenarios. This has been based on the conviction that there is connection between attitudes and behavior as well as relationship between attitude and language performance.

Attitude is important not only for regular school students, but also for Islamic School students. According to (Daulay & Tobroni, 2017) Islamic education in Indonesia has been started since the introduction of Islam by the broadcaster of Islamic preachers. This kind of informal education then led to the initial recognition of Islamic education in non-formal centers such as mosques.

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Once the needs for education increase among the Muslim community, formal Islamic education begins to appear, one of which is Madrasah and Boarding School (Islamic School).

Islamic Senior High School (MA) is a secondary education level in formal education in Indonesia, equivalent to high school (SMA) where management is carried out by the Ministry of Religion. Just like high school, Islamic Senior High School education has a study period of three years, starting from class 10/X to class 12/XII. According to Daulay & Tobroni (2017) Islamic Senior High School (MA) is a school with Islamic concepts. This means that the Islamic Senior High School has included school curriculum as well as Islamic religious knowledge curriculum. Furthermore, Islamic characteristics imply that Islamic Senior High School accepts only Muslim students and teaches only Islam in an Islamic atmosphere and environment.

Islamic boarding school obliged the students to stay in the dormitory, and they are exposed to the use of language in daily life in both school and dormitory environments (Nurjaman, 2013). Then, Islamic Boarding School is one the type of Indonesian Islamic education that aims for students to carry out education formal according to the level and at the same time can explore the knowledge of Islam by following daily activities in the school environment and live in a dormitory (Maksudin, 2008) Besides that, Islamic Boarding School continues to follow the current curriculum determined by the education service so that students those who study there still have competence academically so that they can still compete with students in other schools that are not boarding school.

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In order to find out whether the Islamic Senior high school students have positive attitude in learning English or not than Islamic boarding school students, the researcher chose one of Islamic senior high school and one of Islamic boarding school as the place for conducting this research. Both Islamic Senior high school and Islamic boarding school are schools located in Duri. English is served as a compulsory subject that is taught twice a week, with 90 minutes for each meeting which means 180 minutes in a week. English is taught by having a guide to 2013 curriculum where the passing grade is 75. Both of the school, based on this curriculum, the learning objective includes four competencies, namely spiritual attitude competence, social attitude, knowledge, and skills. These competencies are achieved through extracurricular, curricular, and/or extracurricular learning processes. In detail, learning objectives in learning English are enable the students comprehend the spoken form, develop students ability to use English in day-to-day life and real life situation, understand the written text and able to use skimming, scanning skills and write simple English to express ideas etc.

Many studies have conducted by the researchers that related to students' attitude on learning English. For instance, Delic (2020) conducted a study on attitude towards learning English as a foreign language. The aim of his study was to determine the presence and the nature of high school students' attitude towards English language learning. The results show that participants' express more negative attitudes and that school policies are the factor that contributes to this type of attitude the most. Other factors that also contribute to negative attitudes

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towards L2 learning are learning environment and difficulty to learn English language. In addition, a conclusion was reached that gender and grade level differences play no significant role in rendering these types of attitudes.

Moreover, Gajalakshmi (2013) conducted a research on high school students' attitude towards learning English. A study was attempted to investigate the IX-standard students' attitude towards learning English language, the results revealed that there is a significant difference based on the gender, locality of the school, type of school, type of management. The finding pointed out that more classroom activities in the study of English enhance pupils' attitude to learn English.

Furthermore, Pham & Nguyen (2020) conducted a research on attitude towards English language learning among non-English majored students, the objectives of the study are to identify students' attitude to English language learning, to find out the differences of English attitude by gender in three specializations. On the basis of the study results, some teaching implications can be drawn out. Most of the students have positive attitudes towards English, and they are well aware of the importance of learning English. They know that English is a compulsory subject, and English will be useful for their future life. However, they still do not know what to do to make them like English more and become good English learners. The respondents' obvious negative attitude towards English may lead to conclude that they are not well aware of the importance of English and learn it as a compulsory subject.

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Besides, Abidin et al (2012) conducted a research that their study investigated Libyan secondary school students' attitudes towards learning English in terms of the behavioral, cognitive and emotional aspects. It also explored whether there is any significant difference in the students' attitudes towards English language based on their demographic profiles i.e., gender, field and year of study. The results showed negative attitudes towards learning English. On the demographic profile, there were statistically significant attitudinal differences regarding gender and field of study but not year of study.

Then, Getie (2020) conducted a research that his study aimed at investigating on factors affecting the attitudes of grade 10 students towards learning EFL. The findings of the study mainly showed that the attitudes of grade 10 students towards learning EFL are positive. There are social factors affecting students' attitudes positively. On the other hand, educational context factors like English language teachers, the English language learning situations had negative impacts on students' attitude. However, the findings showed that target language learners have positive attitudes towards the other educational context factor that is the English textbook of grade 10 which means English as a foreign language teaching materials in the study's context affect students' attitudes positively.

Furthermore, Zulkefly & Razali (2019) conducted a research that their study examines rural Malaysian students' attitudes towards learning English as a second language. The main objective is to investigate the individual elements or factors influencing rural secondary school students' attitude towards learning the English language. The findings suggest that there were two most significant

factors influencing the students' attitudes towards the learning of English; i) lessons not catered to students' proficiency levels and interests, and ii) students' individual reactions to negative and positive experiences.

Besides, Tsuda (2003) conducted a research that his study focusing on the students' attitudes toward English. The results show that two thirds of A and B group students do not like to study English because they have not had much feeling of success in their learning experience. At the same time, many of the students are interested in speaking with people overseas and they do not have any hostile feelings against English or English speaking countries. In order to improve such situations, it is necessary to offer the students a less painful environment for learning English, where teachers and students share a place to use English for communication.

Moreover, Utami et al (2020) conducted a research that the aim of their study to investigate the language attitude of students in an Indonesian Islamic boarding school towards English as a foreign Language. The results showed that the students of this school who are respondents in this research have positive language attitudes towards English both at HAC and LAC. They also have positive language attitudes among the three cognitive, affective and conative components.

Based on the previous study, it was found that almost of previous studies focus on students' attitude towards learning English based on their gender. It became differences with this research, the researcher focus on all students and don't discriminate by gender (male of female) so that the researcher could be more

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have overall result. Therefore, the research had been conduct in two schools, namely Islamic senior high school and Islamic boarding school, because of that the researcher find out attitude on learning English between Islamic senior high school and Islamic boarding school and compared the results of the attitude of Islamic senior high school and Islamic boarding school students.

Based on preliminary study at one of the Islamic senior high school and one of the Islamic boarding schools in Duri by observing in the class and interviewing English teacher. Both students at Islamic senior high school and one of the Islamic boarding schools in Duri are requiring obeying the language development program, Islamic boarding schools students' are obligated to use English every day whereas Islamic senior high school are obligated to use English in English program.

Based on observing and interviewing the English teacher, the researcher concludes that there are some problems related in learning English at Islamic senior high school and one of the Islamic boarding schools. First, some students in Islamic senior high school are lack of confidence and shyness in speaking English, students are worried about making mistakes in speaking and students are unwilling to speak in front of their teachers and their friends, because of shyness the students are unable to speak what they are thinking and what they want to speak and they are not confident of themselves to speak, they are unable to remember the grammar rules and correct vocabulary in speaking English.

Second, some students in Islamic senior high school don't learning English seriously, students don't learning English as much as they study other subjects,

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students learning English only in the classroom when the teacher is teaching. After the class, they drop their books and wait for the next class.

Third, both some students at Islamic senior high school and Islamic boarding school don't have any interest in English; students seemed less enthusiastic and too quiet/ passive in classroom learning. when the teacher asked about the lesson, some of students just silent and wait for their other friends to answer.

Fourth, some students in Islamic boarding school are difficult to relate one sentence to another sentence because they possess limited knowledge about the topic that the students want to write, therefore sometimes students feel bored to do tasks related to writing assignments.

Fifth, some students at Islamic boarding school have a shortage of understanding and difficulties in controlling the speed of words when the teacher deliver the material through their talking, this condition causes the students to have bad listening ability because the students cannot ask the teacher in a listening lesson to replay what the teacher said while talking.

In short, Learning English can be influence by attitude factors; it can be classified into behavioral, cognitive, and emotional factors of attitude in learning English. Therefore, the researcher is interested in conducting a study entitled "Islamic Senior High School and Islamic Boarding School Students' Attitude on Learning English"

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B. Identification of The Problem

Based on problem both students at Islamic senior high school and one of the Islamic boarding schools in Duri by observing and interviewing the English teacher, the researcher concludes that there are some problems related in learning English. First, some students in Islamic senior high school are lack of confidence and shyness in speaking English. Second, some students in Islamic senior high school don't learning English seriously.

Third, both some students at Islamic senior high school and Islamic boarding school do not have any interest in English. Fourth, some students in Islamic boarding school are difficult to relate one sentence to another sentence because they possess limited knowledge about the topic that the students want to write. Fifth, some students at Islamic boarding school have a shortage of understanding and difficulties in controlling the speed of words when the teacher deliver the material through their talking

C. Limitation of The Problem

By considering the time, funding and facilities, the problem of this study limited that focused on determine Islamic Senior High School and Islamic Boarding School students' attitude on learning English and compare the means score of attitudes of students in Islamic Senior High School and Islamic Boarding School.

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D. Formulation of The Problem

Based on the explanation above, some problems were investigated in this the formulation of the specific problems in the form of questions as follows:

1. How is the students' attitude on learning English at the Islamic senior high school Duri?
2. How is the students' attitude on learning at the Islamic boarding school Duri?
3. Is there significant difference between Islamic senior high school students and Islamic boarding school students in term of their attitudes on learning English?

E. Objectives of Study

1. To describe students' attitude on learning English at one of the Islamic Senior High School Duri
2. To explain students' attitude on learning English at one of the Islamic Boarding School Duri
3. To find out there is any significant difference between Islamic Senior High School students and Islamic boarding school students in term of their attitudes toward learning English

F. Significance of The Study

Theoretically, one of the determinants of successful English learning is students' attitudes; attitude is determined by the individual's beliefs about

outcome or attributes of performing the behavior. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude. A person with strong beliefs that the conduct would result in poorly valued results will have a negative attitude. As a result, if students have a positive attitude when studying English, they will have a positive response to their studies.

Practically, this study can assist the teacher to consider enhancement of attitude of students on learning English. This study also expected to understand the obstacles of students who are reluctant to learning English and provide the knowledge for students and can be used as input for the teachers in an effort to improve to learning English. For the stake holders, especially the Islamic senior high school, they could conduct a program to enhance students' attitude to improve the success of learning English, especially in school area.

C. The Definition of Key Terms

1. Attitude

Attitude is considered as an essential factor influencing learning English (Carnduff and Rei, 2003). Attitudes are important to us because they cannot be neatly separated from learning. It means that learning and attitudes have relation so that they can influence students' learning process. In this study, attitude in learning English is the behaving that Islamic senior high school students and Islamic boarding school students shown while learning English.

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2. Learning English

Attitude is the manner of acting, feeling, and thinking that shows one's disposition, opinion, and judgment (Al-Tamimi and shuib, 2009) It means, when situated in a learning situation, students will react naturally with their feelings, thoughts, and behaviors. In this study refers to learning English at Islamic senior high school students and Islamic boarding school.

3. Islamic Senior High School & Islamic Boarding School

Islamic Senior High School (MA) is a school with Islamic concepts. This means that the Islamic Senior High School has included school curriculum as well as Islamic religious knowledge curriculum. Islamic Senior High School (MA) is a secondary education level in formal education in Indonesia, equivalent to high school (SMA) where management is carried out by the Ministry of Religion (Daulay & Tobroni, 2017). Islamic Boarding School is one the type of Indonesian Islamic education that aims for students to carry out education formal according to the level and at the same time can explore the knowledge of Islam by following daily activities in the school environment and live in a dormitory (Maksudin, 2008)

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Attitude

The determinants of successful English learning are students' attitudes. Certainly, the teacher requires a positive attitude from the students in order for the learning to proceed smoothly. It is supported by Chambers (1999) learning occurs more easily when the learner has a positive attitude towards the language learning.

For instance, Montano and Kasprzyk (2008) stated that attitude is determined by individual's beliefs about outcome or attributes of performing the behavior. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude. A person with strong beliefs that the conduct would result in poorly valued results will have a negative attitude. As a result, if students have a positive attitude when studying English, they will have a positive response to their studies.

According to Al-Tamimi and shuib (2009) stated about definition of attitude. They stated that attitude is the manner of acting, feeling, and thinking that shows one's disposition, opinion, and judgment. It means, When situated in a learning situation, students will react naturally with their feelings, thoughts, and behaviors. According to Thurstone (1931) "an attitude defined as the degree of positive or negative affect associated with some psychological object". Harvey in

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Ahmadi (2007) stated that attitude is the readiness consistently in the form of positive or negative against objects or situations. Therefore, attitude is important in life, because attitude can impact to someone's' feeling.

According to Atkinson and Smith (1999) see attitude as a situation like it or not, approaching or avoiding situations of objects, people, groups and environmental aspects as well as abstract ideas and social policies. In line with Robbins & Judge (1999) provides an explanation of the notion of attitude is an evaluative statement, either favorable or unfavorable regarding objects, people or events.

In more complete Brown in Suryasa et.al (2017) also stated that the people who have a positive attitude that with effect to their feeling with some psychological object and will like that object. Besides, the people who have a negative attitude that is will effect to their feeling with some psychological object and will dislike that object. Similarly, Thurstone (1931) has the same opinion about definite attitude with Harvey that attitude related to positive or negative people about psychological object or situation. In contrast, Brown has a different statement about definition the attitude that is stated more completely about the definition of attitude.

Ajzen (2005) said that attitude was a customary to distinguish verbal and nonverbal response which "represented beliefs, feelings, and action". It means that beliefs, feelings and action can be a tool to investigate positive and negative attitude of learning language. Considering Ajzen's statement, it becomes a foundation for this research to investigate beliefs, feelings, and actions to get the

data about students' attitude towards learning process and classify it whether it is included positive or negative attitude.

Moreover Elyidirim and Ashton (2006) claim that positive and negative attitude have their own impact to the students. Positive attitudes can increase the chance of language learning strives to success. In contrary, negative attitudes can hinder the learning of that language. Yet, attitudes in this research can be defined as beliefs, feelings, and actions that would create positive or negative attitudes towards the learning process. Kara (2009) stated that attitudes towards learning besides opinions and beliefs have an obvious influence on students' behaviors and consequently on their performance. It is argued that those students who possess positive beliefs about language learning have a tendency to increase more positive attitudes towards language learning.

Gardner (1985) also points out that attitude are an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. "Attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal." Gardner's argument led Wenden (1991) to present a comprehensive definition of the attitude concept. He classified the term "attitude" into three interrelated components namely, cognitive, affective and behavioral. The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. The affective component refers to the individual's feelings and emotions towards an object, whether he/she likes or dislikes. The

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behavioral component involves the tendency to adopt particular learning behaviors.

In conclusion, based on the statement given above, people who have a positive attitude toward objects when they are like or favorable toward the object, the other way the people who have a negative attitude toward objects when they are disliked or unfavorable. It means that is not possible to say that the one of concept of attitude can be as one of the main effective factors for success in learning a foreign language.

Importance of Attitude

Attitudes are considered as an essential factor influencing language performance. Reid (2003) stated that attitudes are important to us because they cannot be neatly separated from the study. Accomplishment in target language relies not only on intellectual capacity, but also students' attitudes toward language learning. Students' attitude can cause from the ways teaching and learning process. This means that learning a language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one. Attitude is considered as an essential factor influencing language performance (Visser, 2008). Achievement in a target language relies not only on intellectual capacity, but also on the learner's attitudes towards language learning. This means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one. Kiptui and Mbugua (2009) cited in Tella et al, (2010) investigated that negative attitude

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towards English is the most affective and psychological factor that results in the students' poor performance in English among the secondary schools in Kenya.

It is undeniable that attitude plays an important role in enhancing language learning. According to Gardner (1985), attitude was considered as components of motivation in language learning. Brown (2000) concluded that positive attitude towards the self, the native language group, and the target language group enhanced proficiency. Achievement in learning a language depended not only on learners' intelligence but also on learner's attitude. It seemed that everyone from students, teachers, to researchers all agreed that high motivation and positive attitude to a language and its culture contribute to achievements in learning that language (De Bot et al., 2007).

According to Choy & Troudi (2006), attitude could help the learners to express whether they liked or disliked the objects or surrounding situations. It was agreed that the inner feelings and emotions of foreign language learners influenced their perspectives and their attitudes towards the target language. Kara (2009) stated that positive attitude could lead to the exhibition of positive behaviors toward courses of study. Participants absorbed themselves in courses and strived to learn more.

Students' attitude could incorporate in language learning because it may influence their performance in acquiring the target language. Abidin (2012) concluded that to master in second language the students' ability is not only influenced by the mental competence or, language skills, but also in the students' attitude and perceptions toward the target language. Attitude is really important

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for students to success in learning target language. In brief, attitude towards language learning play a vital role, so teachers should understand clearly students' attitude and try to help them to have positive attitude to their language learning process.

