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CHAPTER IV RESULTS AND DISCUSSION

A. Findings

1. Students' attitude on learning English at Islamic Senior High School

Based on the presentation of the student's attitude on learning English at Islamic Senior High School table, it was found the 3 components of attitude, there are behavior, cognitive and emotional. It showed that Islamic Senior High School students have a neutral attitude, 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.

Based on the table below, it showed that the result of 3 components of attitude which is explained as follows:

Table IV.1

Behavior Component of Students' attitude on learning English at Islamic

Senior High School

er S ity	Statement	Option	F	%	Mean score	Criteria
5 <u>f</u>	Speaking English	Strongly				
Sul	anywhere makes me feel	agree	-	-	3.06	Neutral
tar	worried.	Agree	13	41.9%	3.00	Tiourui
1 Sy		Neutral	9	29.0%		



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No Statement Option F % score Disagree 3 9.7% Strongly disagree 6 19.4% Studying English helps me to have good relationships with friends. Agree 3 9.7% Agree 3 9.7% Neutral 20 64.5% 3.03	Criteria
Strongly 6 19.4%	
disagree	
Studying English helps me Strongly 2 6.5%	
to have good relationships agree	
with friends. Agree 3 9.7%	
	Neutral
Disagree 6 19.4% Strongly	
Strongly	
disagree	
7 I like to give opinions Strongly 1 3.2%	
during English lessons. agree	4
Disagree 1 3.2%	
Neutral 22 71.0% 2.77	Neutral
Disagree 4 12.9%	
Strongly 3 9.7%	
disagree I am able to make myself Strongly 6 19.4%	
pay attention during agree	
studying English. Agree 8 25.8%	
Neutral 16 51.6% 3.61	Positive
Disagree 1 3.2%	
Strongly	X T A T
disagree	KIAU
When I hear a student in my Strongly 7 22.6%	
class speaking English well, agree 7 22.070	Positive
I like to practice speaking Agree 15 48.4%	1 Oshuve
Agree 8 25.8% Neutral 16 51.6% 3.61	



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Hak Noip	Statement	Option	F	%	Mean score	Criteria
9		Disagree	-	-		
milik		Strongly disagree	1	3.2%		
LIN Suska	Studying English makes me have more confidence in	Strongly agree	3	9.7%		
Sn	expressing myself.	Agree	10	32.3%	2.4=5	Nautus 1
ka		Neutral	16	51.6%	3.4p5	Neutral
Riau		Disagree	2	6.5%		
au		Strongly			= . 1	
		disagree	-		W	
18	Studying English helps me	Strongly				
	to improve my personality.	agree	3	9.7%	1	
		Agree	14	45.2%		
		Neutral	11	35.5%	3.55	Positive
		Disagree	3	9.7%		
		Strongly				
S		disagree	T		1 4	
19	I put off my English	Strongly			9	
e Is	homework as much as	agree	-			
lan	possible.	Agree	-	1	/	
nic l		Neutral	12	38.7%	3.84	Positive
Uni		Disagree	12	38.7%		
ver		Strongly				
sit		disagree	7	22.6%	A R	IAL
25	I am not relaxed	Strongly		J. J. J. J.		
Su	whenever I have to speak	agree	-	-	2.00	
Ita	in my English class.	Agree	4	12.9%	3.00	Neutral
n S		Neutral	23	74.2%		
te Islamic University of Sultan Syarif Kasim Ri		I	<u> </u>		<u> </u>	<u>I</u>
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m						
Ria						



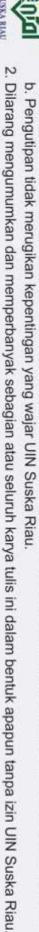
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0						
Hak kip	Statement	Option	F	%	Mean score	Criteria
ota		Disagree	4	12.9%		
milik		Strongly disagree	-	-		
13000	I feel embarrassed to	Strongly				
Z	speak English in front of	agree	2	6.5%		
Sus	other students.	Agree	6	19.4%		
26N Suska		Neutral	12	38.7%	3.19	Neutral
		Disagree	6	19.4%		
Riau		Strongly disagree	5	16.1%	T.	
35	I like to practice English the way native speakers do.	Strongly agree	4	12.9%		
	, uj mur, o spomiers uer	Agree	12	38.7%	1	
		Neutral	14	45.2%	3.61	Positive
		Disagree	1	3.2%	3.01	TOSHIVE
		Strongly		0.270	-1	
(0)		disagree	- 4		-	
37	I wish I could have many	Strongly				
e Is	English speaking friends.	agree	16	51.6%		
lan		Agree	8	25.8%	1	
nic l		Neutral	7	22.6%	4.29	Positive
Uni		Disagree	-	7-		
ver		Strongly			_	
sity		disagree	JA	SK/	\ R	IAL
38	When I miss the class, I	Strongly				
the Islamic University &f Sultan Sy	never ask my friends or	agree	_	-	3.65	Negative
ltar	teachers for the	Agree	3	9.7%	3.03	riegative
Sy	homework on what has	Neutral	12	38.7%		



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urif Kasim Ria

× Mean F **%** No **Statement Option** Criteria score 0 0 been taught. Disagree 9 29.0% 3 Strongly 7 22.6% disagree ~ 42 I do not feel enthusiastic Strongly 1 3.2% Z to come to class when the agree S Sn English is being thought. 2 6.5% Agree Ka Neutral 15 48.4% 3.45 Neutral N Disagree 8 25.8% 0 Strongly 5 16.1% disagree 45 I do not pay any attention Strongly when my English teacher agree is explaining the lesson. Agree 22.6% 7 4.32 Negative Neutral 7 Disagree 22.6% Strongly 17 54.8% disagree State **TOTAL** 3.51 **Positive**

Islamic The table IV.1 showed those students' responses to the 6 statements which are answered with positive response, 7 statements which are answered neutral response and 2 with statements which are answered with negative response. In conclude the result of behavioral in Islamic Senior High School students' attitude on learning English showed that students have a positive attitude. The highest percentage of behavioral component was from the item number 37 that students have positive response for 85,8% agreed if they wish could have many English



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speaking friends. The interview from several students below can support the data above:

- Student A: I want to have many friends who are good at English so that I can speak English when I talk to them.
- Student B: Having friends who are good at English will help me and encourage me to speak English as much as possible
- Student C: When we study with friends, we will have more fun because they are always trying to help us. We can learn a lot of new things by talking about interesting topics and games. This makes it easier for us to learn English.

