

**ENGLISH DEPARTMENT STUDENTS' ATTITUDE ON SPEAKING
ACTIVITY IN ENGLISH ZONE PROGRAM**

THESIS

**This thesis is Submitted to “Sarjana” Program of Institute College for
Islamic Studies as a Partial Fulfillment of the Requirements for the
Graduate Degree in English Tadris Study Program**



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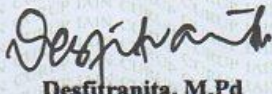
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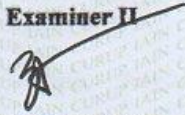
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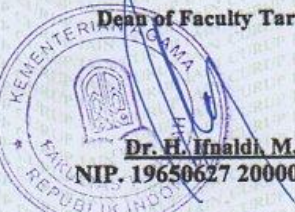
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Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi saudara **Dwi Utari Fransiska** yang berjudul “**English Department Students' Attitude on Speaking Activity in English Zone Program**”. Sudah dapat diajukan dalam sidang munaqasah.

Demikian permohonan ini kami ajukan, atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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PREFACE

All praises to Allah SWT that the writer had finally finished writing his thesis entitled “**English Department Students' Attitude on Speaking Activity in English Zone Program**”.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, July 2020

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The researcher finished this thesis entitled "***English Department Students' Attitude on Speaking Activity in English Zone Program***". This thesis is presented in order to fulfil of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. In this chance the researcher would like to express her deepest gratitude for:

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Finally, the researcher needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in others school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Aameen.

Curup, July 2020

Writer

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MOTTO AND DEDICATION

*“The best pleasure in life is doing what people say
you cannot do.”*

In the name of Allah this thesis is dedicated to:

My Dearest Mom, Mrs. Mitra Dewi and My best Father, Mr. Erpan

Thank you so much for all prays, supports, suggestions, smile, loves, cares, and attention you provided me to through this entire of life. Also for your patient, encouragement. All my struggles up to this point are dedicated to the two most valuable people in my life. Life becomes so easy and smooth when we have parents who understand us better than ourselves. Thank you for being the perfect parent.

I Love You ma, pa...

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Khanza Adreena Syaffira**

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Thank you for always give me suggestion, you are the best person, who cannot remain indifferent to the problems of people who need help. Thank you for telling me how to live an honest and happy life.

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Thank you for support, suggestion and advices

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For my girls squad **Ina Ita Bella, Ade Gusrianti Utami, Febbry Anggraini, Ike Nursyafitri, yuk Selvi Shintia, Azizah, Ade Eka Wahyu Utami, and Jelita Leona Putri**, thank you for being a friend since four years ago. Thank you for everything in every single life on English Study Program. Sometimes, when I lose faith in myself, you are here to believe on me. Sometimes, when things go wrong, you seem close and fix things.

I hope we can be useful people outside with our knowledge.

My Greatest Friends TBI A

For TBI A thanks for you all, without the inspiration, encouragement, and support you have given me, I might be nothing right now.

My participants

Thank you for your support, your information guys, so that I could finish this study.

ABSTRACT

Dwi Utari Fransiska. 2020. “English Department Students' Attitude on Speaking Activity in English Zone Program”.

Advisor : Prihantoro, S.S., M.Pd.

Co-Advisor : Henny Septia Utami, M.Pd.

The present research focused on probing into English department students' attitude on speaking activity in english zone program, and the factors influencing their attitude. An instrumental mixed method was employed to reveal the data oriented to the aforementioned focuses. The researcher interviewed several students from each semester taking English education major in IAIN Curup were purposively engaged as the subjects and used questionnaire to all of students in English tadriss study program. Interview, and questionnaire were exerted to garner the data which were further analyzed. During soliciting up to reporting the data, a range of strategies to pursue the data credibility, transferability, dependability, and confirmability were also applied. The results indicated that all English department students' attitude on speaking activity in english zone program as manifested in their positive attitude principles across affective, cognitive, and behavioral domain of attitude. Based on percentages of questionnaire, it showed that attitude on affective aspects which has a percentage of 81.9%, students' attitude on cognitive aspects has a percentage of 81.7%, students attitude on behavior aspect which has a percentage of 77.7%. Along with their positive attitude, there were a number of influential factors extending to: Social environment, The role is related to professionalism as an English teacher, The acceptability of English Zone, Attention English Zone, The merit of the mediator to use EFL in the English Zone, Prior knowledge associated with English Zone, The attractiveness of English Zone, Good mediators toward using EFL in English Zone, The habit of learning, and The frequency of interaction towards using EFL in English Zone.

Keywords: *Attitude, English as a Foreign Language, English Zone*

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CHAPTER I

INTRODUCTION

This chapter is provides rationale for conducting the study on students' attitude towards the implementation of English zone. The discussion cover: background of the research, research questions, objective of the research, operational definition and significance of the study.

A. Background of the Research

Language is a useful tool for communication with other people, one of the languages in the world is English become an international language. People use language for communication and interaction with others to express feelings, opinions of ideas and describe about something. Speaking is an important role for English students. So, students have to know all of skills in English to support their communication, especially for those who are in English study programs. Because, it is very useful for students future.