The Types of Attitude

A students' attitude is seen from the way they listen, see, or pays attention to object. A good attitude will bring influence to other such as to feeling that will make positive energies there are types of attitude, as follow (Susanto, 2013)

First, positive attitude indicates a situation when students have more enthusiasm or proclivity learning the language, like being active in question-answer session, happy towards learning and thus they would actively engage in learning. Positive attitude will give positive influence. In this case, students' attitudes usually depend on their perception about the subject or object around them. When students have a positive attitude that will impact to their energies. The students who have a positive attitude toward object will said like that object. It is because positive attitude is to express though favorable about the object or something. There are some attitudes that including positive attitude towards English, they are: Attention, Effort, Activity and Interest.

Second, Negative attitudes indicates a situation when students tend to be quiet, lazy to do the exercises, or shy to ask the difficulties of the materials in language learning., feel anxious in learning; they would get bored easily and difficult to enjoy their learning. A negative attitude can bring negative impacts.

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The students' attitude usually depends on their perceptions, when the students have negative perception that will influence their attitude. Negative attitude is also developing their negative energies. It is needed to pay attention from the teacher or people around to make them process positive perception from the beginning of term.

In conclusion, an attitude related to someone feeling and reaction toward object and situation. It is also one of important factor which influence students in learning. The students attitude include positive or negative attitude toward learning process.

Component of Attitudes

According to Kara (2009), learning process is considered as a positive amendment in the person's personality regarding the cognitive behavioral and emotional attitude, meanwhile when an individual has learned a particular matter, therefore, an individual starts to behave and think in various ways and person's belief has been distinguished. Wenden (1991) states that attitude comprises three components; the first component is about the attitudes related to the cognitive component. This might include perception /belief regarding the situation or an object connected to the attitude. The second component is the evaluative component. This indicates that the situation/object connected to the attitude might produce dislike/like. The third component is related to the attitudes that have a behavioral component for instance; specific attitude tends to motivate pupils to accept specific learning behaviours (Soleimani and Hanafi, 2013)

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An attitude is terms that reflect happy, unhappy or neutral of people feeling towards something. Each an attitude has three components as stated by Jain (2014) it consists of three components:

a. Affective component

It is the emotional response (like/dislike) toward an attitude object. It means that the affective component, describe peoples' feelings toward an object.

b. Behavioral component

Behavioral component is a verbal or overt (nonverbal) behavioral tendency of the individual. The result of this component which is consist of action and observable responses.

c. Cognitive component

The cognitive component is an evaluation of the entity that constitutes an individual's opinion (belief/disbelief) about the object. It means the shape of believing, experience to certain objects.

According to Abidin et al (2012) the components of attitude consists of three components:

a. Behavioral component

The behavioral of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community.

Kara (2009) proved that, an individual with positive attitude will result with the demonstration of positive behavior towards learning new language. Such individuals are perceived to be extra enthusiastic problem solving, to obtain the knowledge and competencies valuable for day-to-day life and to motivate emotionally (Gajalakshmi, 2013)

b. Cognitive component

The cognitive of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.

This aspect contains the belief of the language learners in terms of the information that they can gain and their sympathetic in the process of language learning. The cognitive aspect could be categorized into four phases of linking the earlier information and the new information, producing new information, examining new information, and implementing the new information in different circumstances (Gajalakshmi, 2013)

c. Emotional component

Feng and Chen (2009) stated that, “Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield.” Attitude can help the learners to express whether they

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like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language. Choy & Troudi (2006), the education provider and his pupils involve in numerous emotional actions in it and diverse fruits of emotions are yield.

In conclusion that Jain and Abidin stated the components of attitude in different perspective. It means that both of them have different opinion in delivering component attitude. According to Jain that components attitude refers to affective, behavioral and cognitive. In line Abidin, it refers to behavioral, cognitive and emotional. Therefore, the researcher chose the indicator theory from (Abidin et al, 2012) because the indicator was in accordance with the phenomena found by researchers in the field.

Characteristics of Attitude

According to C. Gardner (1985) there are about five characteristics of attitude to be considered in learning second language:

- a. Attitudes are cognitive (i.e. are capable of being thought about) and affective (i.e. have feelings and emotions attached to them)
- b. Attitudes are dimensional rather than bipolar-they vary in degree of favorability/unfavorability
- c. Attitudes predispose a person to act in a certain way, but the relationship between attitudes is not a strong one.
- d. Attitudes are learned, not inherited or genetically endowed

- e. Attitudes tend to persist but they can be modified by experience.

Concerning the learners 'attitudes towards the target language, it was indicated by Gardner's results (C. Gardner,1985) that second language learners with positive attitudes towards second language speakers and their culture were more successful than those who had negative attitudes. The relationship between attitudes and motivation is close so that it is impossible to see the two separately since motivation includes attitudes but it is influenced by attitudes.

Sax in Azwar (1995) states that there are some characteristics of attitude, those are: First, Direction is information or instructions about what to do, where to do, how to do something. One who agrees toward something is likely to have positive attitude because on consequence if someone does not agree toward something, he is likely to have negative attitude. It means that if the students like English language learning they will follow the instructions that they have got to know or to master the English.

Second, intensity is quality of being intense; strength of emotion. Intensity means the depth and the strength of someone's attitude. For example, two persons may have the same direction (disagree). Although both of them may have some direction, the intensity may vary. One may have stronger intensity compared to the other.

Third, consistency is quality of being consistent. The attitude can be called to be consistent if the attitude lasts for long time. Consistency also can be seen from their conviction in having attitude. In learning English the students should be

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consistent because if they have no consistency toward English learning language, they will not master English well

Fourth, spontaneity is quality of being spontaneous. Spontaneity concerns with how far is the individual readiness to declare their attitude spontaneously without any intervention from other. It means when the students will master the English well they should have spontaneity. They should have initiative to learn English anywhere anytime as they like without waiting a command from the teacher or anyone else.

The formation and change of students' attitudes are dependent on their complete knowledge of English. The more acceptance of information, the greater the influence of attitude toward English. The conclusion is that there is a connection between information, will, knowledge, and understands of English.

Furthermore, Fisman in Lakawa and Walaretina (2016) also describes four characteristics of language attitude of a particular community, namely:

- a. Language loyalty - the attitude of the community towards securing the independence if its language.
- b. Language pride - attitude towards making the language as a symbol of personal identity.
- c. Awareness of the language norms - a language attitude towards using a language carefully, politely, correctly, appropriately, and decently.
- d. Language use - public attitude that emphasizes the usefulness of the language in carrying out its functions in society.

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The four characteristics of attitudes described above become important in analyzing how strong the attitude of the speaker community is towards its language as an individual uses a language as first or second language.

Functions of Attitudes

In this case, the people need to know why people need to hold the attitude. Attitude will help people to manage their life. It means that attitudes are functional. There are the main functions of attitudes, as follows (Perloff, 2003): First is knowledge, the people who have attitudes, then they will be able to make sense of the world and explain baffling events. It means that knowledge help people to make sense by their attitudes.

Second is Utilitarian, attitudes provide the people to get rewarded and then avoid the punishments. It is functional to develop a positive attitude, especially for students. When the students decide enthusiasm to study the teachers will like them more. Hence, positive attitude will drive them into a good treatment instead of bad treatment from others.

Third is a social adjective, attitudes were accepted by other people in socializing. Social adjective also function for students. For example, students who want to get along with a gamers group of friends may find it functional to adopt a more like attitude toward new other group. In sum, help students to socializing with other in same taste.

Fourth is social identity, the numbers of people use an attitude for describing who they are and what their needs. It means that attitude is an identity.

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Likewise, they people communicate who they are with their attitudes. For example, holding the bag for some women serve a social identity function. Hence, attitudes will show social identity of people.

Fifth is value-expressive, hold attitude is one of importance to express core values and cherished beliefs. For example, the people who have tattoos will express various kinds of values, including the artistic value in their life. Hence, these functions help the people to express attitude about anything in front social.

Sixth is an ego-defensive, attitude can serve as a defense; it means that can protect the people from threats by concealing the true self and any socially undesirable feeling and wants. It means this function related to self whenever assign attitude toward characteristic and ego.

Furthermore, according to Milfont (2009) that attitude functions can be reduced to three main purposes that indicate why people hold and express an attitude. These main purposes are: first is helping us to understand the world, it means this attitude function seems to facilitate adaptation to the environment. It means that people can hold and express attitudes to understand, structure and find meaning in the world.

Second is express our basic values, it means that People hold and express attitudes to facilitate self-expression and social interaction, and express their central values and self-concept. Hence, attitude helps the people to express basic values.

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Third is enhance and maintain our self-esteem, it means that attitude helps the people to defend the self form to have high self-esteem by good and positive attitude. Hence the people can enhance and maintain self-esteem with attitude.

Differently, that Perloff has different opinion about functions attitude with Milfont. Perloff stated that functions of attitude related to the people needs attitude in life and help to ménage and cope with life. In contrast, Milfont proposed that functions attitude in general is why the people hold the attitude and express attitude. In conclusion, attitude proposed by Milfont that helps the people to understand the world, express our basic values, enhance and maintain our self-esteem to express their attitudes. It means that an attitude is very important to manage the people life.

According to Ahmadi (2007) Attitudes may stem from one of a variety of specific motives. It can be described several kinds of the broader basis of motivation, where the formation of attitudes tends to occur. The attitudes that have been formed have various functions, including:

First, Attitude serves as a tool for conformity. It means that Attitude in this adjustment function is a tool to achieve desired goals or avoid unwanted goals. Attitude is something that is communicable, meaning something that easily spreads, so it is easy to belong together, therefore attitude can be a liaison between people and their group or one group with another group, so that behavior can be predicted for certain objects.

Second, Attitude serves as the defense of the ego. It means that this ego-defending attitude is taken by the individual to protect his ego against his

unacceptable impulses and against knowledge of external threatening forces and the means by which he reduces anxieties caused by various problems. Third, Attitude serves as a tool to regulate behavior. It means that each individual will react in a certain way to a stimulus which is usually a conscious process to assess the stimulus which is closely related to the ideals of individual life goals, the rules of decency in society, desires and so on.

Fourth, Attitude serves as a means of organizing experiences. It means that the experiences from the outside world that the individual receives will always be responded actively to through assessments. From these assessments, then selected experiences that are meaningful to individuals. Fifth, Attitude serves as a statement of personality. It means that Attitudes reflect a person's personality, if we want to change someone's attitude; we have to know the real situation of that person's attitude to know whether that attitude may or not be changed.

In brief, it is related to the attitude of students, it is the attitude that will issue an attitude as a tool to adjust to their environment as a defense of the ego, as a tool to regulate their daily behavior, as a tool to regulate experiences, one of which is the learning experience and as a personality statement.

Measuring Attitude

According to some experts, an attitude can be measured by using a device that called attitude scale. In a simple way to assess attitudes is to ask people if they like or dislike the attitude object. The attitude scale which can apply in

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measuring attitudes. According to Perloff (2003) there are three standard attitude scales:

First is Likert Scale, a psychologist named Rensis Likert refined Thurstone (1932) procedures in Likert recommended that the researcher devise a series of opinion statement with each statement a long numerical scale. A Likert scale assumes that each item taps the same underlying attitude and there is significant interrelationship among item. It also presumes that there are equal intervals between categories. For example, on five points strongly agree, agree, neutral, strongly disagree, and disagree.

Second is Guttman, sometimes it seems that the person with the strongest attitude toward a topic is the one willing to take the most difficult stands, those that require the greatest gumption. One may not agree with these positions to endorse. A Guttman scale takes this approach to measuring attitudes.

Third is the semantic differential. Osgood, Suci, and Tannenbaum chose to not assess belief or agreement with opinion statement. Instead, they explored the meaning that the people attach to social object, focusing on the emotional aspect of attitude. The respondent asked to determine the scale that is opposite such as good or bad, positive or negative, etc. Score the attitude of individuals obtained by sum all the answers. A higher score means the attitude more positive toward the object.

In more complete, Allport (1929) stated that the numerous method available for measuring attitudes. There three methods may be supplemented by more complete to measure attitudes.

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First is the consensus opinion, the method is the simple method for determining how common an attitude (really an opinion) by counting a ballot or tabulating answers to a questionnaire. This method also to determine intensity of opinion of any given individual upon the issue in question. This method does not provide a true scale of measurement, but under each topic checked one of several alternative opinions with which the individual felt closely agreement. Hence, this method does not provide to write the individuals' opinion, but only checks them agreement.

Second is the priory scale, this method is essentially a test devised on the basis of logical rather than empirical considerations. There various question presented by the author in this method, each question has alternative a value answer which subject must select one. This method has been pointed out by Thrustone. Hence, this method is provided the question for determining an attitude.

Third is the psychophysical (Rationale) scale, psychophysical method is one of the ways to conceive an attitude as. The important things in this method are a degree of affect for the object. This method use scoring values of favor or disfavor and combining of many judges who have arranged all the statements included in each scale according to their discriminable differences assumption for determining an attitude the degree. It means that assumption is becoming determined to favor or disfavor toward the object.

It can be concluded that the expert has been a different opinion method in measuring an attitude. However, in general, that the method use in measuring an

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attitude is closely the same that is using a questionnaire to determine the attitude. This research can use this attitude scale in measuring attitude by answers gives by the respondents through a statement in the questionnaire.

2. Learning English

Learning process is a series of phase through by students who learn (Winkel, 1984). Another opinion is from Makmun (2012) about learning process can be interpreted as a series of interaction between students and teacher to reach the goal. Learning process is a fundamental element to education activity. This means that the success or failure of achieving the goal of education is highly dependent on the learning process experienced by students. Thus it is important for educators to truly understand the meaning of learning.

It is argued that language learning is regarded as the cornerstone of human existence. Knowing the language can help us to express our opinions, hopes, and even our dreams (Tavil, 2009). In foreign Language learning context, there are various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc. (Gardner, 1960; Lehmann, 2006, cited in Shams, 2008).

Learning is an individual action which confronts the learners with the risk of going to an unknown place in the end (Giordon, 2008). For most of the teachers, a good student is the one who is eager to learn and has positive attitudes towards learning. Having learning expectation at a low level will reduce the motivation and consequently the success (Açıkgöz Ün, 2007). In a study done by

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Burke & Williams, it is found out that the students who are much better motivated for learning both get more successful and tend towards the thinking skills (Burke & Williams, 2008). Also, it is known that positive beliefs of students towards obtaining knowledge support their efforts to learn a subject (Kara, 2010). Learning is basically an individual performance. For that reason, positive or negative attitudes towards learning are valuable for the success of learning.

It is important to know the ways of learning, develop expectations and have no anxiety for learning in order to be successful. Such a process will be followed by learning. Learning to learn is being able to produce new knowledge for the new situations by setting forth the available knowledge (Taşpınar, 2009). The effort of students made for learning is the most important way for them to reach knowledge. Because there is desire, openness, expectation, curiosity towards knowledge and meeting of needs in the nature of learners (Şimşek, 2007). Learning means changing. Learners obtain information by structuring it in the mind, not in an unrefined way (Saban, 2000). Therefore, in the process of structuring information, being positive or negative of the way of accepting information, being open to learning or not, having high or low expectation levels and developed anxiety levels are all important factors. Extreme anxiety of the learners reduces their motivation levels, creates decrease in performance and thus it affects the self-confidence of individuals in a negative way (Senemoğlu, 2005).

In line, Witherington in (Prawira, 2012) defines learning as a change in personality marked a new pattern which can be a sense. The definition of learning that unites the formulation obtained from three short definition of learning. First,

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learning is a change in one's self. Such changes can occur in terms of skill, in a manner, or in a sense, and so on. Someone who has learned, she/he will not have the same condition with a previous state when he/she has not learned.

Second, learning is new patterns mastery. Learning action based on several principles that dominated the principle of sufficient holding the basic arrangement of an experience. Third, learning is proficiency mastery, attitudes, and understanding. Proficiency contains of practice skills. Attitudes are the things that relate to the way of thinking and feeling to the problems that contains the value, while the notion is related experience rational or common sense.

In addition, Cronbach in Sardiman (2000) said that learning is shown by a change in behavior as a result of experience. Learning is a change. It means that in learning there is effort to change behavior. So, learning will bring a change in each individual who learn. The change not only related to increase the knowledge, but also proficiency, skill, attitude, understanding, interest, nature, and adjustment. Thus, we can said that learning as series of soul, psycho- physic to reach the development of good personal that regarding to idea, sense and intention, cognitive domain, affective domain and psychomotor domain.

Learning is everyone activity. Knowledge skills, habits, indulgence, and a person's attitude is formed, modified and evolved due to learning. Because the person is learning, if it can be assumed in others it becomes a process of events that result in a change in behavior. From some of the above study, it can be said that a learning activity within the containing object and purpose of the same is to be better than before the so-called learning.

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Factor that Influence Learning English

Learning is process that cause change occurs in behavior. Success or failure someone in learning cause some factors that influence in reaching achievement that is internal and external factor (Dalyono, 2005). These factors include:

a. Internal factors

First is health, Physical and spiritual health has more influence in learning. Taking care in health is more important for each person, physically or mentally, in order to body fitted and fresh thinking in learning activities.