From the students' interview above, it can be conclude that almost of students think English is important to study with friends because can help they to improve English skills and will be able to learn a lot of new things by talking about interesting topics and its makes easier to learn English. Furthermore, 86,4% students disagree if they do not pay any attention when English teacher is explaining the lesson. To support the data, the result of the interview showed that:

Student A: I like to study with my teacher, because she always explained patiently.

Student B: I always pay attention when learning English

Student C: I always try to pay attention when the teacher explains so I can understand the lesson

amic University of Sulta In addition, the researcher has got the middle percentage of behavioral component was from the item number 7 that 55,4% students have neutral



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response, they disagree if they are like to give opinions during English lessons. In

fact, some students feel afraid to speak when they want to give an opinion even

less when learning English. So, the conclusion in the behavior component showed

that Islamic Senior High School students have a positive response, this provided

by the mean score of the students were (3.51). In addition, the students showed the

best results for the students wish could have many English speaking friends and

they pay any attention when English teacher is explaining the lesson.

Table IV.2 Cognitive Component of students' attitude on learning English at Islamic Senior High School

No	Statement	Option	F	%	Mean score	criteria
1	Studying English is important because it will	Strongly agree	6	19.4%		
	make me more educated.	Agree	20	64.5%	1	
		Neutral	5	16.1%	4.03	Positive
10		Disagree	- 1		T 4	24
State Is amic University of Sultan		Strongly disagree	-	-		
Isla	Being good at English will	Strongly				
amic	help me study other	agree	3	9.7%		
Un	subjects well.	Agree	13	41.9%		
ive		Neutral	11	35.5%	3.48	Neutral
rsit	TIT	Disagree	4	12.9%	R	TAT
ty of	OI	Strongly	-	7.1.3	Z II	III
Su		disagree				
&ta	I have more knowledge and	Strongly	5	16.1%		
n S	more understanding when	agree				



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0						
Hak Noip	Statement	Option	F	%	Mean score	criteria
9	studying English.	Agree	9	29.0%		
mi		Neutral	15	48.4%		
<u>×</u>		Disagree	2	6.5%	3.55	Positive
L		Strongly			-	
milik UIN S		disagree	A	A		
Ska	I look forward to	Strongly	12	38.7%		
ka	studying more English in	agree	12	30.770		
Riau	the future	Agree	11	35.5%		
n		Neutral	8	25.8%	4.13	Positive
		Disagree	-	-	10	
		Strongly				
		disagree	157	3.3	1 4	
20	Studying English helps me	Strongly	6	19.4%	, J	
	getting new information in	agree	U	17.470	1	
	which I can link to my	Agree	10	32.3%	_	
	previous knowledge	Neutral	15	48.4%	3.71	Positive
St		Disagree	1 - [-	1 4	
ate		Strongly			200	
Isl		disagree				
21	I cannot summarize the	Strongly	1	3.2%		
ic U	important points in the	agree		3.270		
niv	English subject content by	Agree	11	35.5%		
/ers	myself.	Neutral	14	45.2%	2.77	Neutral
ity	UI	Disagree	4	12.9%	λK	IAL
of		Strongly	1	3.2%		
Sul		disagree		2.270		
22	Frankly, I study English	Strongly	-	_		
Sy	just to pass the exams.	agree				
te Islamic University of Sulkan Syarif Kasim F						
Ka						
sin						
n R						
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a						
No	Statement	Option	F	%	Mean	criteria
ip	Statement	Option	_	70	score	CITCII
a		Agree	2	6.5%		
mil		Neutral	13	41.9%		
×		Disagree	13	41.9%	3.55	Negative
II		Strongly	3	9.7%	=	
milik UIN S		disagree	3	9.170		
29 ka	In my opinion, people who	Strongly	13	41.9%		
ka	speak more than one	agree	13	41.9%		
Ri	language are very	Agree	10	32.3%		
iau	knowledgeable.	Neutral	7	22.6%	4.13	Positive
		Disagree	1	3.2%	A	
	4/-	Strongly				
		disagree		1.3	1/ 2	
30	Studying English helps me	Strongly	7	22.6%	, I	
	communicate in English	agree	/	22.0%	n °	
	effectively.	Agree	7	22.6%	1	
		Neutral	10	32.3%	3.90	Positive
SI		Disagree	1-1	-	11 4	
State Is		Strongly			and the same	
Isl		disagree		2.5		
31	I cannot apply the	Strongly	2	6.5%		
ic l	knowledge from English	agree	2	0.5%		
Jni	subject in my real life.	Agree	6	19.4%	_	
ver	Agent Agent Agent	Neutral	18	58.1%	2.84	Neutral
sity	UL	Disagree	5	16.1%	1 K	IAL
of		Strongly				
Su		disagree	-	-		
्माic University of Sul口n Sy	Studying English makes me	Strongly	2	6.5%		
1 53	able to create new thoughts.	agree		0.5%		
-	<u>L</u>	l	1		I	<u> </u>



