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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

No	Statement	Option	F	%	Mean score	Criteria
5	Speaking English anywhere makes me feel worried.	Strongly agree	-	-	3.06	Neutral
		Agree	13	41.9%		
		Neutral	9	29.0%		

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No	Statement	Option	F	%	Mean score	Criteria
		Disagree	3	9.7%		
		Strongly disagree	6	19.4%		
6	Studying English helps me to have good relationships with friends.	Strongly agree	2	6.5%	3.03	Neutral
		Agree	3	9.7%		
		Neutral	20	64.5%		
		Disagree	6	19.4%		
		Strongly disagree	-	-		
7	I like to give opinions during English lessons.	Strongly agree	1	3.2%	2.77	Neutral
		Disagree	1	3.2%		
		Neutral	22	71.0%		
		Disagree	4	12.9%		
		Strongly disagree	3	9.7%		
	I am able to make myself pay attention during studying English.	Strongly agree	6	19.4%	3.61	Positive
		Agree	8	25.8%		
		Neutral	16	51.6%		
		Disagree	1	3.2%		
		Strongly disagree	-	-		
	When I hear a student in my class speaking English well, I like to practice speaking with him/her.	Strongly agree	7	22.6%	3.87	Positive
		Agree	15	48.4%		
		Neutral	8	25.8%		

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No	Statement	Option	F	%	Mean score	Criteria
16		Disagree	-	-		
		Strongly disagree	1	3.2%		
17	Studying English makes me have more confidence in expressing myself.	Strongly agree	3	9.7%	3.4p5	Neutral
		Agree	10	32.3%		
		Neutral	16	51.6%		
		Disagree	2	6.5%		
		Strongly disagree	-	-		
18	Studying English helps me to improve my personality.	Strongly agree	3	9.7%	3.55	Positive
		Agree	14	45.2%		
		Neutral	11	35.5%		
		Disagree	3	9.7%		
		Strongly disagree	-	-		
19	I put off my English homework as much as possible.	Strongly agree	-	-	3.84	Positive
		Agree	-	-		
		Neutral	12	38.7%		
		Disagree	12	38.7%		
		Strongly disagree	7	22.6%		
20	I am not relaxed whenever I have to speak in my English class.	Strongly agree	-	-	3.00	Neutral
		Agree	4	12.9%		
		Neutral	23	74.2%		

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No	Statement	Option	F	%	Mean score	Criteria
		Disagree	4	12.9%		
		Strongly disagree	-	-		
26	I feel embarrassed to speak English in front of other students.	Strongly agree	2	6.5%	3.19	Neutral
		Agree	6	19.4%		
		Neutral	12	38.7%		
		Disagree	6	19.4%		
		Strongly disagree	5	16.1%		
35	I like to practice English the way native speakers do.	Strongly agree	4	12.9%	3.61	Positive
		Agree	12	38.7%		
		Neutral	14	45.2%		
		Disagree	1	3.2%		
		Strongly disagree	-	-		
37	I wish I could have many English speaking friends.	Strongly agree	16	51.6%	4.29	Positive
		Agree	8	25.8%		
		Neutral	7	22.6%		
		Disagree	-	-		
		Strongly disagree	-	-		
38	When I miss the class, I never ask my friends or teachers for the homework on what has	Strongly agree	-	-	3.65	Negative
		Agree	3	9.7%		
		Neutral	12	38.7%		

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

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

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

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 make me more educated.	Strongly agree	6	19.4%	4.03	Positive
		Agree	20	64.5%		
		Neutral	5	16.1%		
		Disagree	-	-		
		Strongly disagree	-	-		
2	Being good at English will help me study other subjects well.	Strongly agree	3	9.7%	3.48	Neutral
		Agree	13	41.9%		
		Neutral	11	35.5%		
		Disagree	4	12.9%		
		Strongly disagree	-	-		
3	I have more knowledge and more understanding when	Strongly agree	5	16.1%		