Second are intelligence and talent, both of intelligence and talent very influence in learning. Individuals who have good intelligence or high IQ commonly easy to learn and good achievement and also have influence on determining the success in learning. Thus, if anyone has high intelligence and their talent in field that learned, the learning process will fast and success than someone who have talent but have low intelligence only.

Third are interest and motivation, interest and motivation are two aspect of mental that influence in reaching achievement in learning. Interest occur cause fascination from internal and external. Motivation can encourage the spirit in work. Good interest in learning can reach high achievement and vice versa. Someone who has high motivation will do learning activities seriously and full of spirit.

Fourth is learning style, learning style also influence the reach of achievement in learning. Learning without pay attention about the technique,

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physiological factor, psychology factor and science of health will not gratified enough to get achievement in learning activity

b External factors

The first is that family can influence someone's success in doing learning activities. The education of parents, the amount of income, whether or not parents pay enough attention and guidance to their children, the condition of parents and their children, the situation at home, all of these factors can influence learning success.

Second is the condition of school can influence the success in learning. Teachers' quality, method of learning, curriculum that appropriate with students' ability, facilities, rooms, quantity of students, rules of school, and so on.

Third is society around us include educational people, have good moral, nice, it will encourage people to study hard too, and vice versa. All of aspect will influence the learning success.

Fourth are environment, building of house, atmosphere, the clime, and others can in influence the learning success. Such our house in tropic clime and quite enough, it will encourage the process of learning.

Various researchers have developed taxonomies of factors influencing second/foreign language learners 'attitude which in turn affects their language proficiency, including personality factors, educational factors, social factors, and others like age and sex (Ehrman,1996; McDonough & Shaw, 1993; Spolsky,1989; Van Ells et al.,1984).

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a. Learner personality context

Probably the most prominent variable in the instructional situation is the learner. Through the years, researchers and teachers alike have been interested in the role of affective factors in second and foreign language learning. The characteristics of learners “cover a whole range of personal and attitudinal aspects” (Conteh, 2002). Attitudinal factors relating to language acquisition among those that contribute to a low affective filter, since classroom atmosphere created and sustained by the teacher not by the learners ‘attitudes is equally important in lowering the affective filter (Richards & Rodgers,1986; Krashen,1987)

A good language learner is described as a learner who acquires adequate intake in the second or foreign language, and has a low affective filter to allow input to language acquisition (Krashen, 1988). However, the bad language learner has “neither acquisition nor learning going to him “and this might be the result of attitudinal factors (lacking interest in the target language and its speakers, lacking self-confidence, a high anxiety level as well as low aptitude or interest in grammar) (Krashen, 1988). Brown (1994) describes affective principles as the “foundation stones...on which techniques and learning material can be based”. Besides, the learner’s attitude and motivation, aspects such as personality (especially relevant are self-confidence, risk-taking and anxiety) are of significance in the language learning process. People vary widely in their personality, and personal factors are interrelated with attitudinal

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and motivational factors. Keuning (1998) defines personality as the “combination of psychological characteristics to classify individuals”.

1) Self-confidence,

Self-confidence defined by Brown (1994) as the “I can do it” principle is about the learner’s belief in his or her ability to accomplish the task. Krashen (1998) indicates that self-confidence encourages the learner ‘intake, and will also result in having a low filter. The use of simpler techniques at the start of classroom activities will boost learners ‘self-confidence, since a sense of accomplishment assists learners in the next, more difficult activity (Brown, 1994). Self-efficacy, self-esteem, risk taking and lack of anxiety are traits of self-confidence that also related to second or foreign language learning. Ehrman (1996) mentions self-efficacy as an element in learning because it reflects the degree to which the learner thinks s/he can cope and succeed in the learning situation. Conversely, enhanced self-efficacy that is the learner expects good results, tends to increase motivation, positive attitude, and also increases willingness to take learning risks (Skehan, 1989)

Language learning difficulties may particularly influence self-esteem negatively which in turn affects students ‘attitudes and their language success too (Ehrman, 1996). Learners may believe that the target language is difficult to learn, or even that there is a right way to learn the target language. Thus, such beliefs, negative assumptions as well as the

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expectation of himself/herself, affects the learner's sense and attitude of him/her ability to learn the language (Ehrman, 1996)

2) Risk-taking

A number of researchers (Dulay, 1982; Brown, 1994; Larsen & Long, 1991; Skehan, 1989) acknowledge the tendency to take risks and its connection with achieving greater success in language learning. According to these researchers, if learners have positive belief and attitude towards a certain language task, they may be willing to become gamblers in the game of language, to attempt to produce and interpret the language. In their discussion of risk taking, Larsen and Long (1991) indicate that the direct opposite of risk-taking behavior is manifested in sensitivity to rejection. Learners who are sensitive to rejection may avoid participation in the classroom, because they fear disapproval from class-mates or teacher. These all can lead to students to have negative attitudes towards English language because they are less confident and fear rejection (Dulay, 1982)

Learners aged from 16 to 22 with 18 the average age reflect an age category associates with adolescence. In these respect, researchers like (Ehrman, 1996; Lightbown and Spada, 1993; Richards & Rodgers, 1986) suggest that fear, embarrassment, inhibition about performing in front of others, and judgment by others, all increase in the early adolescence, and probably discourage risk-taking. Consequently, these traits may result in a high affective filter, for instance, negative attitudes which also hamper progress in language learning and achievement. Thus, high school language

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learners have different views about accomplishing a certain language activity in front of others since they may be afraid of being evaluated by their teachers and classmates. This also in turn creates a negative attitude towards the target language and can affect their English language achievement

3) Anxiety

There appears to be a consistent relationship among personality, anxiety, the learning situation and language proficiency. Ehrman (1996) indicates that a variety of feelings accompany learning, and range from positive to less pleasant feelings or attitudes. Negative feelings or attitudes include frustration, anger, anxiety, lack of self-confidence, and these affective factors may influence the learning event as well as how much language a learner can learn and achieve in a given time

According to Spolsky (1989) anxiety in foreign language classes is often related to listening and speaking, with difficulty in speaking in class. At this time English language teachers are challenged to create a favorable condition in the classroom by employing techniques to reduce anxiety, negative feelings and stress about the language and their achievement too. Furthermore, a language teacher should also consider the use of appropriate learning material in the learning situation (Wedeman, 2002). To become a professional, the language teacher should eventually be able to design appropriate teaching and learning materials to provide less threatening and positive attitudes or feelings, and more supportive environment for learners

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b. Educational context

Apart from informal situations where the learner may have the opportunity to learn and speak the target language in the community, school offers formal learning of the target language to the learner. Conteh (2002) indicates that the factors influencing learners 'attitudes and the learning situation are "general atmosphere of the learning, the classroom dynamics, opportunities for student-student and student-teacher interaction, and students' perception of the teacher's commitment to their learning". Educational contexts include the learning situation that is how language is learned, the English language teacher who considers how variables like physical, social and cultural differences that influence the learning-teaching process into an account, and the teaching-learning materials.

1) Learning Situation

Researchers suggest that the learning situation has an effect on the attitudes of the learners and their success. According to Ehrman (1996), anxiety and anger may influence students 'attitudes and motivations, especially, in the situation where the English language subject is compulsory. Another person, Littlewood (2001) indicates that in a country where English language is a compulsory subject, there is a link between attitudes of the learners and teachers 'authority, and learners 'ability to participate in the classroom. In such conditions, it is the teacher who controls the class and students are not free from such domination which results demotivation and unwillingness among the learners, and the failure

comes then. Furthermore, there is another important feature that needs to be given emphasis in the teaching-learning situation that is time. The number of hours available for learning and teaching the language will obviously influence the level of attainment.

Another person pairs the motivation factor with opportunity and points out that successful learning of the language in the school situation depends upon both motivation and attitudes with the range of opportunities for its use outside the classroom, and that there are vast discrepancies in the range in this range in different rural and urban areas. For instance, Krogh (1990) reveals that the need to communicate comes from inside a child, while the norms of the society give shape to the communication. She goes on to say that language learning is easy when it is whole, real and relevant; when it makes sense and is functional; when it is encouraged in the context of its use; when the learner chooses to use it. In other words, other, more rigid systems make learning difficult. In this regard, Pride (1979) also puts forward this idea in that good learning depends on at least three variables, namely aptitude, motivation and opportunities to include all those activities both within and outside the classroom which expose the learner to the language and which afford him an opportunity to practice what he has learned. He further argues that if we want to enable the student of English, then we must put him in situations which demand the use of English.

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2) The foreign language teacher.

Favorable feelings and experiences with the teacher, class-mates and materials can forge positive attitudes towards learning a second language (Day & Ford, 1998). A learner who has better interaction with his teacher may develop a positive attitude towards the target language than those who have less interaction. “Without communication between teachers and learners, there will be little chance of effective education” (Spolsky, 1972)

One of the most important variables that influence the learners ‘attitudes towards learning language is the teacher. It is the fact that the influence can be either positive or negative depending upon the teacher’s knowledge of the subject matter, his attitude towards the students and the subject. Factors like teacher’s personality, professional knowledge, enthusiasm, commitment and professional classroom management skills all have direct and multiple influences on the learners ‘learning motivation. As Dornyei (2001) indicates, students adopted similar beliefs, attitudes, expectation and associated behaviors through the channels of teacher’s communication of beliefs, expectation and attitudes. If the teacher fulfills all the aforementioned qualities and he invites his learner’s system-apically, learners will have better opportunities to develop a positive attitude towards learning the language. According to Spolsky (1969), in a typical language learning situation, there are a lot of people whose attitudes to each other can be significant to the learners, teachers, parents and speakers of the target language. A number of recent studies, although all not done in

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languages, have pointed out that the importance of attitude of the teacher to the student is related to the learners 'success.

3) English as a foreign language teaching materials.

The last educational factor of the attitudes of the learners and the learning and teaching English as a foreign language is to be considered here is the stock of resources which the teacher is able to exploit. According to Wilkins (1974) resources are not an adjunct, but an integral part of the learning situation and therefore limited resources impede the language achievement. The presence or absence of resources like textbooks, workbooks, writing paper, pens/pencils, chalk, blackboard, wall-pictures, tapes, tape recorder, television, radio, reading material and a library, all influence the attitudes of learners and the learning situation

Tomlinson (1998) states that materials should take learners 'different affective attitudes into an account, and suggests that positive feelings towards the target language, teachers, and the learning materials would enhance the learning situation. Alongside this recognition of the importance of affective factors and the use of authentic texts in learning, Guariento and Morley (2001) argue that there has been a growing awareness that simplicity of tasks to maintain or increase learners 'motivation does not sacrifice authenticity. Similarly, the affective strategy that needs to be taken into an account is the use of materials that tap into or stimulate learners 'interest, in order to increase motivation and positive attitude in the learning of English language. By embedding learners 'interest and

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willingness in materials, learners practice to activities that will naturally elicit their curiosity and desire for understanding (Wlodkowski, 1993). Motivated learners are more cooperative and psychologically open to learning which may enhance information processing. According to Wilkins (1974), developing materials in a second or foreign language with learners 'needs may trigger learners 'intrinsic interest in the communicative ability so that in their desire for successful achievement.

c. Social context

Spolsky (1989) views that languages are primarily social mechanisms since languages are learned in social contexts. He further indicates that while the language learning is individual, it takes place in society, and though social factors may not have direct influences, they have strong and traceable effects on the attitudes and motivation of the learners. Similarly, Van Lier (1996) argues that language use and language learning are the parts of the world in which learners live, therefore, any activity undertaken in the classroom must be understood in context, and has its own effect on the learners 'beliefs, attitudes as well as their shaped behavior. The social context comprises the family or home, the learners 'peer groups, the community or target language speakers and their cultures (Spolsky, 1989)

1) The learners 'parents

One of the social contexts to be taken into consideration is the various parent factors such as their education, religion, culture, socioeconomic status, place of birth, and knowledge of the target language (Spolsky,

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1989). These factors determine the parents' rationales, goals and priorities. Larsen and Long (1991) state that in several studies investigating the parental role and the development of attitudes towards the speakers of the target language, it was found out that the learners' attitudes reflected their parents' attitudes towards the target language. According to them, it becomes evident that learners adopt their parents' attitude towards the target language and this in turn affects the learners' achievements in learning the language.

2) Learners' peer groups.

Learner peer group has a remarkable influence on his or her attitude towards learning a foreign or second language. Concerning their role, Morgan (1966) reports, "whatever the reason operating in any given case, the outcome is that an individual's peer may shape views as well as behavior more than his/her parents do". Furthermore, Brown (1994) says the following in pointing out the role of the learner's peer group: Attitudes are like aspects of the development of cognition and affect in human Beings, develop early in the childhood and are the result of parents' and Peers' attitudes, contact with people who are different in any number of ways, and interacting affective factors in the human experience. These attitudes Form a part of one's perception of self, of others, and of the culture in which one is living.

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3) Community

According to Spolsky (1989), the social context influences second language learning into two indirect but important ways. Firstly, it plays a vital role in the development of the learners' attitudes towards the target language, its speakers, and the language learning situation which includes the learners' expectations and perceptions of the learning and its probable outcomes. These expectations and perceptions lead to the development of the learner's attitude and motivation. In this respect, Wilkins (1974) indicates that in communities where the target language is observed with "indifference or even hostility", social and cultural attitudes have a considerable influence on individual learners' attitudes and motivation. Secondly, the context establishes the social condition of the language learning situation (formal and informal) and the various opportunities for language learning. Formal situations are the provision of different educational institutions in society for language learning whereas informal situations reflect the potential opportunities in society for exposure to the target language (interaction with the speakers and writers of the target language). Studies suggest that there is a high correlation between the kind of exposure to the target language and the proficiency attained. In situations where learners have more opportunities to communicate with the target language speakers, the learning outcome is more favorable (Spolsky, 1989). Thus, as different studies reveal, the community where the learners live

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with even from their own culture can influence the attitudes and motivation towards the language and an attainment too (Spolsky, 1989)

Embodiment of Learning English

Embodiments of learning behavior are more often seen in the following (Syah, 2010) First is habit, every student who had been around a learning process, their habit would seem different. This habit arose because the shrinkage tendency of the response with use of repeated stimulation. In the learning process, habituation also includes the reduction of required behavior. Because of this reduction appears a new pattern of behaving relatively permanent and automatic. For example, students who learn a language many times to avoid the tendency of the use of words or structures are mistaken, eventually will be familiar with the use of good language and correct.

Second are skills, activities related to the nerves and muscles that normally appear in physical activities such as writing, typing, and so on. Despite its motoric skills but require careful coordination of movement. Thus, students who perform motoric movement with low coordination and movement can be considered to be less skilled or not.

Third is observation, observation means receiving process, interpret, and give meaning incoming stimuli through sensory organs. Cause to the experience of learning a student will be able to achieve the right objective before reaching understanding. Wrong observation that one would be emergence of misconceptions as well.

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Fourth is Associative thinking and memory, Associative thinking and memory are thought by associating something with others. Associative Thinking is the process of government established a relationship between the stimuli to the response. It should be noted that the student's ability to perform true associative relations are heavily influenced by the level of understanding or understanding gained from the study. Besides memory is also a learned behavior, because memory is a fundamental element in the associative thinking. So, the rest of which have undergone a process of learning will be marked by an increase in material savings and increased memory capabilities associated with such material.

Fifth are Rational and Critical Thinking, a manifestation of learned behavior, especially related to problem solving. In general, students will use a rational thinking basic principles and understanding in answering the question. In rational thinking required students to use logic to determine causation, analyze, draw conclusions, and even creating laws or rules. In this case the critical thinking, students are required to use specific cognitive strategies appropriate to test the reliability of the idea of solving problems and overcoming errors or omissions.

Sixth is Attitude, attitudes are relatively sedentary tendency to react in a way good or bad about something. In principle, the attitude is the tendency of students to act in a certain way. In this case the student learning behavior is characterized by the emergence of a new trend that has been changed to an object, values, events, and others.

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Seventh is Inhibition, Inhibition is an effort to reduce or prevent the occurrence of a particular response because of the presence of the other ongoing response. In the case study, the inhibition is referred to the student's ability to reduce or stop the unnecessary measures and take other actions better when it interacts with its environment.

Eighth is Appreciation, Appreciation is often interpreted as appreciation or assessment of abstract objects and concrete are worth sublime. The level of appreciation of a student to a work depends heavily on their learning experience.

The last is Affective behavior that involves variety feelings such as fear, anger, sadness, upset, happy, and so on. The influence of this kind cannot be separated from the influence of the learning experience.

3. Students' Attitudes on Learning English

Attitude is considered as an essential factor influencing language learning. Attitudes are important to us because they cannot be neatly separated from learning. It means that learning and attitudes have relation so that they can influence students' learning process (Carnduff and Reid, 2003). Learning a language is closely related to the attitudes towards the languages (Starks & Paltridge, 1996). Karahan (2007) avers that positive language attitudes let learner have positive orientation towards learning English. As such, attitudes may play a very crucial role in language learning as they would appear to influence students' success or failure in their learning.