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<u>а</u>	125	T
No Statement Option F %	Mean score	criteria
Agree 9 29.0%		
Neutral 17 54.8%		
Disagree 3 9.7%	3.32	Neutral
Strongly		
Neutral 17 54.8% Disagree 3 9.7% Strongly disagree		
36 I am able to think and Strongly		
analyze the content in agree		
English language. Agree 7 22.6% Neutral 19 61.3%		
Neutral 19 61.3%	3.13	Neutral
Disagree 3 9.7%	A	
Strongly disagree 1 3.2%		
39 I am not satisfied with my Strongly	7	
performance in the agree 3 9.7%	1	
English subject. Agree 12 38.7%	1	
Neutral 8 25.8%	2.74	Neutral
Disagree 6 19.4%	1 4	
Strongly 2 6.5%		
disagree 2 6.5%		
40 In my opinion, English Strongly		
language is difficult and agree		
complicated to learn Agree 11 35.5%		
Neutral 12 38.7%	2.97	Neutral
Disagree 6 19.4%	A K	IAL
In my opinion, English language is difficult and complicated to learn Strongly agree		
4 English subject has the Strongly		
English subject has the Strongly content that covers many agree 6 19.4%		
content that covers many agree		
Kas		
im		
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8 × Mean % F No **Statement Option** criteria score 9 0 fields of knowledge. 29.0% Agree 3 Neutral 16 51.6% 3.68 Positive ~ Disagree \subset Strongly Z disagree S Sn TOTAL 3.46 Neutral

The table IV.2 showed those students' responses to the 7 statements which are answered with positive response, 7 statements which are answered neutral response and 1 with statements which are answered with negative response. In conclude the result of cognitive in Islamic Senior High School students' attitude on learning English showed that students have a neutral attitude. The highest percentage of cognitive component was from the item number 19 that students have positive response for 82.6% agreed look forward to studying more English in the future. The interview from several students below can support the data above:

Student A: I want. English gives more opportunities to study in the best university in the world.

Student B: I really want to learn English in the future, because at the school the time to study is limited

Student C: I want to learn English in the future, because my goal is to work at the embassy

From the students' interview above, it can be conclude that almost of students agreed of study more English in the future, because study English gives

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more opportunities to study abroad and students feel learning English at school has a limited time. Furthermore, 80.6% students agreed if Study English is important because it will make more educated. The result of the interview showed different reasons why English is important to be studied

Student A: I agree that learning English is important because foreign people communicate using English

Student B: In my opinion, English is important to learn, because it is a compulsory subject

Student C: English is important to learn because it is an international language

From the students' interview above, it can be conclude that almost of students said that study English is important because it is an International language and almost people in the word using English for communicate with others and also student want study English more in the future.

In addition, the researcher has got the lowest percentage of cognitive component was from the item number 39 that 54.8% students have neutral response; most of students feel not satisfied with their performance in the English subject. There are several reasons that make students feel dissatisfied with their English learning, for example not mastering a lot of vocabulary, difficulty in pronunciation and difficulty understanding learning if the explanation from the teacher uses English. So, the conclusion in the cognitive component showed that Islamic Senior High School students have a neutral response, this provided by mean score of the students were (3.46). In addition, the students showed the best



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results for look forward to studying more English in the future and students agreed

Study English is important because it will make more educated.

Table IV.3
Emotional Component of students' attitude on learning English at Islamic
Senior High School

No	Statement	Option	F	%	Mean score	criteria
Suska	I feel proud when studying English language.	Strongly agree	1	3.2%	score	
R		Agree	8	25.8%	3.32	Neutral
ne		Neutral	22	71.0%	3.32	Neutrai
		Disagree	-	-	4	
		Strongly disagree				
4	I feel excited when I communicate in English	Strongly agree	3	9.7%		
	with others.	Agree	12	38.7%	3.58	Positive
		Neutral	12	38.7%	3.38	Positive
St		Disagree	- 1	-	1 4	
State Islamic University		Strongly disagree		-		
10	I don't get anxious when I	Strongly	1	3.2%		
c U	have to answer a question	agree		3.270		
niv	in my English class.	Agree	8	25.8%		
ers	TIT	Neutral	11	35.5%	2.94	Neutral
ity	UI	Disagree	10	32.3%	λL	IAL
of Sulta		Strongly disagree	1	3.2%		
tan Sy	Studying foreign language like English is enjoyable	Strongly agree	5	16.1%		



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0 7 Mean **Option** F **%** No **Statement** criteria score O 0 41.9% Agree 13 3 Neutral 41.9% 13 7 3.74 Positive Disagree Strongly Z disagree S 13 To be inquisitive makes me Strongly 9 29.0% X a study English well. agree N 10 32.3% Agree 0 3.90 Neutral 12 38.7% Positive Disagree Strongly disagree Studying English makes me 15 Strongly 12.9% 4 have good emotions agree (feelings). Agree 4 12.9% Neutral 17 54.8% 3.16 Neutral Disagree 5 16.1% State Strongly 1 3.2% Is disagree 16 I prefer studying in my Strongly ic University of mother tongue rather agree than any other foreign 9 29.0% Agree language. Neutral 17 54.8% 3.55 Negative Disagree 3 9.7% Strongly 2 6.5% Su disagree an Syarif Kasim Ria I enjoy doing activities in Strongly 2 6.5% 3.16 English. agree Neutral



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0 7 Mean **Option** F **%** No **Statement** criteria score O 0 5 16.1% Agree 3 Neutral 20 64.5% 7 4 12.9% Disagree Strongly Z disagree S 24 not like studying Strongly do 1 3.2% Ka English. agree N 2 Agree 6.5% 0 3.55 Neutral 11 35.5% Positive Disagree 13 41.9% Strongly 4 12.9% disagree could 27 wish speak Strongly 74.2% 23 English fluently. agree 7 Agree 22.6% Neutral 3.2% Positive 1 4.71 Disagree State Strongly Is disagree Ranic University of Su I am interested in studying Strongly 9 29.0% English. agree 38.7% 12 Agree Neutral 9 29.0% 3.94 Positive Disagree 1 3.2% Strongly disagree In Syarif Kasim Ria Studying English subject Strongly 5 16.1% makes feel agree me more