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No	Statement	Option	F	%	Mean score	criteria
19	studying English.	Agree	9	29.0%	3.55	Positive
		Neutral	15	48.4%		
		Disagree	2	6.5%		
		Strongly disagree	-	-		
20	I look forward to studying more English in the future	Strongly agree	12	38.7%	4.13	Positive
		Agree	11	35.5%		
		Neutral	8	25.8%		
		Disagree	-	-		
		Strongly disagree	-	-		
21	Studying English helps me getting new information in which I can link to my previous knowledge	Strongly agree	6	19.4%	3.71	Positive
		Agree	10	32.3%		
		Neutral	15	48.4%		
		Disagree	-	-		
		Strongly disagree	-	-		
22	I cannot summarize the important points in the English subject content by myself.	Strongly agree	1	3.2%	2.77	Neutral
		Agree	11	35.5%		
		Neutral	14	45.2%		
		Disagree	4	12.9%		
		Strongly disagree	1	3.2%		
23	Frankly, I study English just to pass the exams.	Strongly agree	-	-		

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No	Statement	Option	F	%	Mean score	criteria
28		Agree	2	6.5%	3.55	Negative
		Neutral	13	41.9%		
		Disagree	13	41.9%		
		Strongly disagree	3	9.7%		
29	In my opinion, people who speak more than one language are very knowledgeable.	Strongly agree	13	41.9%	4.13	Positive
		Agree	10	32.3%		
		Neutral	7	22.6%		
		Disagree	1	3.2%		
		Strongly disagree	-	-		
30	Studying English helps me communicate in English effectively.	Strongly agree	7	22.6%	3.90	Positive
		Agree	7	22.6%		
		Neutral	10	32.3%		
		Disagree	-	-		
		Strongly disagree	-	-		
31	I cannot apply the knowledge from English subject in my real life.	Strongly agree	2	6.5%	2.84	Neutral
		Agree	6	19.4%		
		Neutral	18	58.1%		
		Disagree	5	16.1%		
		Strongly disagree	-	-		
32	Studying English makes me able to create new thoughts.	Strongly agree	2	6.5%		

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No	Statement	Option	F	%	Mean score	criteria
		Agree	9	29.0%	3.32	Neutral
		Neutral	17	54.8%		
		Disagree	3	9.7%		
		Strongly disagree	-	-		
36	I am able to think and analyze the content in English language.	Strongly agree	1	3.2%	3.13	Neutral
		Agree	7	22.6%		
		Neutral	19	61.3%		
		Disagree	3	9.7%		
		Strongly disagree	1	3.2%		
39	I am not satisfied with my performance in the English subject.	Strongly agree	3	9.7%	2.74	Neutral
		Agree	12	38.7%		
		Neutral	8	25.8%		
		Disagree	6	19.4%		
		Strongly disagree	2	6.5%		
40	In my opinion, English language is difficult and complicated to learn	Strongly agree	-	-	2.97	Neutral
		Agree	11	35.5%		
		Neutral	12	38.7%		
		Disagree	6	19.4%		
		Strongly disagree	2	6.5%		
41	English subject has the content that covers many	Strongly agree	6	19.4%		

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No	Statement	Option	F	%	Mean score	criteria
	fields of knowledge.	Agree	9	29.0%	3.68	Positive
		Neutral	16	51.6%		
		Disagree	-	-		
		Strongly disagree	-	-		
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

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 to 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
3	I feel proud when studying English language.	Strongly agree	1	3.2%	3.32	Neutral
		Agree	8	25.8%		
		Neutral	22	71.0%		
		Disagree	-	-		
		Strongly disagree	-	-		
4	I feel excited when I communicate in English with others.	Strongly agree	3	9.7%	3.58	Positive
		Agree	12	38.7%		
		Neutral	12	38.7%		
		Disagree	-	-		
		Strongly disagree	-	-		
5	I don't get anxious when I have to answer a question in my English class.	Strongly agree	1	3.2%	2.94	Neutral
		Agree	8	25.8%		
		Neutral	11	35.5%		
		Disagree	10	32.3%		
		Strongly disagree	1	3.2%		
6	Studying foreign language like English is enjoyable	Strongly agree	5	16.1%		

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No	Statement	Option	F	%	Mean score	criteria
		Agree	13	41.9%	3.74	Positive
		Neutral	13	41.9%		
		Disagree	-	-		
		Strongly disagree	-	-		
14	To be inquisitive makes me study English well.	Strongly agree	9	29.0%	3.90	Positive
		Agree	10	32.3%		
		Neutral	12	38.7%		
		Disagree	-	-		
		Strongly disagree	-	-		
15	Studying English makes me have good emotions (feelings).	Strongly agree	4	12.9%	3.16	Neutral
		Agree	4	12.9%		
		Neutral	17	54.8%		
		Disagree	5	16.1%		
		Strongly disagree	1	3.2%		
16	I prefer studying in my mother tongue rather than any other foreign language.	Strongly agree	-	-	3.55	Negative
		Agree	9	29.0%		
		Neutral	17	54.8%		
		Disagree	3	9.7%		
		Strongly disagree	2	6.5%		
17	I enjoy doing activities in English.	Strongly agree	2	6.5%	3.16	Neutral