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Brown (1994), in his great work *Principles of Language Learning and Teaching* adds attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents' and peers' attitudes, contact with people who are different in any number of ways, and interacting affective factors in the human experience. Here it seems clear that there are many stimulants lead to positive or negative attitude of an individual.

Similarly, Fakeye (2010) stated that the matter of learners' attitude is acknowledged as one of the most important factors that impact on learning language. In this case attitude is seen as one of the personalities that affects the learning process. So, the researcher concludes that attitudes are closely related to learning because attitudes are internal factors that can affect learning English in the classroom.

The research of the learners' attitude towards language learning has been done many times by language teachers and psychologists. Most of them agreed that a positive attitude towards the target language will affect more positive results in the language learning. In contrast, the negative one will affect the negative result of the study. Both negative and positive attitudes are based on the condition of different factors; which is rather complex in nature. Jendra (2010) mentioned that some researches in the context of language learning have a consensus that there are two types of language attitude:

First is an integrative language attitude, an attitude which is characterized by some desire and behaviors of the learners to integrate themselves with the language being learned. This attitude will show learners' knowledge or

comprehension towards language being learned since they will not only learn a language to have proficiency, but also wish to know, imitate, and adapt themselves to the culture related to the speaker's native language. It has been claimed by the researchers that this attitude is more likely to succeed in mastering the target language.

Second is an instrumental attitude, an attitude identified when learners who study a language in order to fulfill only material needs, but they do not need to be part of the culture related to the language. This attitude usually never has interest with anything about language being learned and it usually follows with no desire to interact with the native speakers. With this attitude, the learners tend to be less successful in reaching the goal of the learning (Jendra, 2010).

According to Eren (2012:289) several social and psychological features and attitude of learning the language towards second language impact the capability of the learners. Baker concentrated on the significance of the study regarding the impact of attitude on learning language. Argued the importance of affective component and its effect on learning language behavior, the main reason the importance of affective component such us values, interests and attitude of pupils related to effect of future behavior. This explains the main reason of paying attention to positive attitudes for pupils towards learning language because positive attitude will have positive impact on pupil's future learning.

Gardner and Lambert (1972) mentioned that the capability of the pupils to learn a second language does not only effect by the language and mental skills, nonetheless likewise on the pupils' attitudes and opinions to the aimed language.

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Also they pointed that the perception of the attitude can improve the whole language learning process, inducing the environment of pupil's belief and behaviors to the target language, its community and culture, and also it would classify their propensity to obtain the target language. Baker (1992) pointed a theoretical model, concentrating on the significance of accompanying attitudinal study in the field of learning language.

4. The Difference of Islamic Senior High School and Islamic Boarding School

Islamic Senior High School

According to (Daulay & Tobroni, 2017) Islamic education in Indonesia has been started since the introduction of Islam by the broadcasters of Islamic preachers. This kind of informal education then led to the initial recognition of Islamic education in non-formal centers such as mosques. Once the needs for education increased among the Muslim community, formal Islamic education began to appear, one of which is Madrasah (Islamic School)

Madrasas are like a regular school but they have Islamic characteristics. Madrasah includes formal education which implementation is managed by the Ministry of Religion, but the curriculum is integrated with the National Education Curriculum. This means that madrasas use the school curriculum in addition to the Islamic religious knowledge curriculum. (Daulay & Tobroni, 2017) claims that like regular schools, madrasahs have three levels of education, which are **Tadris** which is at the same level as primary school, **Tsanawiyah** is at the same

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level as Junior High School, and Aliyah the higher level of madrasa that is at the same level as Senior High School.

According to Sarwono (2007) the definition of high school students is that everyone who is officially registered to take lessons in the world of education at the upper secondary level. High school is taken within 3 years. And if the parallel is calculated from elementary school, then high school starts from grade 10 to grade 12. High school learning goals prepare graduates for higher education or high school.

The learning aspects learned in high school are divided into 2 fields, namely Social Sciences and Natural Sciences. The goal to be achieved by high school in the future is to prepare students to compete in higher education, get good grades and graduate from college with a high IPK (cumulative grade point index). It means that Senior High School is a form of intermediate educational unit which organizes education program after three years of junior high school and it is classified as Madrasah Aliyah (MA), Vocational High School (SMK), and Vocational of Madrasah Aliyah (MAK), or other equivalent forms.

Islamic Boarding School

According to Bashori (2017) Islamic boarding school is an Islamic institution which has the advantage of both aspects of the scientific tradition as well as the transmission side and the intensity of the Muslims. The word Islamic Boarding School is derived from the word “funduqun” (Arabic) which means sleeping room or house because the Islamic Boarding School is a simple shelter for students away from the place of origin. Boarding School is also can be said as

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Islamic educational institution with boarding system, where “ustadz/ustadzah” as the central figure, the mosque as a center of activity at the center of it, and the teaching of Islam under the guidance of religious scholars who followed the students as the main activity.

Haedari (2004) said that boarding school is an educational institution and recognized by people around the dormitory system where students receive Islamic education through teaching system which was entirely under the sovereignty of one or more leadership of “ustadz” with characteristics that are charismatic and in the dependent in every way. It can be concluded that Islamic boarding school is educational institutions which was intended to study, understand, explore, appreciate and practice the teachings of Islam by emphasizing the importance of religion as a moral guideline daily.

Islamic boarding schools are one of the institutions that intensively uses English to communicate, especially Islamic boarding schools with modern systems. Students in boarding schools are required to use English on certain days, while learning English still uses general English. This will make it difficult for students to use English if English taught is not in accordance with their theme, namely English which is related to the environment of Islamic boarding school. Wardhaugh (2006) stated that language environment is a community environment which the member can communicate using the same language, variations of the same language, and use the same language code. Therefore, the environment has an important role in language acquisition.

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Based on the information above, it can be inferred that Islamic Boarding School is an Islamic educational institution with boarding system in teaching of Islam under the guidance of religious scholars which has special activities and policy to support the students' ability in Islamic knowledge and also foreign language skill (Arabic and English).

Curriculum of Learning English on Islamic Senior High School and Islamic Boarding School

In education, curriculum is the most important part. Brown (2001) defines curriculum as design for carrying out particular language program. Features include a primary concern with the specification of linguistic and subject matter objectives, sequencing, and materials to meet the needs of designated group of learners in a defined context.

Richards (2001) in his book entitled "Curriculum Development in Language Teaching" states that a curriculum in a school context refers to the whole body of the knowledge that children acquire in schools. This includes not only what students learn but also how they learn it, how teachers help them learn, what supporting materials, styles and methods of assessment, and in what kind of facilitates teachers use.

The new curriculum fulfills three main components of education: knowledge, skill, and attitude. Knowledge is proved by the lesson in general. Skill is from their practical lesson like sports and attitude is reflected by implementing the additional time for religion subject. Generally, the Ministry of Education and Culture (2012) cited in Achmad (2014:7) states that the main purpose of

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curriculum 2013 is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization.

The 2013 curriculum divides the attitude competencies into two aspects including spiritual attitude and social attitude despite the fact that both aspects are intertwined with one another. Spiritual attitude is a tendency to respond consistently. In the process, the attitude assessment with the questionnaire and interview method is very helpful and summarizes the learning force of each student's attitude. Questionnaires are also used to obtain information about the respondents' attitudes, opinions, hopes and wishes (Handayani & Suprayogi, 2019). Martono and suprayogi (209) stated that on the curriculum 2013 the competence of attitudes, both the spiritual attitude (KI 1) and social attitudes (KI 2) are not taught in the teaching and learning process (PBM). Which means the competency of the attitude despite having basic competence, but not outlined in the material or concept presented in the learning process to the learners consisting of core activities and closing activities.

B. Related Studies

Reviewing related studies is an important aspect for researchers when conducting the current study. The first advantage is that it can help researchers to expand research in different locations, subjects or object. In addition, it can help researchers to find literature related to research. In addition, reviewing related studies can also help researchers to avoid plagiarism in terms of designs and

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findings from previous researchers. In this section, the related studies are in relation with students' attitude in learning English

The research was conducted by Wigati (2019) the title is "Attitudes towards learning English: A comparative study of rural and urban Junior High School" The aim of this study is to describe students' attitudes in rural and urban schools towards learning English. The findings show that both rural and urban students had liking and disliking attitudes in learning English. Liking attitudes covered two aspects including enjoyment and pride in learning English. Meanwhile, disliking attitudes contained two aspects, boredom and anxiety in learning English. There were differences in percentages of children between rural and urban students in every aspect. In enjoyment, there are 50% of 32 rural students who enjoyed in learning English. While, in urban school, there were 62.5% of students who enjoyed in learning English.

The research was conducted by Novianti & Belvast (2015) the title is "Comparing Students' Attitudes Towards English Language in an Indonesian State High School" The aim of this study is pertain to the students' interest towards learning English as a language, their motivation to master it, their difficulty in learning English grammar, and also the importance of English for their future. Students from two different classes i.e. science class and social class were involved in this study. A questionnaire was administered to 72 students, n = 40 from science class and n = 32 from social class. It was found that the students' of both classes interest in learning English was not

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statistically different. They consider that learning English is quite interesting for the students in both classes. Meanwhile in the matter of their motivation, difficulty in learning English grammar, and also their consideration in viewing the importance of English, the results show statistically significant differences between the students in both classes.

3. The research was conducted by Khatoun (2020) the title is “A Comparative Study on Attitude towards English Language Learning among Students of Higher Secondary Level of Hyderabad” The aim of this study is to describe the attitude of students towards English language learning at higher secondary level of HYDERABAD. Descriptive survey method and quantitative method were used for research. It was found that firstly, there is no difference between male and female students regarding their attitude towards English language learning at the higher secondary level of HYDERABAD. Secondly, there is a significant difference between urban and rural students regarding their attitude towards English language learning at the higher secondary level of HYDERABAD.

4. The research was conducted by Ahmad, et.al (2021) the title is “A Comparative study of public and private students’ attitude towards learning English at secondary school level” The aim of this study is to compare the public and private students’ attitude towards leaning English at secondary school level. The data were evaluated for means score, stand deviation, and t-test. According to the conclusion of this study, private secondary school students have a significantly higher attitude towards learning English than

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public sector secondary school students. Aside from that, private secondary school students are more enthusiastic about learning English. Students' attitudes towards learning English can be improved using effective tactics and styles, including visual, aural, and tactile. Teachers should motivate and encourage students to explore and improve their study and language skills during classroom activities like oral communications. Learn English by doing.

5. Inayati, Karifianto and Jarum (2021) the title is “Students’ awareness, attitude, affordances, and challenges in online autonomous English language learning” the aim of this study to address student awareness and attitude towards autonomous language learning and their affordances and challenges as a part of such learning. The results show that student awareness on the importance of autonomy in language learning was very high. In general, their attitude towards autonomous learning was positive. They also reported that autonomous learning; especially those conducted in informal online settings were enjoyable and educative. However, some practical challenges were identified. The foci of the survey in the study were on the student affordances and challenges during autonomous language learning. The data showed that student affordances include a number of technical aspects, learning resources, and learning management, while the challenges consist of technical and learning management aspects.

6. Santoso (2017), “High School Students’ Attitudes toward Learning English Language at SMA Muhammadiyah 5 Yogyakarta”. It was conducted at SMA

Muhammadiyah 5 Yogyakarta. Findings show that students at SMA Muhammadiyah 5 Yogyakarta have moderately positive attitude toward learning English language. It is known by mean value of all the data which is 3.01. Also, mean value of majority questionnaires item display in high score are between 2.6 – 3.4, and those mean values are categorized as moderately positive attitude until positive attitude and only one statement that has mean value 2.3 (moderately negative attitude). Furthermore, students also have strong instrumental orientation in learning English language (learning English for career goal or other practical reason).

7. Wulandari (2016), “Students’ Attitude towards Learning English (A Study at Seventh Grade of Junior High School 1 Tilatang Kamang)”. It was conducted in 2016 at Junior High School 1 Tilatang Kamang. Finding show that students attitude based on each sub indicator has variation. For enjoyment sub indicator 19,9972% then for like sub indicator is 19,9948%, next for comfort sub indicator is 19,9936% then anxiety sub indicator is 19,9944% and 19,996% for good/bad feeling sub indicator based on percentage’s result from the five sub indicators, hence dominant percentage is enjoyment indicator.
8. Maesaroh (2014), “Students’ Attitudes towards English Learning (A Case Study of the Eleventh Grade Students at MA “Nahdlatul Muslimin”, Undaan Kidul, Kudus in the Academic Year 2013/2014)”. It was conducted in 2014 at MA “Nahdlatul Muslimin” Undaan Kidul. This research shows: (i) the students have positive attitude towards English learning in terms of their cognitive, emotional, and behavioral aspects with the mean score of general

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attitude is 2.88, the mean score of cognitive aspect is 2.87, the one of emotional aspect is 2.93, and the one of behavioral aspect of attitude is 2.84, (ii) regarding their gender, both male and female students have positive attitude towards English learning with the mean score of male students is 2.91 while the one of female students is 2.85, (iii) regarding their field of study both social and sciences students have positive attitude towards English learning with the mean score of social students is 2.82 while the one of sciences students is 2.97.

9. Kobayashi (2002) the title is “The Role of Gender in Foreign Language Learning Attitudes: Japanese female students' attitudes towards English learning”. The objective of this research is to find out the difference of male and female students’ attitude and belief in learning. By utilizing multidisciplinary extant data and research findings, this study argues that Japanese social elements, such as the status of English as feminized academic and professional choices and women’s marginalized status in Japanese mainstream society, underlie many women’s positive attitudes towards English learning. This study provides pedagogical implications for those in charge of English-related programs either in Japan or in English-speaking countries who deal with a significant number of young Japanese female students in the programs.

10. Buschenhofen (1998). He sought to assess the attitudes towards English among year 12 and final-year university students. To collect the data, he administered a questionnaire on approximately 50 % of year 12 and first-year

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university students in PNG. Both groups were contrasted in terms of their tolerance towards the use of English in a variety of contexts. The results indicated (1) a generally positive attitude by both groups towards English and (2) some significant attitudinal differences in relation to specific English language contexts. Buschenhofen attributed such differences to the changing social, educational, and linguistic conditions which characterize the transition from year 12 to university education.

1. Eshghinejad (2016) the title is “EFL students’ attitudes toward learning English language: The case study of Kashan University students”. The aim of this research is to investigate attitude, behavioral, cognitive and emotional aspects of male and female English as a foreign language (EFL) learners of Kashan University toward English language learning. The result found that there were statistically significant attitudinal differences between the two groups (male and female) students.

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C. Assumption and Hypotheses

1. Assumption

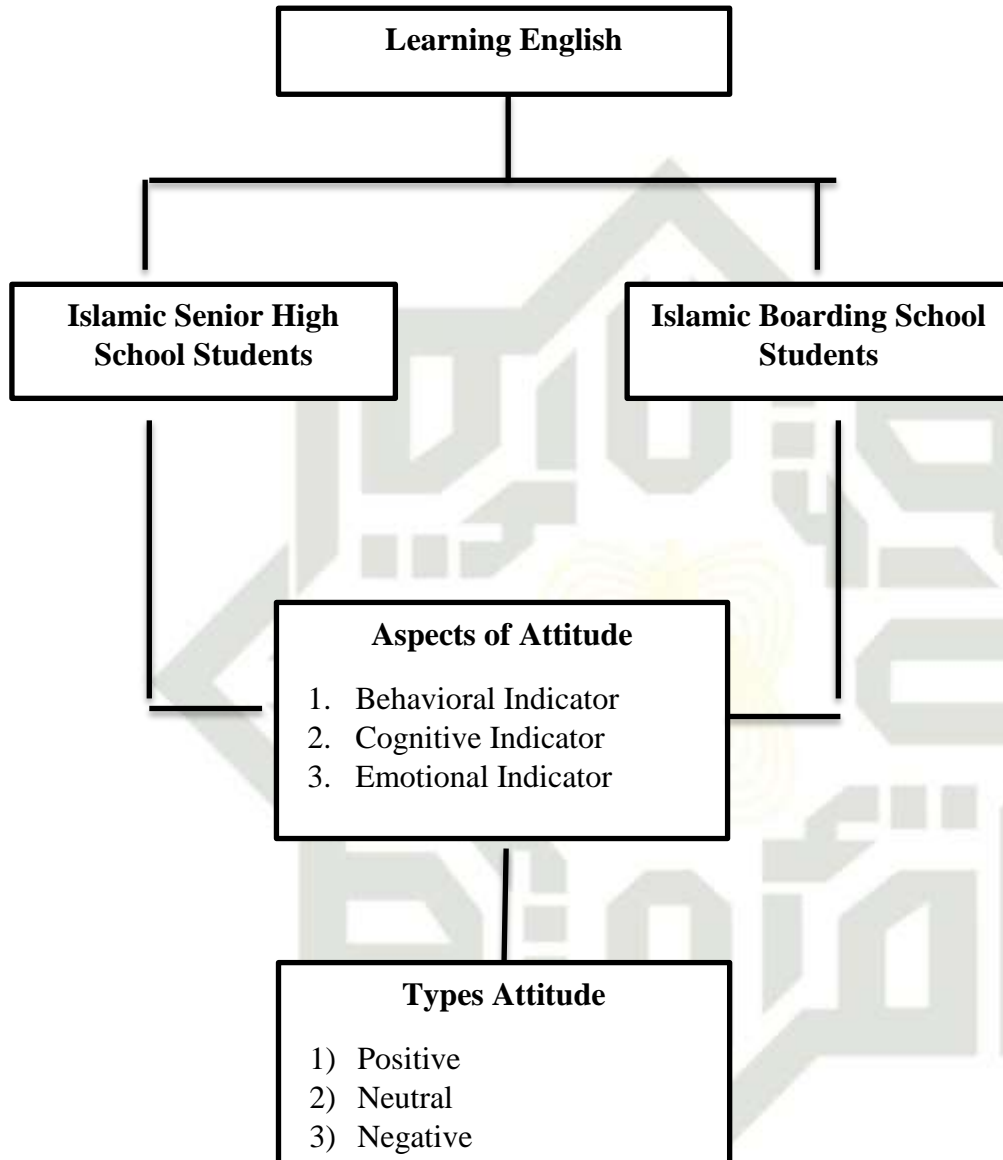
In this research, the researcher assumed that students' attitude on learning English between Islamic Senior High School and Islamic Boarding School students is different.