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a		<u> </u>	1	I	N.E.	<u> </u>
No No	Statement	Option	F	%	Mean	criteria
P					score	
9	confident.	Agree	13	41.9%		
nil		Neutral	13	41.9%		
milik UIN S		Disagree	-	-	3.74	Positive
_		Strongly				
Z		disagree	A			
33	To be honest, I really	Strongly				
33 ka	have little interest in my	agree	1	3.2%		
R	English class.	Agree	4	12.9%		
nei	g	Neutral	10	32.3%	3.42	Negative
-		Disagree	13	41.9%	3.12	riegutive
			13	41.970		
		Strongly	3	9.7%	_	
		disagree			/ 4	
43	Knowing English is an	Strongly	3	9.7%	\ \	
	important goal in my life.	agree				
		Agree	10	32.3%	4	
		Neutral	15	48.4%	3.39	Neutral
St		Disagree	2	6.5%	1	
State Is		Strongly	1	2.20/		
Is		disagree	1	3.2%		
44	I look forward to the time I	Strongly			7	
nic	spend in English class.	agree	1	3.2%		
Un		Agree	4	12.9%		
ive		Neutral	22	71.0%	3.49	Neutral
rsit	TIT	Disagree	4	12.9%	R	TAI
ic University of Sultan Syarif Kasim l	O.I.	Strongly	71		IL I	LILL
fS		disagree	-	-		
ult		disagree		TOTAL	2.50	Dagitiya
an				TOTAL	3.50	Positive
Sya						
rif						
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The table IV.3 showed those students' responses to the 7 statements which are answered with positive response, 6 statements which are answered neutral response and 2 with statements which are answered with negative response. In conclude the result of emotional in Islamic Senior High School students' attitude learning English showed that students have a positive attitude. The highest percentage of emotional component was from the item number 27 that students have positive response for 9.42%, students wish could speak English fluently. The interview from several students below can support the data above:

Student A: I often practice in front of the mirror so that I can speak English fluently

Student B: I like watching movies to improve my English; I try to watch movies without subtitles

Student C: I think people who speak English fluently are very cool, so I want to be like those who can speak English fluently.

From the students' interview above, it can be conclude that almost of students said that they want could speak English fluently they try the ways of technique to be fluent in English, such as practice in front of the mirror and watch movies without subtitle. Furthermore, 78.8% students are interested in study English. To support the data, the result of the interview showed that:

Student A: Learning English is interesting, because there are many media that the teacher uses in class. We are always presented with a unique animated dialogue

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Student B: It's interesting in English class, because the English teacher always used English while teaching.

Student C: In English class there is always a game at the end of the lesson.

I am very interested in learning English

From the students' interview above, it can be conclude that the reason why most of students answer agree for interested in study English because almost of students in Islamic Senior School love the teacher while teaching. The approach that used by the teacher is very interesting, such as play a game and presents an interesting animated dialogue for students.

In addition, the researcher has got the lowest percentage of emotional component was from the item number 16 that 50.8% students have neutral response; most of students prefer study in my mother tongue rather than any other foreign language. Most students use Indonesian in learning. This is because the teachers also use Indonesian in conveying material and students also feel more comfortable when discussing in Indonesian. So, the conclusion in the emotional component showed that Islamic Senior High School students have a positive response, this provided by mean score of the students were (3.50). In addition, the students showed the best results that students wish could speak English fluently and students are interested in study English.

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2. Students attitude on learning English at Islamic Boarding School

O Based on the presentation of the student's attitude on learning English at Islamic Boarding School table, it was found the 3 aspects of attitude, there are behavior, cognitive and emotional. Based on the table, it showed that Islamic Boarding School students have 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

Table IV.4 Behavior Component of Students' attitude on learning English at Islamic **Boarding School**

No	Statement	Option	F	%	Mean score	Criteria
5 Stat	Speaking English anywhere makes me feel	Strongly agree	- [
e I	worried.	Agree	3	8.6%		_
sla		Neutral	7	20.0%	4.00	Negative
mic		Disagree	12	34.3%		
State Islamic Unive		Strongly disagree	13	37.1%		
raity of Sultar	Studying English helps me to have good relationships	Strongly agree	2	5.7%	A R	IAL
of S	with friends.	Agree	11	31.4%	3.40	Neutral
ult		Neutral	21	60.0%		
an S		Disagree	1	2.9%		
Sy		ı				



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0 X Mean **Option** F **%** Criteria No **Statement** score O 9 Strongly 3 disagree 不 I like to give opinions Strongly 2 5.7% \subset during English lessons. agree Z 9 25.7% Disagree S Sn Neutral 9 25.7% 3.37 Neutral Ka Disagree N Strongly 0 disagree I am able to make myself 12 Strongly 7 20.0% pay attention during agree studying English. Agree 21 60.0% 3.97 6 17.1% Positive Neutral Disagree 1 2.9% Strongly disagree 13 When I hear a student in my Strongly 17 48.6% tate class speaking English well, agree Islamic Univers I like to practice speaking 13 37.1% Agree with him/her. Neutral 5 14.3% 4.34 Positive Disagree Strongly disagree 17 y Studying English makes me Strongly 5 14.3% 0.1 have more confidence in agree Sultan Syarif Kasim Ria expressing myself. 22 62.9% 3.91 Positive Agree 5 14.3% Neutral 2 5.7% Disagree