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No	Statement	Option	F	%	Mean score	criteria
		Agree	5	16.1%		
		Neutral	20	64.5%		
		Disagree	4	12.9%		
		Strongly disagree	-	-		
24	I do not like studying English.	Strongly agree	1	3.2%	3.55	Positive
		Agree	2	6.5%		
		Neutral	11	35.5%		
		Disagree	13	41.9%		
		Strongly disagree	4	12.9%		
27	I wish I could speak English fluently.	Strongly agree	23	74.2%	4.71	Positive
		Agree	7	22.6%		
		Neutral	1	3.2%		
		Disagree	-	-		
		Strongly disagree	-	-		
28	I am interested in studying English.	Strongly agree	9	29.0%	3.94	Positive
		Agree	12	38.7%		
		Neutral	9	29.0%		
		Disagree	1	3.2%		
		Strongly disagree	-	-		
29	Studying English subject makes me feel more	Strongly agree	5	16.1%		

No	Statement	Option	F	%	Mean score	criteria
	confident.	Agree	13	41.9%	3.74	Positive
		Neutral	13	41.9%		
		Disagree	-	-		
		Strongly disagree	-	-		
33	To be honest, I really have little interest in my English class.	Strongly agree	1	3.2%	3.42	Negative
		Agree	4	12.9%		
		Neutral	10	32.3%		
		Disagree	13	41.9%		
		Strongly disagree	3	9.7%		
43	Knowing English is an important goal in my life.	Strongly agree	3	9.7%	3.39	Neutral
		Agree	10	32.3%		
		Neutral	15	48.4%		
		Disagree	2	6.5%		
		Strongly disagree	1	3.2%		
44	I look forward to the time I spend in English class.	Strongly agree	1	3.2%	3.49	Neutral
		Agree	4	12.9%		
		Neutral	22	71.0%		
		Disagree	4	12.9%		
		Strongly disagree	-	-		
TOTAL					3.50	Positive

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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 on 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

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

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	Speaking English anywhere makes me feel worried.	Strongly agree	-	-	4.00	Negative
		Agree	3	8.6%		
		Neutral	7	20.0%		
		Disagree	12	34.3%		
6	Studying English helps me to have good relationships with friends.	Strongly agree	2	5.7%	3.40	Neutral
		Agree	11	31.4%		
		Neutral	21	60.0%		
		Disagree	1	2.9%		

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No	Statement	Option	F	%	Mean score	Criteria
7	I like to give opinions during English lessons.	Strongly disagree	-	-	3.37	Neutral
		Strongly agree	2	5.7%		
		Disagree	9	25.7%		
		Neutral	9	25.7%		
		Disagree	-	-		
12	I am able to make myself pay attention during studying English.	Strongly agree	7	20.0%	3.97	Positive
		Agree	21	60.0%		
		Neutral	6	17.1%		
		Disagree	1	2.9%		
		Strongly disagree	-	-		
13	When I hear a student in my class speaking English well, I like to practice speaking with him/her.	Strongly agree	17	48.6%	4.34	Positive
		Agree	13	37.1%		
		Neutral	5	14.3%		
		Disagree	-	-		
		Strongly disagree	-	-		
	Studying English makes me have more confidence in expressing myself.	Strongly agree	5	14.3%	3.91	Positive
		Agree	22	62.9%		
		Neutral	5	14.3%		
		Disagree	2	5.7%		

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No	Statement	Option	F	%	Mean score	Criteria
18	Studying English helps me to improve my personality.	Strongly disagree	-	-	3.60	Positive
		Strongly agree	1	2.9%		
		Agree	19	54.3%		
		Neutral	15	42.9%		
		Disagree	-	-		
19	I put off my English homework as much as possible.	Strongly agree	-	-	4.29	Negative
		Agree	2	5.7%		
		Neutral	1	2.9%		
		Disagree	17	48.6%		
		Strongly disagree	15	42.9%		
25	I am not relaxed whenever I have to speak in my English class.	Strongly agree	-	-	3.69	Negative
		Agree	1	2.9%		
		Neutral	14	40.0%		
		Disagree	15	42.9%		
		Strongly disagree	5	14.3%		
26	I feel embarrassed to speak English in front of other students.	Strongly agree	18	51.4%	1.89	Positive
		Agree	6	17.1%		
		Neutral	8	22.9%		
		Disagree	3	8.6%		