2. Hypotheses

Ha: There is a significant difference between Islamic Senior High School and Islamic Boarding School students' attitudes on Learning English at Duri

Ho: There is no significant difference between Islamic Senior High School and Islamic Boarding School students' attitudes on Learning English at Duri.

D. Operational Concept



Resources: Abidin, et al (2012)

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Based on the operational concept above, this research showed description Islamic senior high school and Islamic boarding school students' attitude toward learning English, there are consists into three aspects. In brief, there are cognitive, affective and emotional component. The research conducted the descriptive quantitative. After data are collected, the researches analyze the data to get the conclusion of the questionnaire and compare the result of questionnaire both of Islamic Senior high school and Islamic boarding school.

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CHAPTER III RESEARCH METHODOLOGY

A. Research Design

The design of this study was a descriptive quantitative research. Descriptive research was a quantitative research which includes making descriptions in education phenomena. Furthermore, quantitative research employs the numerical data shape and statistical analysis. Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment.

According to Margono (2007) quantitative research is the process of discovering knowledge by using numeral data as the instrument to find information about what is wanted to know. Then as stated by Sukmadikta (2009) quantitative intend to describe the phenomenon which actually where the description use size, number and frequency. The term quantitative refers to the use of frequency to characterize an event.

The purpose of this study was to analyze students' attitudes on studying English in both Islamic Boarding School and Islamic Senior High School, and to determine whether or not there is a substantial difference in students' attitudes on learning English between Islamic Senior High School and Islamic Boarding School. The initial stage in conducting this study was distributed questionnaires to students of the Islamic Senior High School Duri and Islamic Boarding School

Duri in order to collect data about students' attitudes, and then was compared based on mean score of their school.

B. Time and Location of Study

The location of the study are Islamic senior high school Duri, located at Jl. Jenderal Sudirman, Duri Barat, Kecamatan Mandau, Kab Bengkalis, Riau. Then, Islamic boarding school Duri, located at Jl. Abdul Rahman, Pematang Pudu, Mandau, Bengkalis, Riau.

C. The Population and Sample of the Study

1. Population

According to Creswell (2012), population was a group of individuals who have the same characteristic. Sugiyono (2009) also defines population as generalized area which was consist of subject or object which has certain qualities and characteristic to be learned and concluded by a researcher. The population of the study are the students at the eleventh grade of one the Islamic senior high school and Islamic boarding school at Duri.

Table 3.1

Total Population of Islamic Senior High School and Islamic Boarding School Students

School	Classes	Population	Total
Classes of Islamic Senior High School	XI MIA	39	78 students
	XI IIS	39	
Classes of Islamic	V.A	23	

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School	Classes	Population	Total
Boarding School	V.B	22	88 students
	V.C	22	
	V.D	21	

Total population of the eleventh grade students of Islamic senior high school are 78 students and total population of the eleventh grade students of Islamic boarding school are 88 students.

Sample

Based on the population that was shown in Table 3.1, the next step that should be done in this research was chosen the sample of the research. The sample was part of the population, which was the representation of the population. According to Gay (2002) the sample is the process of selecting number of individuals to study in such a way that the individual represent the largest group of which they are selected. The sample is part of the population, which has the representation of the population. The sample is the part of the population that will be researched in this study in finding certain data. Hence, it can be concluded that the sample was the part of the population which is going to be researched in this research in finding certain data.

In this research, the researcher determined sample by using stratified sampling. Stratified sampling was a type of probability sampling. As Creswell (2012) in stratified sampling, the researcher divided (stratify) the population on some specific characteristic (e.g., Islamic students). Then from the each sub groups that are classified from some specific characteristic (e.g., Islamic students).

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Besides, in simple random sampling, the researcher selects participants (or units, such as schools) for the sample so that any individual has an equal probability of being selected from the population.

The population of this research were 166 students, which were 78 the Islamic senior high school students and 88 the Islamic boarding school students. The researcher took 40 percent from the Islamic senior high school populations which were 31 students and 35 student from the Islamic Boarding School populations which were 66 students.

Thus, the researcher took the samples for Islamic senior high school students are 31 students, and for Islamic boarding school students are also 35 students. So, the total samples of this research were 66 students.

Table 3.2**Total Sample of Islamic Senior High School and Islamic Boarding School Students**

Sample		Total sample
Islamic senior high school (40%)	Islamic boarding school (40%)	
31	35	66

D. Data Collection Technique

Collecting the data is the most important thing in research. In this research, the writer used questionnaire and interview to collect the data. According to Sugiyono (2013) questionnaire is a technique of data collection which done by giving a set of questions or a written statement to the respondent to be answered.

It means that to collect the data, we give the questions or statement for respondent to be answered.

1. Questionnaire

The questionnaire of this research is Students' attitude in learning English that will adopted from Abidin (2012). These questionnaires use Likert Scale. The Likert Scale is a tool used to develop instruments used to measure the attitudes, perceptions, and opinions of a person or group of people against the potentials and problems of an object, the design of a product, the process of creating products and products that have been developed or created. In Sugiyono (2013), there are four to five answer from highly positive to highly negative.

Thus, an adapted questionnaire was employed as a measuring instrument. The participants were required to answer all the items of the questionnaire honestly, giving their own perceptions about their attitudes towards learning English language in terms of the emotional, cognitive and behavioral components of attitude. The measuring instrument was an attitude questionnaire which focused on the attitudes towards learning English. Additionally, it aimed to explore the differences in the participants' attitudes by their school. The items were partly adapted from the attitude questionnaire test employed in a study by Abidin (2012). On the whole, there were 45 items concerning language attitudes in terms of: behavioral, cognitive, and emotional components of attitude. Overall, 30 items were positive and 15 items were negative. The items were put in a 5-point Likert scale.

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a. Validity

The instrument used in this research needs to be tested for validity. This test is carried out so that when the questionnaire is distributed, the research instruments are valid. According to Sugiyono (2013) a valid instrument means that the measuring instrument used to obtain the data (measurement) is valid. The items were partly adapted from the attitude questionnaire test employed in a study by Abidin (2012).

The criteria for testing the validity by comparing the calculated r_{xy} and r table at the significance level (α) 5% with $N = 66$ and $df = -2$ obtained r table = 0.242. If r_{xy} count $>$ r table, it means that the instrument item is valid. Conversely, if r_{xy} count $<$ r table, it means that the instrument item is invalid.

The questionnaire validity test was carried out on 66 respondents, for the results of the validity test, namely the students' attitude consisting of 45 statements. Statement items that are declared valid and invalid can be seen in the table as follows:

Table 3.3
Students' Attitude Validity

Statements	r-counted	r-table	Description
1	0,411	0.242	valid
2	0,400	0.242	valid
3	0,568	0.242	valid
4	0,619	0.242	valid
5	0,418	0.242	valid
6	0,623	0.242	valid
7	0,519	0.242	valid
8	0,469	0.242	valid
9	0,481	0.242	valid
10	0,522	0.242	valid
11	0,456	0.242	valid
12	0,367	0.242	valid

Statements	r-counted	r-table	Description
13	0,392	0.242	valid
14	0,694	0.242	valid
15	0,421	0.242	valid
16	0,376	0.242	valid
17	0,369	0.242	valid
18	0,543	0.242	valid
19	0,384	0.242	valid
20	0,518	0.242	valid
21	0,486	0.242	valid
22	0,607	0.242	valid
23	0,442	0.242	valid
24	0,644	0.242	valid
25	0,513	0.242	valid
24	0,536	0.242	valid
27	0,408	0.242	valid
28	0,512	0.242	valid
29	0,638	0.242	valid
30	0,509	0.242	valid
31	0,588	0.242	valid
32	0,575	0.242	valid
33	0,459	0.242	valid
34	0,637	0.242	valid
35	0,606	0.242	valid
36	0,524	0.242	valid
37	0,257	0.242	valid
38	0,735	0.242	valid
39	0,364	0.242	valid
40	0,619	0.242	valid
41	0,420	0.242	valid
42	0,650	0.242	valid
43	0,607	0.242	valid
44	0,322	0.242	valid
45	1	0.242	valid

Based on the table, the results of the validity test of the students' attitude questionnaire items contained two invalid questionnaire items, It was 45 valid statements because $r \text{ count} < r \text{ table}$.

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b. Reability

The instrument used in this research needs to be tested for reliability. This test is carried out so that when the questionnaire is distributed, the research instruments are reliable. According to Sugiyono (2013) a reliable instrument is an instrument which, when used several times to measure the same object, will produce the same data. Rubber length measuring instruments are examples of instruments that are not reliable / consistent. In this study, to measure the reliability of the instrument used the alpha coefficient reliability method, because this method is based on the consistency of responses to all items in the instrument.

The questionnaire instrument is said to be reliable if $r_{\text{count}} > r_{\text{table}}$ and vice versa with a significance level (α) of 5% with $N = 45$ and $df = -2$ the obtained $r_{\text{table}} = 0.242$. If the value of $r_{\text{count}} > r_{\text{table}}$, it means that the research instrument is declared reliable. Conversely, if the value of $r_{\text{count}} < r_{\text{table}}$, it means that the instrument is declared unreliable.

The results of the calculation of the reliability test for students' attitude are reliable, based on the table below, it showed that the result of reability of students' attitude:

Table 3.4
Reliability Statistic of Students' Attitude

Cronbach's Alpha	N of Items
.915	45

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Based on the results of the questionnaire reliability test for students' attitude variable using SPSS version 21 by means of Analyze - Scale - Reliability Analysis - Ok so that the price r count = 0.915, because the price r count (0.915) > r table (0.242)

2. Interview

To support the data, the researcher used this technique to gather the information from students. Semi structure interview was applied towards selected respondents. Semi structure interview is if the researcher develops a solid interview schedule, but does not use standard format and sequence. In this research the interview questions were half based on the guidelines and the rest of the questions were independent questions. The researcher gave seven main questions for 3 Islamic Senior High School students and 3 Islamic Boarding School students as the representative of interviewer. Interviewer answered the question from the researcher one by one.

F. Data Analysis Technique

To analyze the data, this study was used a computation calculation SPSS (Statistical Product and Service Solution) Version 21.0 for Windows because this program has a high statistical ability and the data management system in the graphical environment use a simple descriptive menus and dialog boxes so making it easy to understand how the operation (Sugiyanto, 2012).

The analytical method used in this research was Descriptive Analysis Percentage. This percentage descriptive was processed by frequency divided by

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the number of respondents and multiplied by 100 percent, as stated Sudjana (2001, p. 129) are as follow:

1. The researcher analyzed all of the data, selected, and coding data into indicators in each component they could be explained as follow, which were gathered through the questionnaire and interview, where the final conclusions can be described and verified.

- a) The researcher analyzed the students' answer by likert scale. There were some indicators to arrangement instrument items about statement or question answer: Strongly disagree, disagree, neutral, agree, and strongly agree.

Table 3.5: Likert Scale

Respond	Type of statement	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

Source: (Morissan)

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- b) The researcher calculated the frequency (f) of respondents' answer.
- c) Then measured mean of the data
- d) The research calculated all percentages get from each indicator to gain the conclusion for each indicator.

Table 3.6
Interpretation Attitude Criteria Percentage

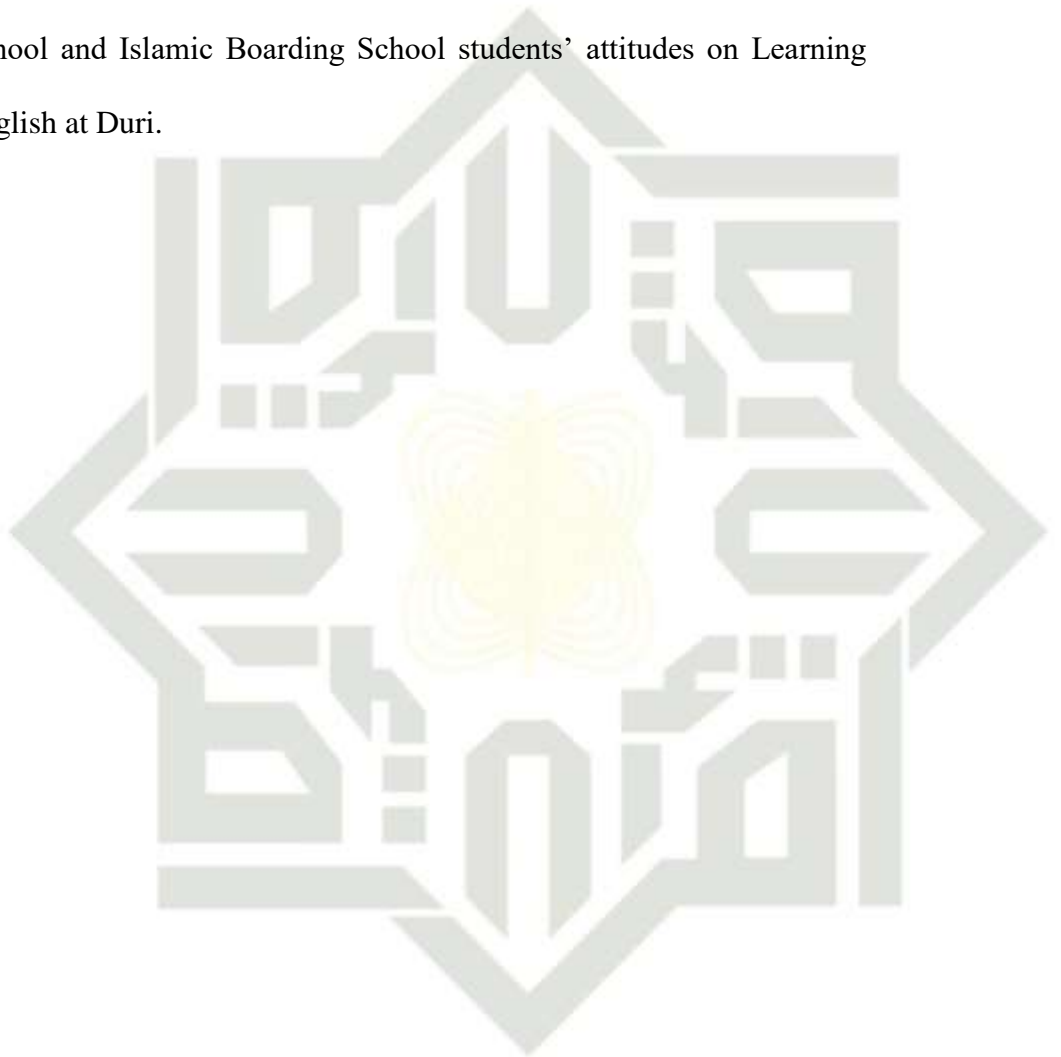
Scale	Attitude Level
1.00 – 2.49	Negative
2.50 – 3.49	Neutral
3.50 – 5.00	Positive

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- e) Drawn the conclusion based on the result of questionnaire
 - f) Interviews were written down almost verbatim and the respondents were asked to repeat where necessary to make it easier to note down what they said as well as to support their answers.
2. After calculate descriptive statistic, hypothesis testing had been done by used SPSS 21.0. The Mann Whitney test was used to determine whether there was a difference in the average data of two unpaired samples. This difference test will be used to test the ability of the dependent variable to differentiate its influence on the independent variable (Santoso, 2014) The decision of hypothesis is by comparing the ρ count and ρ table ($\rho = \rho$) as we can see from the determining statistical hypothesis as follow:

Ha: There is a significant difference between Islamic Senior High School and Islamic Boarding School students' attitudes on Learning English at Duri

Ho: There is no significant difference between Islamic Senior High School and Islamic Boarding School students' attitudes on Learning English at Duri.