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No p	Statement	Option	F	%	Mean score	Criteria
9		Strongly				
m:		disagree	-	-		
18	Studying English helps me to improve my personality.	Strongly agree	1	2.9%		
UIN Suska		Agree	19	54.3%		
Sus		Neutral	15	42.9%	3.60	Positive
SKO		Disagree	/-	-		
		Strongly				
Riau		disagree		<u> </u>		
19	I put off my English	Strongly			4	_
	homework as much as	agree		-		
	possible.	Agree	2	5.7%		
		Neutral	1	2.9%	4.29	Negative
		Disagree	17	48.6%		
		Strongly	1,	10.070		
		disagree	15	42.9%		
25	I am not relaxed	Strongly				
ate	whenever I have to speak	agree				
	in my English class.	Agree	1	2.9%		
am		Neutral	14	40.0%	3.69	Negative
icL		Disagree	15	42.9%		
Islamic Universay of Sultan Syarif Kasim Ria		Strongly	5	14.3%		
ers	TTT	disagree	TK	177	m	TAT
26	I feel embarrassed to	Strongly	18	51.4%	Y K	IAL
of	speak English in front of	agree				
Sul	other students.	Agree	6	17.1%	1.89	Positive
tan		Neutral	8	22.9%		
Sy		Disagree	3	8.6%		
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No	Statement	Option	F	%	Mean	Criteria
ipt		_			score	
ап		Strongly	_	_		
mil		disagree				
35	I like to practice English the	Strongly	5	14.3		
-	way native speakers do.	agree				
UIN Suska		Agree	15	42.9		
Sn		Neutral	15	42.9	3.71	Positive
		Disagree	4-	-		
Riau		Strongly				
nE		disagree			= \	
37	I wish I could have many	Strongly	10	28.6	100	
	English speaking friends.	agree	10	20.0		
		Agree	17	48.6	// 2	
		Neutral	8	22.9	4.06	Positive
		Disagree		28	1	
		Strongly			1	
		disagree			100	
38	When I miss the class, I	Strongly	2	5.7	1 4	2
ate	never ask my friends or	agree		3.7		
Isl	teachers for the	Agree	1	2.9		
am	homework on what has	Neutral	1	2.9	4.31	Negative
icl	been taught.	Disagree	11	31.4		
Ini		Strongly	20	57.1		
ver		disagree		37.1	- 70	T 1 T
42	I do not feel enthusiastic	Strongly	U-N	K	1 K	IAL
of	to come to class when the	agree		-		
Su	English is being thought.	Agree	1	2.9	4.43	Negative
te Islamic Universty of Sultan Sy		Neutral	2	5.7	1	
1 53		Disagree	13	37.1	1	
60		1	<u> </u>		1	1



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No p	Statement	Option	F	%	Mean score	Criteria
D		Strongly	19	54.3		
mi		disagree		34.3		
45	I do not pay any attention	Strongly	-			
=	when my English teacher	agree				
UIN Suska Riau	is explaining the lesson.	Agree	1	2.9		
Sn		Neutral	2	5.7	4.51	Negative
Ka		Disagree	10	28.6		
R		Strongly	22	62.9		_
a u		disagree		02.9		
			r	TOTAL.	3.83	Positive

The table IV.4 showed those students' responses to the 7 statements which are answered with positive response, 2 statements which are answered neutral response and 6 with statements which are answered with negative response. In conclude, the result of behavioral in Islamic Boarding School students' attitude on learning English showed that students have positive attitude. The highest percentage of behavioral component was from the item number 45 that 90.2% disagree if they do not pay any attention when English teacher is explaining the lesson. The interview from several students below can support the data above:

Student A: I always pay attention when my teacher explains the material

Student B: yes, I do pay any attention

Student C: when English teacher explain the material, I do pay attention about the explanation.

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From the students' interview above, it can be concluding that almost of students pays any attention while teacher explain the lesson. Furthermore, 88,6% students disagree if they do not feel enthusiastic to come to class when the English is being thought. To support the data, the result of the interview showed that:

Student A: because there are English days here, I feel enthusiastic when studying with friends, chatting in English when communicate

Student B: I am motivated to learn English, so I can study at Oxford

Student D: In English class there is always a game at the end of the lesson.

I am very interested in learning English

From the students' interviews above, it can be concluding that the majority of participants had good desires to learn English. Students feel enthusiast when learning English in the classroom. In addition, the researcher has got the lowest percentage of behavioral component was from the item number 26 that 37,8% students have positive response, almost of students embarrassed to speak English in front of other students. The reason why students feel embarrassed are students' fear of mistake and their fear of being laughed at or mocked by other students.

In conclude, in the behavior component showed that Islamic Boarding School students have a positive response, this provided by the mean score of the students were (3.83). In addition, the students showed the best results are students pay any attention when English teacher is explaining the lesson and they feel enthusiastic to come to class when the English is being thought.

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Table IV.5 Cognitive Component of students' attitude on learning English at Islamic Senior High School

No.	Statement	Option	F	%	Mean score	criteria
NIT	Studying English is important because it will	Strongly agree	21	60.0%		
Suska	make me more educated.	Agree	13	37.1%		
sk		Neutral	1	2.9%	4.57	Positive
a Ri		Disagree	-	-		
iau		Strongly				
u		disagree	-		ULL.	
2	Being good at English will help me study other	Strongly agree	4	11.4%		
	subjects well.	Agree	25	71.4%	/ 4	
		Neutral	4	11.4%	3.89	Positive
		Disagree	2	5.7%	_	
Post		Strongly disagree	-			#1
State Islamic Ur	I have more knowledge and more understanding when	Strongly agree	5	14.3%		
sla	studying English.	Agree	22	62.9%	4	
mic		Neutral	8	22.9%	3.91	Positive
: Uı		Disagree	-	7		
nive		Strongly				
ersi	TIT	disagree	TG	III	D	TAT
uversity of Sultan Syari	I look forward to studying more English in	Strongly agree	18	51.4%	11 1	LAL
ult	the future	Agree	16	45.7%	4.49	Positive
an		Neutral	1	2.9%		
Syar		Disagree	-	-		



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0 X Mean **Option** F % No **Statement** criteria score O 9 Strongly 3 disagree 20 Studying English helps me Strongly 6 17.1% getting new information in agree 3.86 Z 18 51.4% which I can link to my Agree S Sn previous knowledge Neutral 11 31.4% Positive Ka Disagree N Strongly 0 disagree 21 I cannot summarize the Strongly 2.9% 1 important points in the agree 3.40 Neutral **English subject content by** 9 25.7% Agree 9 myself. 25.7% Neutral 7 20.0% Disagree Strongly 9 25.7% disagree 22 Frankly, I study English Strongly tate just to pass the exams. agree Is 2 5.7% Agree lamic Univer Neutral 4 11.4% 4.23 Negative 13 Disagree 37.1% Strongly 16 45.7% disagree 29 In my opinion, people who Strongly 20 57.1% 01 than speak more one agree Sultan Syarif Kasim Ria language 9 25.7% 4.40 are Positive very Agree knowledgeable. Neutral 6 17.1% Disagree