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No	Statement	Option	F	%	Mean score	Criteria
35	I like to practice English the way native speakers do.	Strongly disagree	-	-	3.71	Positive
		Strongly agree	5	14.3		
		Agree	15	42.9		
		Neutral	15	42.9		
		Disagree	-	-		
37	I wish I could have many English speaking friends.	Strongly disagree	-	-	4.06	Positive
		Strongly agree	10	28.6		
		Agree	17	48.6		
		Neutral	8	22.9		
		Disagree	-	-		
38	When I miss the class, I never ask my friends or teachers for the homework on what has been taught.	Strongly disagree	20	57.1	4.31	Negative
		Disagree	11	31.4		
		Neutral	1	2.9		
		Agree	1	2.9		
		Strongly agree	2	5.7		
41	I do not feel enthusiastic to come to class when the English is being thought.	Strongly disagree	13	37.1	4.43	Negative
		Disagree	2	5.7		
		Neutral	1	2.9		
		Strongly agree	-	-		

No	Statement	Option	F	%	Mean score	Criteria
		Strongly disagree	19	54.3		
45	I do not pay any attention when my English teacher is explaining the lesson.	Strongly agree	-	-	4.51	Negative
		Agree	1	2.9		
		Neutral	2	5.7		
		Disagree	10	28.6		
		Strongly disagree	22	62.9		
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 do pay any attention when English teacher is explaining the lesson and they feel enthusiastic to come to class when the English is being thought.

Table IV.5
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 make me more educated.	Strongly agree	21	60.0%	4.57	Positive
		Agree	13	37.1%		
		Neutral	1	2.9%		
		Disagree	-	-		
		Strongly disagree	-	-		
2	Being good at English will help me study other subjects well.	Strongly agree	4	11.4%	3.89	Positive
		Agree	25	71.4%		
		Neutral	4	11.4%		
		Disagree	2	5.7%		
		Strongly disagree	-	-		
8	I have more knowledge and more understanding when studying English.	Strongly agree	5	14.3%	3.91	Positive
		Agree	22	62.9%		
		Neutral	8	22.9%		
		Disagree	-	-		
		Strongly disagree	-	-		
9	I look forward to studying more English in the future	Strongly agree	18	51.4%	4.49	Positive
		Agree	16	45.7%		
		Neutral	1	2.9%		
		Disagree	-	-		

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

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No	Statement	Option	F	%	Mean score	criteria
30	Studying English helps me communicate in English effectively.	Strongly disagree	-	-	4.26	Positive
		Strongly agree	14	40.0%		
		Agree	16	45.7%		
		Neutral	5	14.3%		
		Disagree	-	-		
31	I cannot apply the knowledge from English subject in my real life.	Strongly agree	-	-	4.00	Negative
		Agree	1	2.9%		
		Neutral	5	14.3%		
		Disagree	22	62.9%		
		Strongly disagree	7	20.0%		
34	Studying English makes me able to create new thoughts.	Strongly agree	5	14.3%	3.74	Positive
		Agree	16	45.7%		
		Neutral	14	40.0%		
		Disagree	-	-		
		Strongly disagree	-	-		
36	I am able to think and analyze the content in English language.	Strongly agree	5	14.3%	3.37	Positive
		Agree	6	17.1%		
		Neutral	21	60.0%		
		Disagree	3	8.6%		

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No	Statement	Option	F	%	Mean score	criteria
39	I am not satisfied with my performance in the English subject.	Strongly disagree	-	-	3.71	Negative
		Strongly agree	1	2.9%		
		Agree	2	5.7%		
		Neutral	10	28.6%		
		Disagree	15	42.9%		
40	In my opinion, English language is difficult and complicated to learn	Strongly disagree	7	20.0%	4.09	Negative
		Strongly agree	1	2.9%		
		Agree	4	11.4%		
		Neutral	5	14.3%		
		Disagree	6	17.1%		
41	English subject has the content that covers many fields of knowledge.	Strongly disagree	19	54.3%	3.80	Positive
		Strongly agree	5	14.3%		
		Agree	20	57.1%		
		Neutral	9	25.7%		
		Disagree	1	2.9%		
TOTAL					3.98	Positive