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CHAPTER V

CONCLUSION, IMPLICATION AND SUGESTION

This chapter presents the conclusion based on the data analysis about the students' attitude in learning English both Islamic Senior High School and Islamic Boarding School. Besides the conclusion, this chapter also provides the implications of this research. Then the last part of this chapter is the suggestions about attitude in learning English.

A. Conclusion

Based on findings and discussion in this research, several conclusions could be drawn:

1. Islamic Senior High School students showed neutral attitude on learning English. This provided by the mean score of the students were 3.49, it means that the three component of attitude are quite good on learning English. In addition, the best results showed that the students wish could speak English fluently and the lowest result showed that some of students not satisfied with their performance in the English subject because the students only had limited time to learning English.

2. Islamic Boarding School students showed the positive attitude on learning English. This provided by the mean score of the students were 3.94, it means that the three aspect of attitude are fulfilled on learning English. In addition, the best results showed that the students interested in studying English and the lowest result showed that few of students feel embarrassed to speak English in front of other students because the students afraid make a mistake while speaking.
3. The result of Hypothesis showed that H_0 is rejected and there is significant different of Islamic Boarding School students and Islamic Senior High School students on learning English with statically testing by using Levene's test indicate that " $p (0.000) < 0.05$, it means that H_0 is rejected and can be concluded that the Islamic Senior High School and Islamic Boarding School students has significant different attitude on learning English.

B. Implications

The results of this study implied to be considered to the development of students' attitude in Islamic Senior High School becomes more creative, innovative and the development program of English language such as English Club as a place for students to learn and improve English Language Skills. The main purpose of this English Club is to improve individual abilities regarding English from Grammar, Listening, Speaking, Reading and also writing to increase a positive attitude towards learning English.

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A positive attitude should serve as the umbrella for language learning. EFL teachers should prioritize students' feelings, beliefs, and behaviors over cognitive abilities. English curriculum and classroom activities should include affective goals suited to students' needs and individual differences in order to encourage positive attitudes toward English. It is important to look into the personalities of students. Furthermore, the result of this study implied to be considered of students attitude in Islamic Boarding School become more active using English in the classroom and out of the classroom because in Islamic Boarding School had been apply English day on any given day. It also may have some implications for English teachers; this research can be used as a reference to increase students' awareness on learning English. Moreover, it probably improves the quality of teaching and learning process.

Furthermore, Students with positive attitude certainly have a better learning than students with negative attitude. It is hoped that students can increase their learning attitude in various ways that will be attractive to their learning English in the classroom. It also expected that there will be collaboration between students and teacher by finding the best solution in the learning process to improve students' attitude in learning.

Cognitive performance can be attained if EFL students have positive attitudes and enjoy learning the target language. As a result, the affective perspective, particularly attitude, should be paid attention to in language studies. Using foreign languages in modern times, such as today, is extremely important, particularly for younger millennia, because mastering a foreign language, such as English, may serve

as the main bridge to achieving their dreams. Being proficient in English or other foreign languages, on the other hand, should not cause us to overlook Indonesian as our national and local languages.

It also may have some implications for English teachers; this research can be used as a reference to increase their awareness toward students' attitude in learning English. Moreover, it probably improves the quality of teaching and learning process in all Secondary schools.

C. Suggestion

Based on the findings in the previous chapter, it had been proved that the students of Islamic Boarding School have positive attitudes on learning English and the students of Islamic Senior High School have neutral attitudes. As could be seen on the result of the research, the researcher would like to suggest as follows:

1. It is expected that the students of Islamic Senior High School could follow Language Development Program such as English Club, because the students actually not more aware on learning English. Just make the environment be English every time as good as you can, because if you can do it you also make your friend to more be aware.
2. Students should be consistent in their thinking and actions. If they have a positive attitude toward English, they should use it in their daily lives, including speaking, listening, reading, and writing.



3. This research is expected to be an input or consideration for many people in educational section especially in English educational.
4. Since this research is only a beginning research, further research is expected to be done to see other findings that have not been covered by this research.



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Appendix 1. Questionnaire Guideline

QUESTIONNAIRE GUIDELINE

Variables	Indicator	Sub-Indicator	Number of item
Attitude	Behavior	Expressions of behaviors intentions.	5,6,17,25,26,42,45
		Overt behaviors with respect to attitude object.	7,13,18,19,35,37,38
	Cognitive	Expression of beliefs about attitude object.	2,12,22,30,36,39,40
		Perceptual reactions to attitude object.	1,8,20,21,29,31,34,41
	Emotional	Expression of feelings toward attitude object.	3,4,11,15,23,24,28,32,33
		Psychological reactions to attitude object.	3,9,14,16,27,43,44

Appendix 2. Interview Guideline

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INTERVIEW GUIDELINE

Indicator of Attitude	Number of Item
Behavioral	4,5,10,12,13
Cognitive	2,3,11,14,15,16,17,20
Emotional	1,6,7,8,9,19



UIN SUSKA RIAU

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Appendix 3. Questionnaire List

ANGKET PENELITIAN

SIKAP SISWA DI DALAM PEMBELAJARAN BAHASA INGGRIS

DI PONPES AL-JAUHAR IKHD DURI / MA YASMI DURI

الرَّحِيمِ الرَّحْمَنِ اللَّهُ بِسْمِ

A. Pengantar

Angket ini adalah angket untuk mengetahui sikap siswa di dalam pembelajaran Bahasa Inggris. Kerahasiaan data dan identitas saudara tidak akan dipublikasikan, sehingga angket ini tidak akan memberi efek negatif dan mempengaruhi nilai saudara. Data yang saudara berikan sangat berarti untuk menyelesaikan tugas akhir peneliti, oleh karena itu berikanlah jawaban sesuai dengan keadaan yang sebenarnya.

B. Identitas

Nama :

Kelas :

C. Pedoman

1. Isilah terlebih dahulu identitas saudara
2. Bacalah pernyataan dengan seksama
3. Berikanlah jawaban sesuai dengan kondisi yang saudara rasakan dengan memberikan tanda ceklis (√) pada kolom yang telah tersedia

Keterangan:

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1 : Sangat Tidak Setuju (STS)

4 : Setuju (S)

2: Tidak Setuju (TS)

5 : Sangat Setuju (SS)

3: Netral (N)

No	ITEMS	1 SD	2 D	3 N	4 A	5 SA
1	Studying English is important because it will make me more educated <i>(Belajar bahasa Inggris itu penting karena akan membuat saya lebih terlatih dalam menggunakan bahasa Inggris)</i>					
2	Being good at English will help me study other subjects well <i>(pandai dalam bahasa Inggris akan membantu saya dalam mempelajari pelajaran yang lain dengan baik)</i>					
3	I feel proud when studying English language <i>(saya merasa bangga ketika belajar bahasa Inggris)</i>					
4	I feel excited when I communicate in English with others <i>(saya merasa senang ketika saya dapat berkomunikasi dalam bahasa Inggris dengan orang lain)</i>					
5	Speaking English anywhere makes me feel worried <i>(berbicara dalam bahasa Inggris di mana saja membuat saya merasa cemas)</i>					
6	Studying English helps me to have good relationships with friends <i>(Belajar bahasa Inggris membantu saya untuk memiliki hubungan yang baik dengan teman-teman)</i>					
7	I like to give opinions during English lessons. <i>(Saya suka memberikan pendapat selama pelajaran bahasa Inggris)</i>					
8	I have more knowledge and more understanding when studying English <i>(Saya memiliki lebih banyak pengetahuan dan pemahaman ketika belajar bahasa</i>					



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	Inggris)					
9	I look forward to studying more English in the future <i>(Saya berharap untuk belajar lebih banyak bahasa Inggris di masa depan)</i>					
10	I don't get anxious when I have to answer a question in my English class <i>(Saya tidak merasa cemas ketika saya harus menjawab pertanyaan di kelas bahasa Inggris saya)</i>					
11	Studying foreign languages like English is enjoyable <i>(Belajar bahasa asing seperti bahasa Inggris itu menyenangkan)</i>					
12	I am able to make myself pay attention during studying English <i>(Saya mampu membuat diri saya memperhatikan selama belajar bahasa Inggris)</i>					
13	When I hear a student in my class speaking English well, I like to practice speaking with him/her <i>(Ketika saya mendengar seorang siswa di kelas saya berbicara bahasa Inggris dengan baik, saya suka berlatih berbicara dengannya)</i>					
14	To be inquisitive makes me study English well <i>(Rasa ingin tahu membuat saya belajar bahasa Inggris dengan baik)</i>					
15	Studying English makes me have good emotions (feelings) <i>(Belajar bahasa Inggris membuat saya memiliki emosi yang baik (perasaan))</i>					
16	I prefer studying in my mother tongue rather than any other foreign language <i>(Saya lebih suka belajar dalam bahasa ibu saya daripada bahasa asing lainnya)</i>					
17	Studying English makes me have more confidence in expressing myself <i>(Belajar bahasa Inggris membuat saya lebih percaya diri dalam mengekspresikan diri)</i>					
18	Studying English helps me to improve my personality <i>(Belajar bahasa Inggris membantu saya</i>					



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	<i>meningkatkan kepribadian saya)</i>					
19	I put off my English homework as much as possible <i>(Saya menunda pekerjaan rumah bahasa Inggris saya sebanyak mungkin)</i>					
20	Studying English helps me getting new information in which I can link to my previous knowledge <i>(Belajar bahasa Inggris membantu saya mendapatkan informasi baru yang dapat saya kaitkan dengan pengetahuan saya sebelumnya)</i>					
21	I cannot to summarize the important points in the English subject content by myself <i>(Saya tidak bisa meringkas poin-poin penting dalam konten mata pelajaran bahasa Inggris sendiri)</i>					
22	Frankly, I study English just to pass the exams. <i>(Terus terang, saya belajar bahasa Inggris hanya untuk lulus ujian.)</i>					
23	I enjoy doing activities in English <i>(Saya senang melakukan aktivitas dalam bahasa Inggris)</i>					
24	I do not like studying English <i>(Saya tidak suka belajar bahasa Inggris)</i>					
25	I am not relaxed whenever I have to speak in my English class <i>(Saya tidak santai setiap kali saya harus berbicara di kelas bahasa Inggris saya)</i>					
26	I feel embarrassed to speak English in front of other students <i>(Saya merasa malu untuk berbicara bahasa Inggris di depan siswa lain)</i>					
27	I wish I could speak English fluently. <i>Saya berharap saya bisa berbicara bahasa Inggris dengan lancar.</i>					
28	I am interested in studying English. <i>Saya tertarik untuk belajar bahasa Inggris.</i>					
29	In my opinion, people who speak more than one language are very knowledgeable. <i>Menurut pendapat saya, orang yang berbicara lebih dari satu bahasa sangat berpengetahuan.</i>					
30	Studying English helps me communicate in English effectively					



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	<i>Belajar bahasa Inggris membantu saya berkomunikasi dalam bahasa Inggris secara efektif</i>				
31	I cannot apply the knowledge from English subject in my real life <i>Saya tidak dapat menerapkan pengetahuan dari mata pelajaran bahasa Inggris dalam kehidupan nyata saya</i>				
32	Studying English subject makes me feel more confident <i>Mempelajari mata pelajaran bahasa Inggris membuat saya merasa lebih percaya diri</i>				
33	To be honest, I really have little interest in my English class <i>Sejujurnya, saya benar-benar kurang tertarik dengan kelas bahasa Inggris saya</i>				
34	Studying English makes me able to create new thoughts <i>Belajar bahasa Inggris membuat saya mampu menciptakan pemikiran baru</i>				
35	I like to practice English the way native speakers do. <i>Saya suka berlatih bahasa Inggris seperti yang dilakukan penutur asli.</i>				
36	I am able to think and analyze the content in English language <i>Saya mampu berpikir dan menganalisis konten dalam bahasa Inggris</i>				
37	I wish I could have many English speaking friends <i>Saya berharap saya bisa memiliki banyak teman berbahasa Inggris</i>				
38	When I miss the class, I never ask my friends or teachers for the homework on what has been taught. <i>Ketika saya ketinggalan kelas, saya tidak pernah meminta pekerjaan rumah kepada teman atau guru saya tentang apa yang telah diajarkan.</i>				
39	I am not satisfied with my performance in the English subject <i>Saya tidak puas dengan kinerja saya dalam mata pelajaran bahasa Inggris</i>				
40	In my opinion, English language is difficult and complicated to learn.				



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	<i>Menurut saya, bahasa Inggris itu sulit dan rumit untuk dipelajari.</i>					
41	English subject has the content that covers many fields of knowledge <i>Mata pelajaran bahasa Inggris memiliki konten yang mencakup banyak bidang pengetahuan</i>					
42	I do not feel enthusiastic to come to class when the English is being thought <i>Saya tidak merasa antusias untuk datang ke kelas ketika bahasa Inggris sedang dipikirkan</i>					
43	Knowing English is an important goal in my life <i>Mengetahui bahasa Inggris adalah tujuan penting dalam hidup saya</i>					
44	I look forward to the time I spend in English class <i>Saya menantikan waktu yang saya habiskan di kelas bahasa Inggris</i>					
45	I do not pay any attention when my English teacher is explaining the lesson <i>Saya tidak memperhatikan ketika guru bahasa Inggris saya sedang menjelaskan pelajaran</i>					

Appendix 4. List of Interview

INTERVIEW GUIDELINESS

1. Do you like listening to everything about English? Why?
2. Do you have additional learning outside of school? Like Private English lessons?
3. Do you think English is important to learn? Why?
4. Is English easy to learn? If hard, what makes learning English hard?
5. Do you feel enthusiastic about coming to English class? Why?
6. Are you looking forward to learning English?
7. Are you interested in learning English? Why?
8. Do you feel proud that you learn English?
9. Do you enjoy English subject at school?
10. If you study English in class, can you focus on paying attention to the teacher's explanation?
11. Do you understand about the material taught in class? What about the assignments given?
12. Do you like practicing speaking English? Why?
13. Who do you usually like to practice talking to?
14. Do you want to be fluent in English? Why?
15. Do you like communicating in English?
16. In class there is always a question and answer and giving opinions session when the teacher has finished explaining the material. Do you always want to give your opinion or ask questions?
17. If you don't go to class, do you always ask your friends about the assignments/material being taught?
18. Do you studying English just to graduate or pass the exam?
19. Do you feel satisfied with yourself when you learn English?
20. Do you want to learn more English in the future?

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Appendix 5. Result of Validity

Pearson Correlation	.411**	.400**	.568**	.619**	.418**	.623**	.519**	.469**
Sig. (2-tailed)	.001	.001	.000	.000	.000	.000	.000	.000
N	66	66	66	66	66	66	66	66

.481**	.522**	.456**	.367**	.392**	.694**	.421**	.376**	.369**
.000	.000	.000	.002	.001	.000	.000	.002	.002
66	66	66	66	66	66	66	66	66

.543**	.384**	.518**	.486**	.607**	.442**	.644**	.513**	.536**
.000	.001	.000	.000	.000	.000	.000	.000	.000
66	66	66	66	66	66	66	66	66

.408**	.512**	.638**	.509**	.588**	.575**	.459**	.637**	.606**	.524**
.001	.000	.000	.000	.000	.000	.000	.000	.000	.000
66	66	66	66	66	66	66	66	66	66

.257*	.735**	.643**	.364**	.619**	.420**	.650**	.607**	.322**	1
.037	.000	.000	.003	.000	.000	.000	.000	.008	
66	66	66	66	66	66	66	66	66	66

UIN SUSKA RIAU

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Appendix 6. Result of Reability

Case Processing Summary

		N	%
Cases	Valid	66	100.0
	Excluded ^a	0	.0
	Total	66	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.915	45

Appendix 7. Table of Descriptive Statistics of Islamic Senior High School

Descriptive Statistics of Islamic Senior High School

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
item1	31	2	5	3.06	.207	1.153
item2	31	2	5	3.03	.135	.752
item3	31	1	5	2.77	.145	.805
item4	31	2	5	3.61	.152	.844
item5	31	1	5	3.87	.159	.885
item6	31	2	5	3.45	.138	.768
item7	31	2	5	3.55	.145	.810
item8	31	3	5	3.84	.140	.779
item9	31	2	4	3.00	.093	.516
item10	31	1	5	3.19	.204	1.138
item11	31	2	5	3.61	.137	.761
item12	31	3	5	4.29	.148	.824
item13	31	2	5	3.65	.171	.950
item14	31	1	5	3.45	.173	.961
item15	31	3	5	4.32	.149	.832
item16	31	3	5	4.03	.109	.605
item17	31	2	5	3.48	.153	.851
item18	31	2	5	3.55	.153	.850
item19	31	3	5	4.13	.145	.806
item20	31	3	5	3.71	.141	.783
item21	31	1	5	2.77	.152	.845
item22	31	2	5	3.55	.138	.768
item23	31	2	5	4.13	.159	.885
item24	31	3	5	3.90	.134	.746
item25	31	1	4	2.84	.140	.779
item26	31	2	5	3.32	.134	.748
item27	31	1	5	3.13	.137	.763
item28	31	1	5	2.74	.197	1.094
item29	31	2	5	2.97	.164	.912
item30	31	3	5	3.68	.142	.791
item31	31	3	5	3.32	.097	.541