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Hak Ni p	Statement	Option	F	%	Mean score	criteria
ta mil		Strongly disagree	-	-		
30 ⊆ =	Studying English helps me communicate in English	Strongly agree	14	40.0%		
S	effectively.	Agree	16	45.7%		
UIN Suska		Neutral	5	14.3%	4.26	Positive
		Disagree	4-	-		
Riau		Strongly disagree	-	5		
31	I cannot apply the knowledge from English	Strongly agree	110		A	=
	subject in my real life.	Agree	1	2.9%	4.00	
		Neutral	5	14.3%	4.00	Negative
		Disagree	22	62.9%	n °	
		Strongly disagree	7	20.0%	1	
34 tate	Studying English makes me able to create new thoughts.	Strongly agree	5	14.3%		
Isl		Agree	16	45.7%	3.74	
am		Neutral	14	40.0%	3.74	Positive
ic U		Disagree	-//		=	
niver	~ ~ ~ ~	Strongly disagree		177		
36 of	I am able to think and analyze the content in	Strongly agree	5	14.3%	A K	IAL
Su	English language.	Agree	6	17.1%	3.37	Positive
Ita		Neutral	21	60.0%		
n S		Disagree	3	8.6%	=	
te Islamic Univers By of Sultan Syarif Kasim Ria					1	



b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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(O)						
ak No ip	Statement	Option	F	%	Mean score	criteria
ta mil		Strongly disagree	-	-		
3 UIN Suska	I am not satisfied with my performance in the	Strongly agree	1	2.9%		
2 0	English subject.	Agree	2	5.7%		
Sn		Neutral	10	28.6%	3.71	Negative
		Disagree	15	42.9%		
Riau		Strongly disagree	7	20.0%		
40	In my opinion, English language is difficult and	Strongly agree	1	2.9%	7	
	complicated to learn	Agree	4	11.4%	<u>//</u>	
		Neutral	5	14.3%	4.09	Negative
		Disagree	6	17.1%	n "	
		Strongly disagree	19	54.3%	4	
State	English subject has the content that covers many	Strongly agree	5	14.3%		
Isl	fields of knowledge.	Agree	20	57.1%		
am		Neutral	9	25.7%	3.80	Positive
ic L		Disagree	1	2.9%		
te Islamic University o		Strongly disagree	-		_	
sity	UI	NS	UN	TOTAL	3.98	Positive
10						

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8 7 The table IV.5 showed those students' responses to the 10 statements 0 which are answered with positive response, 1 statements which are answered neutral response and 4 with statements which are answered with negative response. In conclude, the result of cognitive in Islamic Boarding School students' attitude on learning English showed that students have a positive attitude. The highest percentage of cognitive component was from the item number 1 that students have positive response for 91,4% students agree if study English is important. To support the data, the result of the interview showed that most of the participants agree if study English is important and they have different reasons

why English is important to be studied.

Student A: In my opinion, English is very important to learn because it is an international language, the most commonly used language throughout the world and almost everyone uses English to communicate

Student B: I think English is important to learn, because it makes me more trained when conversations with my teacher in class. When my teachers teach in English I will understand what my teacher explains. After all, English is an international language

Student C: English is important to learn because it is an international language

From the students' interview above, it can be conclude that the reason why most of students answer agree for study English is important because English is an international language and the language that almost people in the world used to

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communicate. Furthermore, 89.8% students look forward to studying more English in the future. The interview from several students below can support the data above:

Student A: I want to always learn English in the future. So that I can speak fluently with foreign people

Student B: yes, I will because study English is the access it can give some of the best education systems and university in the world.

Student C: I want to learn English in the future, because my goal is to work at the embassy

From the students' interview above, it can be conclude that almost of students agreed of study more English in the future, because study the access it can give some of the best education systems and university in the world. So, the conclusion in the cognitive component showed that Islamic Boarding School students have a positive response, this provided by mean score of the students were (3.98). In addition, the students showed the best results are students agreed if Study English is important because it will make more educated and most of students also look forward to studying more English in the future.

Table IV.6
Emotional Component of students' attitude on learning English at Islamic
Boarding School

sig of	Statement	Option	F	%	Mean score	criteria
35"	I feel proud when studying	Strongly	14	40.0%		
Ita	English language.	agree			4.31	Positive
n S		Agree	18	51.4%		
V				•		



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На						
k No ip	Statement	Option	F	%	Mean score	criteria
a		Neutral	3	8.6%		
mi		Disagree	-	-	-	
lik		Strongly				
II		disagree	-			
40	I feel excited when I	Strongly	A	10 111		
a milik UIN Suska	communicate in English	agree	24	68.6%		
ka	with others.	Agree	8	22.9%		
R		Neutral	1	2.9%	4.54	Positive
iau		Disagree	2	5.7%	= . 1	
		Strongly			A.	
		disagree	-			
10	I don't get anxious when I	Strongly	0	05.70/	11 /	
	have to answer a question	agree	9	25.7%		
	in my English class.	Agree	15	42.9%	<u> </u>	
		Neutral	11	31.4%	3.94	Positive
		Disagree	-	_	1	
S		Strongly			1 4	
tate		disagree	- I	-		
ī	Studying foreign languages	Strongly	17	48.6%		
am	like English is enjoyable	agree	1/	48.0%		
ic l		Agree	17	48.6%		
Jni		Neutral	1	2.9%	4.46	Positive
ver		Disagree	>	177		T 1 T
sity	UI	Strongly	U)K	λK	IAL
of		disagree	_	_		
14	To be inquisitive makes me	Strongly	14	40.0%	4.34	
ltar	study English well.	agree	17	40.070	4.34	Positive
Sy		Agree	19	54.3%		
ari			•		•	
f K						
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9						
k No ip	Statement	Option	F	%	Mean score	criteria
a		Neutral	2	5.7%		
mil		Disagree	-	-		
K		Strongly				
milik UINSuska		disagree	-			
15	Studying English makes	Strongly	4	11.4%		
Sn	me have good emotions	agree	4	11.4%		
	(feelings).	Agree	14	40.0%		
Riau		Neutral	16	45.7%	3.60	Positive
au		Disagree	1	2.9%	= \	
		Strongly			1	
		disagree	, -			
16	I prefer studying in my	Strongly	ALTO		W 2	
	mother tongue rather	agree			8 1	
	than any other foreign	Agree	22	62.9%	n °	
	language.	Neutral	8	22.9%	2.54	Neutral
		Disagree	4	11.4%	100	
St		Strongly	1	2.9%		
State		disagree	1	2.970		
23	I enjoy doing activities in	Strongly	8	22.9%		
am	English.	agree	8	22.970		
ic L		Agree	21	60.0%		
Jni		Neutral	6	17.1%	4.06	Positive
vers		Disagree	. 17	TTT	. 73	TAT
sity		Strongly	U	SKA	λK	IAL
of		disagree				
lamic University of Sultan Sy	I do not like studying	Strongly	2	5.7%		
ltar	English.	agree	2	5.7/0	4.37	Negative
Sy		Agree	2	5.7%		
80				i	L	