The table IV.5 showed those students' responses to the 10 statements 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

No	Statement	Option	F	%	Mean score	criteria
3	I feel proud when studying English language.	Strongly agree	14	40.0%	4.31	Positive
		Agree	18	51.4%		

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No	Statement	Option	F	%	Mean score	criteria
		Neutral	3	8.6%		
		Disagree	-	-		
		Strongly disagree	-	-		
4	I feel excited when I communicate in English with others.	Strongly agree	24	68.6%	4.54	Positive
		Agree	8	22.9%		
		Neutral	1	2.9%		
		Disagree	2	5.7%		
		Strongly disagree	-	-		
10	I don't get anxious when I have to answer a question in my English class.	Strongly agree	9	25.7%	3.94	Positive
		Agree	15	42.9%		
		Neutral	11	31.4%		
		Disagree	-	-		
		Strongly disagree	-	-		
	Studying foreign languages like English is enjoyable	Strongly agree	17	48.6%	4.46	Positive
		Agree	17	48.6%		
		Neutral	1	2.9%		
		Disagree	-	-		
		Strongly disagree	-	-		
14	To be inquisitive makes me study English well.	Strongly agree	14	40.0%	4.34	Positive
		Agree	19	54.3%		

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No	Statement	Option	F	%	Mean score	criteria
		Neutral	2	5.7%		
		Disagree	-	-		
		Strongly disagree	-	-		
15	Studying English makes me have good emotions (feelings).	Strongly agree	4	11.4%	3.60	Positive
		Agree	14	40.0%		
		Neutral	16	45.7%		
		Disagree	1	2.9%		
		Strongly disagree	-	-		
16	I prefer studying in my mother tongue rather than any other foreign language.	Strongly agree	-	-	2.54	Neutral
		Agree	22	62.9%		
		Neutral	8	22.9%		
		Disagree	4	11.4%		
		Strongly disagree	1	2.9%		
23	I enjoy doing activities in English.	Strongly agree	8	22.9%	4.06	Positive
		Agree	21	60.0%		
		Neutral	6	17.1%		
		Disagree	-	-		
		Strongly disagree	-	-		
24	I do not like studying English.	Strongly agree	2	5.7%	4.37	Negative
		Agree	2	5.7%		

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No	Statement	Option	F	%	Mean score	criteria
		Neutral	-	-		
		Disagree	8	22.9%		
		Strongly disagree	23	65.7%		
27	I wish I could speak English fluently.	Strongly agree	22	62.9%	4.63	Positive
		Agree	13	37.1%		
		Neutral	-	-		
		Disagree	-	-		
		Strongly disagree	-	-		
28	I am interested in studying English.	Strongly agree	19	54.3%	4.51	Positive
		Agree	15	42.9%		
		Neutral	1	2.9%		
		Disagree	-	-		
		Strongly disagree	-	-		
32	Studying English subject makes me feel more confident.	Strongly agree	5	14.3%	3.89	Positive
		Agree	22	62.9%		
		Neutral	7	20.0%		
		Disagree	1	2.9%		
		Strongly disagree	-	-		
33	To be honest, I really have little interest in my English class.	Strongly agree	1	2.9%	4.14	Negative
		Agree	1	2.9%		

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No	Statement	Option	F	%	Mean score	criteria
		Neutral	6	17.1%		
		Disagree	11	31.4%		
		Strongly disagree	16	45.7%		
43	Knowing English is an important goal in my life.	Strongly agree	13	37.1%	3.89	Positive
		Agree	6	17.1%		
		Neutral	15	42.9%		
		Disagree	1	2.9%		
		Strongly disagree	-	-		
44	I look forward to the time I spend in English class.	Strongly agree	4	11.4%	3.17	Neutral
		Agree	7	20.0%		
		Neutral	16	45.7%		
		Disagree	7	20.0%		
		Strongly disagree	1	2.9%		
TOTAL					4.02	Positive

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

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.

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

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

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**

	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

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). H_0 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, H_a 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

School students and Islamic Senior High School students on learning attitude has significant 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

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

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 to speak English fluently. This finding highlights the importance of encouraging the students to participate in collaborative dialogues and activities in which they can acquire the language effectively and this can enhance EFL learners to observe and assess their progress in learning English language.

Similarly, 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.

Similarly, 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 Mekaël 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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