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item32	31	3	5	3.58	.121	.672
item33	31	1	5	2.94	.167	.929
item34	31	3	5	3.74	.131	.729
item35	31	3	5	3.90	.149	.831
item36	31	1	5	3.16	.174	.969
item37	31	2	5	2.94	.146	.814
item38	31	2	5	3.16	.132	.735
item39	31	1	5	3.55	.166	.925
item40	31	3	5	4.71	.095	.529
item41	31	2	5	3.94	.153	.854
item42	31	3	5	3.74	.131	.729
item43	31	1	5	3.42	.172	.958
item44	31	1	5	3.39	.158	.882
item45	31	2	5	3.06	.113	.629
MEANSORE	31	3	5	3.49	.061	.338
Valid N (listwise)	31					

Appendix 8. Table of Descriptive Statistics of Islamic Boarding School

Descriptive Statistics of Islamic Senior High School

Statistic	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic

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item1	35	2	5	4.00	.164	.970
item2	35	2	5	3.40	.110	.651
item3	35	3	5	3.37	.101	.598
item4	35	2	5	3.97	.119	.707
item5	35	3	5	4.34	.123	.725
item6	35	2	5	3.91	.126	.742
item7	35	3	5	3.60	.093	.553
item8	35	2	5	4.29	.133	.789
item9	35	2	5	3.69	.128	.758
item10	35	1	4	1.89	.178	1.051
item11	35	3	5	3.71	.120	.710
item12	35	3	5	4.06	.123	.725
item13	35	1	5	4.31	.182	1.078
item14	35	2	5	4.43	.125	.739
item15	35	2	5	4.51	.126	.742
item16	35	3	5	4.57	.094	.558
item17	35	2	5	3.89	.114	.676
item18	35	3	5	3.91	.103	.612
item19	35	3	5	4.49	.095	.562
item20	35	3	5	3.86	.117	.692
item21	35	1	5	3.40	.206	1.218
item22	35	2	5	4.23	.148	.877
item23	35	3	5	4.40	.131	.775
item24	35	3	5	4.26	.118	.701
item25	35	2	5	4.00	.116	.686
item26	35	3	5	3.74	.118	.701
item27	35	2	5	3.37	.143	.843
item28	35	1	5	3.71	.162	.957
item29	35	1	5	4.09	.202	1.197
item30	35	1	5	3.80	.135	.797
item31	35	3	5	4.31	.107	.631
item32	35	2	5	4.54	.138	.817
item33	35	3	5	3.94	.129	.765
item34	35	3	5	4.46	.095	.561
item35	35	3	5	4.34	.100	.591
item36	35	2	5	3.60	.124	.736
item37	35	2	5	2.54	.138	.817
item38	35	3	5	4.06	.108	.639
item39	35	1	5	4.37	.193	1.140
item40	35	4	5	4.63	.083	.490



item41	35	3	5	4.51	.095	.562
Item42	35	2	5	3.89	.114	.676
item43	35	1	5	4.14	.170	1.004
item44	35	2	5	3.89	.163	.963
item45	35	1	5	3.17	.166	.985
MEANSORE	35	3.42	4.62	3.94	.053	.315
Valid N (listwise)	35					



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Appendix 9. Frequencies result of Islamic Senior High School

Frequency Table of Islamic Senior High School

item1

	Frequency	Percent	Valid Percent	Cumulative Percent
2	13	41.9	41.9	41.9
3	9	29.0	29.0	71.0
Valid 4	3	9.7	9.7	80.6
5	6	19.4	19.4	100.0
Total	31	100.0	100.0	

item2

	Frequency	Percent	Valid Percent	Cumulative Percent
2	6	19.4	19.4	19.4
3	20	64.5	64.5	83.9
Valid 4	3	9.7	9.7	93.5
5	2	6.5	6.5	100.0
Total	31	100.0	100.0	

item3

	Frequency	Percent	Valid Percent	Cumulative Percent
1	3	9.7	9.7	9.7
2	4	12.9	12.9	22.6
Valid 3	22	71.0	71.0	93.5
4	1	3.2	3.2	96.8
5	1	3.2	3.2	100.0
Total	31	100.0	100.0	

item4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	3.2	3.2	3.2
3	16	51.6	51.6	54.8

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 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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4	8	25.8	25.8	80.6
5	6	19.4	19.4	100.0
Total	31	100.0	100.0	

item5

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3.2	3.2	3.2
3	8	25.8	25.8	29.0
Valid 4	15	48.4	48.4	77.4
5	7	22.6	22.6	100.0
Total	31	100.0	100.0	

item6

	Frequency	Percent	Valid Percent	Cumulative Percent
2	2	6.5	6.5	6.5
3	16	51.6	51.6	58.1
Valid 4	10	32.3	32.3	90.3
5	3	9.7	9.7	100.0
Total	31	100.0	100.0	

item7

	Frequency	Percent	Valid Percent	Cumulative Percent
2	3	9.7	9.7	9.7
3	11	35.5	35.5	45.2
Valid 4	14	45.2	45.2	90.3
5	3	9.7	9.7	100.0
Total	31	100.0	100.0	

item8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	12	38.7	38.7	38.7
4	12	38.7	38.7	77.4

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

5	7	22.6	22.6	100.0
Total	31	100.0	100.0	

item9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	4	12.9	12.9	12.9
Valid 3	23	74.2	74.2	87.1
Valid 4	4	12.9	12.9	100.0
Total	31	100.0	100.0	

item10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	6.5	6.5	6.5
Valid 2	6	19.4	19.4	25.8
Valid 3	12	38.7	38.7	64.5
Valid 4	6	19.4	19.4	83.9
Valid 5	5	16.1	16.1	100.0
Total	31	100.0	100.0	

item11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	3.2	3.2	3.2
Valid 3	14	45.2	45.2	48.4
Valid 4	12	38.7	38.7	87.1
Valid 5	4	12.9	12.9	100.0
Total	31	100.0	100.0	

item12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	7	22.6	22.6	22.6
Valid 4	8	25.8	25.8	48.4
Valid 5	16	51.6	51.6	100.0
Total	31	100.0	100.0	



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

item13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	9.7	9.7
	3	12	38.7	48.4
	4	9	29.0	77.4
	5	7	22.6	100.0
	Total	31	100.0	100.0

item14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.2	3.2
	2	2	6.5	9.7
	3	15	48.4	58.1
	4	8	25.8	83.9
	5	5	16.1	100.0
	Total	31	100.0	100.0

item15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	22.6	22.6
	4	7	22.6	45.2
	5	17	54.8	100.0
	Total	31	100.0	100.0

item16

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	16.1	16.1
	4	20	64.5	80.6
	5	6	19.4	100.0
	Total	31	100.0	100.0



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

item17

	Frequency	Percent	Valid Percent	Cumulative Percent
2	4	12.9	12.9	12.9
3	11	35.5	35.5	48.4
Valid 4	13	41.9	41.9	90.3
5	3	9.7	9.7	100.0
Total	31	100.0	100.0	

item18

	Frequency	Percent	Valid Percent	Cumulative Percent
2	2	6.5	6.5	6.5
3	15	48.4	48.4	54.8
Valid 4	9	29.0	29.0	83.9
5	5	16.1	16.1	100.0
Total	31	100.0	100.0	

item19

	Frequency	Percent	Valid Percent	Cumulative Percent
3	8	25.8	25.8	25.8
Valid 4	11	35.5	35.5	61.3
5	12	38.7	38.7	100.0
Total	31	100.0	100.0	

item20

	Frequency	Percent	Valid Percent	Cumulative Percent
3	15	48.4	48.4	48.4
Valid 4	10	32.3	32.3	80.6
5	6	19.4	19.4	100.0
Total	31	100.0	100.0	



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

item21

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	3.2	3.2	3.2
Valid 2	11	35.5	35.5	38.7
Valid 3	14	45.2	45.2	83.9
Valid 4	4	12.9	12.9	96.8
Valid 5	1	3.2	3.2	100.0
Total	31	100.0	100.0	

item22

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	6.5	6.5	6.5
Valid 3	13	41.9	41.9	48.4
Valid 4	13	41.9	41.9	90.3
Valid 5	3	9.7	9.7	100.0
Total	31	100.0	100.0	

item23

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	3.2	3.2	3.2
Valid 3	7	22.6	22.6	25.8
Valid 4	10	32.3	32.3	58.1
Valid 5	13	41.9	41.9	100.0
Total	31	100.0	100.0	

item24

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	10	32.3	32.3	32.3
Valid 4	14	45.2	45.2	77.4
Valid 5	7	22.6	22.6	100.0
Total	31	100.0	100.0	



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

item25

	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	6.5	6.5	6.5
2	6	19.4	19.4	25.8
Valid 3	18	58.1	58.1	83.9
4	5	16.1	16.1	100.0
Total	31	100.0	100.0	

item26

	Frequency	Percent	Valid Percent	Cumulative Percent
2	3	9.7	9.7	9.7
3	17	54.8	54.8	64.5
Valid 4	9	29.0	29.0	93.5
5	2	6.5	6.5	100.0
Total	31	100.0	100.0	

item27

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3.2	3.2	3.2
2	3	9.7	9.7	12.9
Valid 3	19	61.3	61.3	74.2
4	7	22.6	22.6	96.8
5	1	3.2	3.2	100.0
Total	31	100.0	100.0	

item28

	Frequency	Percent	Valid Percent	Cumulative Percent
1	3	9.7	9.7	9.7
2	12	38.7	38.7	48.4
Valid 3	8	25.8	25.8	74.2
4	6	19.4	19.4	93.5
5	2	6.5	6.5	100.0

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Total	31	100.0	100.0
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item29

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	11	35.5	35.5	35.5
3	12	38.7	38.7	74.2
4	6	19.4	19.4	93.5
5	2	6.5	6.5	100.0
Total	31	100.0	100.0	

item30

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	16	51.6	51.6	51.6
4	9	29.0	29.0	80.6
5	6	19.4	19.4	100.0
Total	31	100.0	100.0	

item31

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	22	71.0	71.0	71.0
4	8	25.8	25.8	96.8
5	1	3.2	3.2	100.0
Total	31	100.0	100.0	

item32

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	16	51.6	51.6	51.6
4	12	38.7	38.7	90.3
5	3	9.7	9.7	100.0
Total	31	100.0	100.0	



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

item33

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	3.2	3.2	3.2
2	10	32.3	32.3	35.5
3	11	35.5	35.5	71.0
4	8	25.8	25.8	96.8
5	1	3.2	3.2	100.0
Total	31	100.0	100.0	

item34

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	13	41.9	41.9	41.9
4	13	41.9	41.9	83.9
5	5	16.1	16.1	100.0
Total	31	100.0	100.0	

item35

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	12	38.7	38.7	38.7
4	10	32.3	32.3	71.0
5	9	29.0	29.0	100.0
Total	31	100.0	100.0	

item36

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	3.2	3.2	3.2
2	5	16.1	16.1	19.4
3	17	54.8	54.8	74.2
4	4	12.9	12.9	87.1
5	4	12.9	12.9	100.0



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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Total	31	100.0	100.0
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item37

	Frequency	Percent	Valid Percent	Cumulative Percent
2	9	29.0	29.0	29.0
3	17	54.8	54.8	83.9
Valid 4	3	9.7	9.7	93.5
5	2	6.5	6.5	100.0
Total	31	100.0	100.0	

item38

	Frequency	Percent	Valid Percent	Cumulative Percent
2	4	12.9	12.9	12.9
3	20	64.5	64.5	77.4
Valid 4	5	16.1	16.1	93.5
5	2	6.5	6.5	100.0
Total	31	100.0	100.0	

item39

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3.2	3.2	3.2
2	2	6.5	6.5	9.7
Valid 3	11	35.5	35.5	45.2
4	13	41.9	41.9	87.1
5	4	12.9	12.9	100.0
Total	31	100.0	100.0	

item40

	Frequency	Percent	Valid Percent	Cumulative Percent
3	1	3.2	3.2	3.2
Valid 4	7	22.6	22.6	25.8
5	23	74.2	74.2	100.0



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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Total	31	100.0	100.0
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item41

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	3.2	3.2	3.2
3	9	29.0	29.0	32.3
4	12	38.7	38.7	71.0
5	9	29.0	29.0	100.0
Total	31	100.0	100.0	

item42

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	13	41.9	41.9	41.9
4	13	41.9	41.9	83.9
5	5	16.1	16.1	100.0
Total	31	100.0	100.0	

item43

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	3.2	3.2	3.2
2	4	12.9	12.9	16.1
3	10	32.3	32.3	48.4
4	13	41.9	41.9	90.3
5	3	9.7	9.7	100.0
Total	31	100.0	100.0	

item44

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	3.2	3.2	3.2
2	2	6.5	6.5	9.7
3	15	48.4	48.4	58.1
4	10	32.3	32.3	90.3
5	3	9.7	9.7	100.0



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Total	31	100.0	100.0
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item45

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	4	12.9	12.9	12.9
3	22	71.0	71.0	83.9
4	4	12.9	12.9	96.8
5	1	3.2	3.2	100.0
Total	31	100.0	100.0	



Appendix 10. Frequencies result of Islamic Boarding School

Frequency Table of Islamic Boarding School

item1

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	3	8.6	8.6
	3	7	20.0	28.6
Valid	4	12	34.3	62.9
	5	13	37.1	100.0
Total	35	100.0	100.0	

item2

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	1	2.9	2.9
	3	21	60.0	62.9
Valid	4	11	31.4	94.3
	5	2	5.7	100.0
Total	35	100.0	100.0	

item3

	Frequency	Percent	Valid Percent	Cumulative Percent
	3	24	68.6	68.6
Valid	4	9	25.7	94.3
	5	2	5.7	100.0
Total	35	100.0	100.0	

item4

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	1	2.9	2.9
Valid	3	6	17.1	20.0
	4	21	60.0	80.0

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



5	7	20.0	20.0	100.0
Total	35	100.0	100.0	

item5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	5	14.3	14.3	14.3
Valid 4	13	37.1	37.1	51.4
Valid 5	17	48.6	48.6	100.0
Total	35	100.0	100.0	

item6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	5.7	5.7	5.7
Valid 3	5	14.3	14.3	20.0
Valid 4	22	62.9	62.9	82.9
Valid 5	6	17.1	17.1	100.0
Total	35	100.0	100.0	

item7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	15	42.9	42.9	42.9
Valid 4	19	54.3	54.3	97.1
Valid 5	1	2.9	2.9	100.0
Total	35	100.0	100.0	

item8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	5.7	5.7	5.7
Valid 3	1	2.9	2.9	8.6
Valid 4	17	48.6	48.6	57.1
Valid 5	15	42.9	42.9	100.0
Total	35	100.0	100.0	

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 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 - Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

item9

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	1	2.9	2.9
	3	14	40.0	42.9
Valid	4	15	42.9	85.7
	5	5	14.3	100.0
Total	35	100.0	100.0	

item10

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	18	51.4	51.4
	2	6	17.1	68.6
Valid	3	8	22.9	91.4
	4	3	8.6	100.0
Total	35	100.0	100.0	

item11

	Frequency	Percent	Valid Percent	Cumulative Percent
	3	15	42.9	42.9
Valid	4	15	42.9	85.7
	5	5	14.3	100.0
Total	35	100.0	100.0	

item12

	Frequency	Percent	Valid Percent	Cumulative Percent
	3	8	22.9	22.9
Valid	4	17	48.6	71.4
	5	10	28.6	100.0
Total	35	100.0	100.0	

Farif Kasim Ria



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

item13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	5.7	5.7	5.7
Valid 2	1	2.9	2.9	8.6
Valid 3	1	2.9	2.9	11.4
Valid 4	11	31.4	31.4	42.9
Valid 5	20	57.1	57.1	100.0
Total	35	100.0	100.0	

item14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	2.9	2.9	2.9
Valid 3	2	5.7	5.7	8.6
Valid 4	13	37.1	37.1	45.7
Valid 5	19	54.3	54.3	100.0
Total	35	100.0	100.0	

item15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	2.9	2.9	2.9
Valid 3	2	5.7	5.7	8.6
Valid 4	10	28.6	28.6	37.1
Valid 5	22	62.9	62.9	100.0
Total	35	100.0	100.0	

item16

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	1	2.9	2.9	2.9
Valid 4	13	37.1	37.1	40.0
Valid 5	21	60.0	60.0	100.0
Total	35	100.0	100.0	



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

item17

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	5.7	5.7	5.7
	3	11.4	11.4	17.1
Valid	4	71.4	71.4	88.6
	5	11.4	11.4	100.0
Total	35	100.0	100.0	

item18

	Frequency	Percent	Valid Percent	Cumulative Percent
	3	22.9	22.9	22.9
Valid	4	62.9	62.9	85.7
	5	14.3	14.3	100.0
Total	35	100.0	100.0	

item19

	Frequency	Percent	Valid Percent	Cumulative Percent
	3	2.9	2.9	2.9
Valid	4	45.7	45.7	48.6
	5	51.4	51.4	100.0
Total	35	100.0	100.0	

item20

	Frequency	Percent	Valid Percent	Cumulative Percent
	3	31.4	31.4	31.4
Valid	4	51.4	51.4	82.9
	5	17.1	17.1	100.0
Total	35	100.0	100.0	