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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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На						
No ip	Statement	Option	F	%	Mean score	criteria
9		Neutral	-	-		
mil		Disagree	8	22.9%		
milik UINZSuska		Strongly disagree	23	65.7%		
25 us	I wish I could speak English fluently.	Strongly agree	22	62.9%		
ka		Agree	13	37.1%		
Riau		Neutral	-	-	4.63	Positive
n		Disagree	>	· -		
		Strongly disagree			7	\equiv
28	I am interested in studying English.	Strongly agree	19	54.3%	(
		Agree	15	42.9%)) °	
		Neutral	1	2.9%	4.51	Positive
		Disagree	-		1	
State		Strongly disagree	- [-		
別amic University of 知Itan Sy	Studying English subject makes me feel more	Strongly agree	5	14.3%		
ic L	confident.	Agree	22	62.9%		
Iniv		Neutral	7	20.0%	3.89	Positive
/ers		Disagree	1	2.9%		TAT
sity o		Strongly disagree	U) K	A K	IAL
33	To be honest, I really	Strongly				
ulta	have little interest in my	agree	1	2.9%	4.14	Negative
ın Sy	English class.	Agree	1	2.9%		6



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7 Mean F % No Statement **Option** criteria score O 0 Neutral 17.1% 6 3 Disagree 11 31.4% ~ Strongly 16 45.7% \subset disagree 43 Knowing English is Strongly 37.1% 13 Sn important goal in my life. agree Ka Agree 6 17.1% N 3.89 15 42.9% Positive Neutral 0 Disagree 1 2.9% Strongly disagree 44 I look forward to the time I Strongly 4 11.4% spend in English class. agree 7 20.0% Agree Neutral 16 45.7% 3.17 Neutral 7 Disagree 20.0% Strongly State 1 2.9% disagree ISIA **TOTAL** 4.02 **Positive** mic

The table IV.6 showed those students' responses to the 11 statements which are answered with positive response, 2 statements which are answered neutral response and 2 with statements which are answered with negative response. In conclude the result of emotional in Islamic Boarding School students' attitude on learning English showed that students have a positive attitude. The highest percentage of emotional component was from the item number 27 that



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students have positive response, 92.6% students wish could speak English fluently. The interview from several students below can support the data above:

- Student A: fluent in English, it will open up promising academic and career opportunities in the future.
- Student B: I want to be fluent in speaking English so I can travel around the world
- Student C: able to speak English fluently will be able to easily interact with people from various places

From the students' interview above, it can be concluding that almost of students said that they want could speak English fluently. Students agree if they able speak English fluently will be able to easily interact with people. Furthermore, 90,8% students feel excited when communicate in English with others. To support the data, the result of the interview showed that:

- Student A: I feel excited when communicating in English, it will increase my confidence
- Student B: Talking in English with friends will improve communication skills
- Student C: I'm always excited when I'm in English class, especially speaking in English even though it's not necessarily the correct pronunciation.

State Islamic University of From the students' interview above, it can be conclude that the reason why most of students answer agree for feel excited when communicate in English with others because almost of students in boarding school want to improve their Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber



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speaking. In addition, the researcher has got the middle percentage of emotional component was from the item number 44 that 63.4% students have neutral response; most of students look forward to the time I spend in English class. This is because I look forward to the time I spend in English class. This is because

English class is fun

In conclude, in the emotional component showed that Islamic Boarding School students have a positive response, this provided by mean score of the students were (4.02). In addition, the students showed the best results that students wish could speak English fluently and students are excited when communicate in English.

Table IV.7

Differences students' attitude on learning English by school variable

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

The result of descriptive analysis shows that the overall means score of Islamic Senior High School mean score of attitude on learning English among the participants is 3.493, this result reveals that the participants have a neutral attitude on learning English and the overall means score of Islamic Boarding School mean score of attitude on learning English among the participants is 3.946, this result reveals that the students have a positive attitude on learning English and the overall These descriptive results show that the attitudes of Islamic Boarding



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School students on learning English are slightly higher than that of Islamic Senior High School.

The differences between the Islamic Senior High School and Islamic Boarding School students' attitudes may be due to the diversity of English teaching strategies and classroom activities employed by English language teachers to teach Islamic Senior High School and Islamic Boarding School students, on the one hand, and the design and the content of English curriculum may not meet the interests and needs of the Islamic Senior High school students', on the other hand. So, they do not show a more positive reaction towards Learning English.

In conclude, the inferential statistical analysis was employed to answer the third question concerning the differences in the students' attitude on learning English by school variable. The results in Table show that the mean score of attitude among Islamic Senior High School students is 3.493 and standard deviation is 0.4586 while they are 3.946 and .5342 respectively among Islamic Boarding School students. These descriptive results show that the attitudes of Islamic Boarding School students on learning English are slightly higher that Islamic Boarding School ones.

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Table IV.8 **Independent Samples Test**

		Equal	ene's t for lity of ances	t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95 Confi Interva Diffe Lower	dence l of the
Attitude Result	Equal variances assumed Equal variances not assumed	.051	.822	4.324	88 86.025	.000	4538 4538	.1049	6623 6624	2452 2451

The independent sample T-test analysis was carried out to explore the probability of the difference in the students' attitudes on learning English by school. Table illustrates Levene's Test for Equality of Variances. In order to find out whether there is significant different or not both of Islamic Senior High School and Islamic Boarding School students' attitudes on learning English can be seen at the significant (2- tailed). Ho is accepted if "p">0.05. From the table, we see that p=.000. The SPSS output showed that the p-value was 0.822 (F=0.051). Since the p-value is less than 0.05, the assumption of equal variances of the attitude by school groups was not met. Furthermore, the T-test for Equality of Means was to examine the differences in the students' attitudes due to school variable. From the output of SPSS program, it was shown that the p-value was 0.000 i.e., less than 0.05. It means that, Ha was accepted and there is significant different Islamic Senior High School and Islamic Boarding School students' attitude on learning English. In conclusion, the different of Islamic Boarding

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School students and Islamic Senior High School students on learning attitude has graphicant different.

B. Discussion

The researcher discuss about the findings that had been explained in the previous parts. This discussion aim to find interpretation of the findings of the research based on the research questions. This discussion showed the Islamic Senior High School and Islamic Boarding School students' attitude on learning English at Duri.

1. Students' attitude on learning English at Islamic Senior High School

Concerning the first research question, the result of descriptive analysis shows that the overall mean score of Islamic Senior High School students' attitude on learning English is 3.4903 (SD=.33465) This result reveals that the students have a neutral attitude on learning English. In addition, the mean scores of the three aspects of attitudes on learning English among the students differ. The mean score of Behavioral Aspect of Attitude is 3.4667 (SD= .38374), that of the Cognitive Aspect of Attitude is 3.5333 (SD= .336197). Yet, the mean score of responses regarding the Emotional Aspect of Attitude is 3.4409 (SD= .39316).

This result is similar to the findings of a study by Boonrangsri et al. (2004); the descriptive statistics revealed that 121 participants out of 219 from eight streams of study showed a moderate attitude in their ability to summarize the important points in English subject. Besides, the respondents showed that they could not apply the knowledge from English in their real lives. However, some of

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them believed that people who speak more than one language are very nowledgeable.

Similarly, Febriani and Kuswardani (2022) reported that most of the participants in his study showed a neutral attitude and it was also proposed that the students showed the best results for the teacher's learning media and the lowest effects for virtual learning. Based on these findings, high school English teachers should improve their online learning practice since the results showed students' disinterest in it. in line with Pham and Nguyen (2020) The results show that the students have average positive attitude towards English in terms of behavioral, cognitive and emotional aspect of attitude.

2. Students' attitude on learning English at Islamic Boarding School

Concerning the second research question, the result of descriptive analysis shows that the overall mean score of Islamic Boarding School students' attitude on learning English is 3.9526 (SD=.33842) This result reveals that the students have a positive attitude on learning English. In addition, the mean scores of the three aspects of attitudes on learning English among the students differ. The mean score of Behavioral Aspect of Attitude is 3.9429 (SD= .4533), that of the Cognitive Aspect of Attitude is 3.9905 (SD= .42508). Yet, the mean score of responses regarding the Emotional Aspect of Attitude is 3.9219 (SD= .47760).

This result is in line with that in Al-Nofaie's (2010) that examined the attitudes of Saudi teachers and students towards using Arabic as a facilitating tool in English classes. It was revealed that the teachers and the students showed



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generally positive attitudes about using Arabic rather than English language.

However, few of the respondents in this study had a positive attitude and wished

the students to participate in collaborative dialogues and activities in which they

to speak English fluently. This finding highlights the importance of encouraging

can acquire the language effectively and this can enhance EFL learners to observe

and assess their progress in learning English language.

Similiarly, it comes to be compatible with the results of (Al-tamimi & Shuib, 2009; Al Mamun et al, 2012; Al-Samadani., 2015) studied that revealed students have positive attitudes toward learning the English language. This implies that students ultimately aware how the English language can serve as facilitator not only means to be useful to teach them the knowledge on the books, but also in developing communicative competence in the real world workplaces. In line with Şen (2013) reported that students nominated as engineers have positive attitudes towards learning. However, they have learning anxiety. Male prospective engineers have higher levels of anxiety than female prospective engineers.

3. Attitude on learning English both Islamic Senior High School and Islamic Boarding School

The inferential statistical analysis was employed to answer the third question concerning the differences in the students' attitude on learning English by Islamic school variable. The results show that the mean score of students' attitude among Islamic Senior High School students is 3.4903 and standard

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deviation is .33465 while they are 3.9526 and .33842 respectively among Islamic Boarding School students. These descriptive results show that the attitudes of Islamic Boarding School students on learning English are slightly higher than that of Islamic Senior High School ones.

The independent sample T-test analysis was carried out to explore the probability of the difference in the students' attitudes on learning English by Islamic school. Table IV.10 illustrates Levene's Test for Equality of Variances. The SPSS output showed that the p-value was 0.000 (F= .425). Since the p-value is less than 0.05, the assumption of equal variances of the attitude by Islamic school groups was not met. Furthermore, the T-test for Equality of Means was to examine the differences in the students' attitudes due to Islamic school variable. From the output of SPSS program, it was shown that the p-value was 0.000 i.e., less than 0.05. Hence, the first research hypothesis was rejected.

These finding are in line with a study conducted by Rad (2009) to probe the English Language Major Student's beliefs and attitudes towards learning English. Regarding the specialization variable, the SPSS results showed that there was a significant difference in the respondents' perceptions about English as a foreign language. It was concluded that Literature students beliefs about three aspects of studying English i.e., aptitude, difficulty, and nature represented higher level than that among Teaching students.

Similiarly, it comes to be compatible with the findings of (Eshghinejad, 2016; Genc & Aydin, 2017; Gömleksiz, 2010) studies asserted there are significant differences in attitudes among students in regard of their English



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majors. In line with Mekael and Yafuz (2020) resulted fact that there is a statistically significant difference in Nawroz University students' attitudes towards learning English language according to the duration of the study.

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