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

item21

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	2.9	2.9	2.9
2	9	25.7	25.7	28.6
3	9	25.7	25.7	54.3
4	7	20.0	20.0	74.3
5	9	25.7	25.7	100.0
Total	35	100.0	100.0	

item22

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	5.7	5.7	5.7
3	4	11.4	11.4	17.1
4	13	37.1	37.1	54.3
5	16	45.7	45.7	100.0
Total	35	100.0	100.0	

item23

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	6	17.1	17.1	17.1
4	9	25.7	25.7	42.9
5	20	57.1	57.1	100.0
Total	35	100.0	100.0	

item24

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	5	14.3	14.3	14.3
4	16	45.7	45.7	60.0
5	14	40.0	40.0	100.0
Total	35	100.0	100.0	



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

item25

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	1	2.9	2.9
	3	5	14.3	17.1
Valid	4	22	62.9	80.0
	5	7	20.0	100.0
Total	35	100.0	100.0	

item26

	Frequency	Percent	Valid Percent	Cumulative Percent
	3	14	40.0	40.0
Valid	4	16	45.7	85.7
	5	5	14.3	100.0
Total	35	100.0	100.0	

item27

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	3	8.6	8.6
	3	21	60.0	68.6
Valid	4	6	17.1	85.7
	5	5	14.3	100.0
Total	35	100.0	100.0	

item28

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	1	2.9	2.9
	2	2	5.7	8.6
Valid	3	10	28.6	37.1
	4	15	42.9	80.0
	5	7	20.0	100.0
Total	35	100.0	100.0	



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

item29

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	2.9	2.9	2.9
Valid 2	4	11.4	11.4	14.3
Valid 3	5	14.3	14.3	28.6
Valid 4	6	17.1	17.1	45.7
Valid 5	19	54.3	54.3	100.0
Total	35	100.0	100.0	

item30

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	2.9	2.9	2.9
Valid 3	9	25.7	25.7	28.6
Valid 4	20	57.1	57.1	85.7
Valid 5	5	14.3	14.3	100.0
Total	35	100.0	100.0	

item31

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	3	8.6	8.6	8.6
Valid 4	18	51.4	51.4	60.0
Valid 5	14	40.0	40.0	100.0
Total	35	100.0	100.0	

item32

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	5.7	5.7	5.7
Valid 3	1	2.9	2.9	8.6
Valid 4	8	22.9	22.9	31.4
Valid 5	24	68.6	68.6	100.0
Total	35	100.0	100.0	

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

item33

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	11	31.4	31.4	31.4
4	15	42.9	42.9	74.3
5	9	25.7	25.7	100.0
Total	35	100.0	100.0	

item34

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	1	2.9	2.9	2.9
4	17	48.6	48.6	51.4
5	17	48.6	48.6	100.0
Total	35	100.0	100.0	

item35

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	2	5.7	5.7	5.7
4	19	54.3	54.3	60.0
5	14	40.0	40.0	100.0
Total	35	100.0	100.0	

item36

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	2.9	2.9	2.9
3	16	45.7	45.7	48.6
4	14	40.0	40.0	88.6
5	4	11.4	11.4	100.0
Total	35	100.0	100.0	



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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

item37

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	62.9	62.9	62.9
	3	22.9	22.9	85.7
Valid	4	11.4	11.4	97.1
	5	2.9	2.9	100.0
Total	35	100.0	100.0	

item38

	Frequency	Percent	Valid Percent	Cumulative Percent
	3	17.1	17.1	17.1
Valid	4	60.0	60.0	77.1
	5	22.9	22.9	100.0
Total	35	100.0	100.0	

item39

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	5.7	5.7	5.7
	2	5.7	5.7	11.4
Valid	4	22.9	22.9	34.3
	5	65.7	65.7	100.0
Total	35	100.0	100.0	

item40

	Frequency	Percent	Valid Percent	Cumulative Percent
	4	37.1	37.1	37.1
Valid	5	62.9	62.9	100.0
Total	35	100.0	100.0	



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

item41

	Frequency	Percent	Valid Percent	Cumulative Percent
	3	1	2.9	2.9
Valid	4	15	42.9	45.7
	5	19	54.3	100.0
Total	35	100.0	100.0	

Item42

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	1	2.9	2.9
	3	7	20.0	22.9
Valid	4	22	62.9	85.7
	5	5	14.3	100.0
Total	35	100.0	100.0	

item43

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	1	2.9	2.9
	2	1	2.9	5.7
Valid	3	6	17.1	22.9
	4	11	31.4	54.3
	5	16	45.7	100.0
Total	35	100.0	100.0	

item44

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	1	2.9	2.9
	3	15	42.9	45.7
Valid	4	6	17.1	62.9
	5	13	37.1	100.0
Total	35	100.0	100.0	



item45

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	2.9	2.9	2.9
2	7	20.0	20.0	22.9
3	16	45.7	45.7	68.6
4	7	20.0	20.0	88.6
5	4	11.4	11.4	100.0
Total	35	100.0	100.0	

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Appendix 11. T-Test (Levene's Test for Equality of Variances)

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Attitude Result	Islamic Senior High School	45	3.493	.4586	.0684
	Islamic Boarding School	45	3.946	.5342	.0796

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude Result	Equal variances assumed	.051	.822	4.324	88	.000	-.4538	.1049	-.6623	-.2452
	Equal variances not assumed			4.324	86.025	.000	-.4538	.1049	-.6624	-.2451

- Hak Cipta Dilindungi Undang-Undang**
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 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Akreditasi B
SK No: 197/BAN PAUD DAN PNF/AKR/2019

Certificate Number: 151/HOMIE/VI/2022

TOEFL[®]

CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Fadilatul Huda
ID Number : 1472016211970001
Test Date : 04-06-2022
Expired Date : 04-06-2024

achieved the following scores:

Listening Comprehension : 49
Structure and Written Expression : 38
Reading Comprehension : 67
Total : 513



Robi Kurniawan, M. A.
Homie English Director



Izin No: 37/06.06/DPMP/TS/IX/2021

Under the auspices of:
HOMIE ENGLISH
At: Pekanbaru
Date: 06-06-2022

الشهادة

اختبار كفاءات اللغة العربية لغير الناطقين بها

يشهد المعلق بأن:

سيد/ة :
Fadiatul Huda :
رقم الهوية : 1472016211970001
تاريخ الاختبار : 05-06-2022
الصلاحيه : 05-06-2024

قد حصل/ت على النتيجة في اختبار الكفاءات في اللغة العربية لغير الناطقين بها

الاستماع : 41
القواعد : 45
القراءة : 52
المجموع : 460

الترقيم التعريفي

No. 685/GLC/VI/2022



Izin No: 420/BID.PAUD.PNF.2/VIII/2017/6309

Under the auspices of:
Global Languages Course

At: Pekanbaru

Date: 06-06-2022



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الأمين العام

أدي خير الدين الماجستير



UIN SUSKA RIAU

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Website: <https://pasca.uin-suska.ac.id> Email : pasca@uin-suska.ac.id

Nomor : B-2654/Un.04/Ps/HM.01/08/2022
Lamp. : 1 berkas
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Pekanbaru, 09 Agustus 2022

Kepada
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Prov. Riau
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: FADILATUL HUDA
NIM	: 22090121958
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: V (Lima) / 2022
Judul Tesis/Disertasi	: ISLAMIC SENIOR HIGH SCHOOL AND ISLAMIC BOARDING SCHOOL STUDENTS' ATTITUDE ON LEARNING ENGLISH

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari Pondok Modern Al-Jauhar IKHD Duri dan MA YASMI DURI

Waktu Penelitian: 3 Bulan (08 Agustus 2022 s.d 08 November 2022)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wazalam
Kuasa Direktur,

Dr. Zamriswaya, M.Ag
NIP. 1970121 199703 100 3

Tembusan:
Yth. Rektor UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPPTSP/NON IZIN-RISSET/49937
TENTANG

**PELAKSANAAN KEGIATAN RISSET/PRA RISSET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Kuasa Direktur Program Pascasarjana UIN Suska Riau, Nomor : B-2654/Un.04/Ps/HM.01/08/2022 Tanggal 9 Agustus 2022**, dengan ini memberikan rekomendasi kepada:

- | | | |
|----------------------|---|---|
| 1. Nama | : | FADILATUL HUDA |
| 2. NIM / KTP | : | 22090121958 |
| 3. Program Studi | : | PENDIDIKAN AGAMA ISLAM S2 |
| 4. Konsentrasi | : | PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : | S2 |
| 6. Judul Penelitian | : | ISLAMIC SENIOR HIGH SCHOOL AND ISLAMIC BOARDING SCHOOL STUDENTS ATTITUDE ON LEARNING ENGLISH |
| 7. Lokasi Penelitian | : | 1. PONDOK MODERN AL-JAUHAR IKHD DURI
2. MA YASMI DURI |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 22 Agustus 2022



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

**DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU**

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Bengkalis
Up. Kepala Dinas Penanaman Modal dan Pelayanan Satu Pintu di Bengkalis
3. Kuasa Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



**KEMENTERIAN AGAMA KABUPATEN BENGKALIS
MADRASAH ALIYAH YASMI DURI**

AKREDITASI "A"

NSM : 13.12.14.03.0021 NPSN : 69725484

Jl. Jendral Sudirman No. 34 Kelurahan Duri Barat - Kecamatan Mandau



SURAT KETERANGAN

Nomor : A-I/251/MA-YJ/IX-2022

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah (MA) Yasmi Duri, dengan ini menerangkan bahwa :

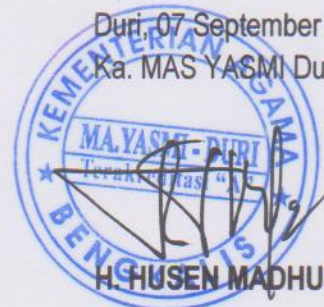
Nama : **FADILATUL HUDA**
NIM : 22090121958
Program Studi : Pendidikan Agama Islam S2
Konsentrasi : Pendidikan Bahasa Inggris
Universitas : UIN SUSKA Riau Pekanbaru
Jenjang : S.3
Judul : **ISLAMIC SENIOR HIGH SCHOOL AND ISLAMIC BOARDING SCHOOL STUDENTS
ATTITUDE ON LEARNING ENGLISH**

Sehubungan dengan surat nomor **503/DPMPSTP/NON-RISET/49937** bahwa mahasiswa diatas tersebut telah selesai melaksanakan riset di Madrasah Aliyah Yasmi.

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Duri, 07 September 2022

Ka. MAS YASMI Duri



H. HUSEN MADHUSEN, S.Ag



KEMENTERIAN AGAMA

**MADRASAH ALIYAH PP. AL JAUHAR IKHD
YAYASAN IKATAN KELUARGA HAJI DURI (IKHD)**

Jl. Asrama Tribrata Pematang Pudu Duri Kec. Mandau Kab. Bengkalis Riau
Telp. 0765 92565



SURAT KETERANGAN

Nomor: PP. AJ-**IKHD**/Ma.b/02/01/X/2022

Yang bertanda tangan dibawah ini kepala Madrasah Aliyah Pondok Modern Al-Jauhar IKHD Duri dengan ini menerangkan bahwa:


Nama : **FADILATUL HUDA**
NIM : 22090121958
Program Studi : Pendidikan Agama Islam S2
Konsentrasi : Pendidikan Bahasa Inggris
Universitas : UIN SUSKA Riau Pekanbaru
Jenjang : S.3
Judul : **ISLAMIC SENIOR HIGH SCHOOL AND ISLAMIC BOARDING
SCHOOL STUDENTS ATTITUDE ON LEARNING ENGLISH**

Sehubungan dengan surat nomor **503/DPMPPTSP/NON IZIN-RISET/49937** bahwa mahasiswa diatas tersebut telah selesai melaksanakan riset di Madrasah Aliyah Pondok Modern Al-Jauhar IKHD Duri.

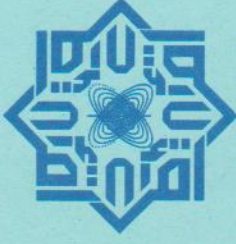
Demikian surat ini kami buat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Duri, 03 Oktober 2022

KEPALA MAS PP AL-JAUHAR


YAHYA SETIADI, S.T, S.Pd.I





UIN SUSKA RIAU






KARTU KONTROL KONSULTASI

BIMBINGAN TESIS / DISERTASI MAHASISWA

NAMA : FADILATUL HUDA
NIM : 20990121958
PROGRAM STUDI : Pendidikan Agama Islam
KONSENTRASI : Pendidikan Bahasa Inggris
PEMBIMBING I / PROMOTOR : Dr. Faurina Anastasia, S.S.-M.Hum.
PEMBIMBING II / CO PROMOTOR : Dr. Nur Aisyah Zulkifli, M.Pd
JUDUL TESIS/DISERTASI : ISLAMIC SENIOR HIGH SCHOOL
AND ISLAMIC BOARDING SCHOOL
STUDENTS' ATTITUDE ON LEARNING
ENGLISH.

PASCASARJANA
UNIVERSITAS ISLAM NEGERI
SULTAN SYARIF KASIM RIAU

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

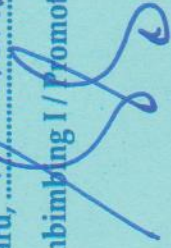
No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor *	Keterangan
1.	19/05/22	Revisi chapter I (research gap)		
2.	21/06/22	Revisi Chapter II & III Chapter II : Add Theories Chapter III : Sore parts inside.		
3.	02/07/22	ACC to the next process (to do research)		
4.	30/11/22	Add "implications" on chapter V		
5.	08/12/22	Thesis Accepted.		
6.				

Catatan :







*Coret yang tidak perlu

Pekanbaru, ~~19~~ **19 DESEMBER 2022**

Pembimbing I / Promotor*



KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Co Promotor *	Keterangan
1.	27/07/22	- Article per Background - Chapter I - III (Revisi)		
2.	01/08/22	INSTRUMENT.		
3.	10/08/22	Acc to do a research		
4.	22/11/22	+ Interview for support the questionnaire result.		
5.	14/12/22	Perbaiki Susunan Bab 4. & answer directly the PR.		
6.		Thesis Accepted.		

Catatan :

*Coret yang tidak perlu

Pekanbaru,20....

Pembimbing II / Co Promotor*



UIN SUSKA RIAU

Sertifikat

Nomor: B-4362/Un.04/Ps/PP.00.9/04/2022

Komite Penjaminan Mutu Pascasarjana Universitas Islam Negeri Sultan Syarif Kasim Riau Menerangkan Bahwa :

Nama : Fadilatul Huda
NIM : 22090121958
Judul : Islamic Senior High School And Islamic Boarding School Students'
Attitude On Learning English

Telah dilakukan uji Turnitin dan dinyatakan **lulus** cek plagiasi Tesis Sebesar (25%) di bawah standar maksimal batas toleransi kemiripan dengan karya tulis ilmiah lainnya. Berdasarkan peraturan Pemerintah melalui Dikti Nomor UU 19 Tahun 2002: Permendiknas 17 tahun 2010 bahwa tingkat persentase kesamaan tulisan yang diunggah di dunia maya hanya boleh 20-25% kesamaan dengan karya lainnya.



Pekanbaru, 29 Desember 2022
Pemeriksa Turnitin Pascasarjana

Dr. Perfi Nopel, M.Pd.I
NUPN. 9920113670



BIODATA

Fadilatul Huda (Dila), Lahir di Kota Dumai pada 22 November 1997. Lahir dari pasangan (*Alm*) Bapak Sawaldi dan Ibu Nur Azizah, S.Ag. Penulis merupakan anak pertama dari dua bersaudara yakni Rayhan Ramadhan.

Pendidikan Sekolah Dasar diselesaikan pada tahun 2009 di SDN 010 Ratu Sima. Setelah tamat Sekolah Dasar, penulis melanjutkan Sekolah Menengah Pertama di MTs Negeri Dumai diselesaikan pada tahun 2012. Kemudian penulis melanjutkan Sekolah Menengah Atas di MAN Dumai diselesaikan pada tahun 2015. Pada tahun yang sama penulis diterima menjadi mahasiswa jurusan Pendidikan Bahasa Inggris di IAIN Bukittinggi dan menyelesaikan Starata 1 (S1) pada Tahun 2020.

Pada tahun 2020 pula penulis melanjutkan jenjang Starata 2 (S2) menjadi mahasiswa jurusan Konsentrasi Pendidikan Bahasa Inggris di Universitas Sultan Syarif Kasim Riau. Dengan ketekunan, motivasi yang tinggi untuk terus belajar dan berusaha, penulis telah menyelesaikan Thesis ini. Semoga dengan penulisan Thesis ini mampu memberikan kontribusi positif bagi dunia pendidikan.

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.