English consists of four skills that students must master, they are: speaking, listening, writing and reading. In English, many students have problems learn especially in speaking English, as we know English is a foreign language. Students are required to master one of the skills is speaking. In English speaking, usually a person has an interest in what students' want to convey as well as what is conveyed by the other person. So, that makes students happy in applying English speaking in every activity. In speaking, students should be involved in every activity related to speaking.

Students not only listen to the words of the lecturer, but also speak not only involve a few students who want to talk, but all of students. It can be concluded that as English students, students must be able to understand four skills in English, one of which is speaking. Speaking is a tool to communicate and convey ideas.

Speaking is not only influenced by the environment but also by students' attitudes. Therefore, attitude is a feeling that drives us to like or dislike an object. So, that it creates a feeling of pleasure when working on it. Students will enjoy learning to speak a foreign language if there is a positive attitude to do so. According to Gardner in Lanoline and Moorcroft, attitude is a factor that has an impact on foreign language learning since how much effort learners put on language learning relies partly on attitude. If students have a negative attitude towards language, they will not experience a big increase in acquiring a speaking. It can be comprehended that attitude is an inclination or predisposition someone has to do something or to behave with respect to an attitudinal object. A person's tendency occurs in the cognitive, affective, and behavior aspects.

Therefore, students' attitudes and motivation are closely related in doing something especially speaking on the English zone. Because, seen from the students' attitudes who are aware and their interest in English zone, students will be motivated to apply the speaking activity in improving their speaking skills. Students will be happy to interact using English if there is feedback from the other person. In addition, attitude greatly influences a person in interacting so that there are constructive activities.

Regarding the importance of the environment to support students improving speaking skills at TBI IAIN Curup. There has been an effort to develop an English speaking environment known as the English Zone. English Zone is one of the programs organized by the English Study Program and E-Station management; it is conducted on predetermined days of Monday, Wednesday, and Thursday. On those days, all of TBI students are required to speak English in order to improve their speaking abilities as foreign language. However, based on the results of preliminary observations, it appears that not all students are active in English speaking in the English Zone. With this condition student attitudes need to be questioned.

In addition, that opinion supported by some student to complete this declaration, the first opinion by Student X stated that English Zone orientation is actually can be effective to people have a high motivation in English. The second opinion by Student Y stated that the English Zone is really helpful for us to enhance our speaking skills. The last opinion by Student Z stated that English zone really helps to improve my skills, especially in speaking. With the English zone, I can practice speaking with my friends on the appointed day.¹

This research on attitude towards speaking has been researched by Kusuma and Adnyani, in his research examining the language attitudes of students of the Department of English Education, Ganesha University of Education, towards English and English learning. The result reveals that students tend to have positive attitudes towards English

¹ Interviewed with some students in TBI IAIN Curup. February 20th and August 15th, 2020

and learning English², the second researcher by Tayebah Zeinivanda, in his research revealed the relationship between attitude and speaking proficiency of Iranian EFL learners. The results of this study indicate that the attitude of EFL students is positive and there is a significant relationship between attitude and speaking skills.³ These studies have not revealed students' attitudes on speaking in the context of outclass activities such as the English Zone.

This research is useful because it elevates the role of attitude which is an individual psychological study of the tendency of students to speaking in the context of real English communication that is independent of class rules. So research on attitudes towards speaking in the context of outclass activities seems to be an interesting problem to researched. From the phenomena and context reviews related to the importance of speaking attitude and the interestingness of this issue, this research is designed to reveal **“English Department Students' Attitude on Speaking Activity in English Zone Program”**

B. Research Questions

From the background that has been explained above, there are two research question formulated in this research. The question is as follows:

1. What are the types of English department students' attitude on speaking activity in English zone program?

² Kusuma, I. P. I., & Adnyani, L. D. S. *Motivasi dan Sikap Bahasa Mahasiswa Jurusan Pendidikan Bahasa Inggris Undiksha*. (JPI Jurnal Pendidikan Indonesia, 2016), 5(1), p.12-26.

³ Abidin, M. J. Z., Pour-Mohammadi, M., & Alzwari, H. *EFL students' attitudes towards learning English language: The case of Libyan secondary school students*. (Asian social science, 2012), 8(2), p.119.

2. How do the English department students' attitude on speaking activity in English zone program?
3. What are the factors that influence English department students' attitude on speaking activity in English zone program?

C. Objectives of the Research

The objective of this research is as follows:

1. The study aims to know is the type of English department students' attitude on speaking activity in english zone program.
2. The study aims to know is the component of English department students' attitude on speaking activity in english zone program.
3. This study aims to find out the factors that influence of English department students' attitude on speaking activity in english zone program.

D. Operational Definitions

1. Attitude

Feelings of like or dislike, causing positive or negative attitudes towards the situation on the English Zone Program. For this research, the term attitude refers to the factors that influence the students' attitude on speaking activity in English zone program.

2. Speaking

Speaking is one of which a tool to communicate in using english. Because the initial language they learned was Indonesian. Speak english are rarely used in an area unless they learn them, so the pronunciation is also different. When they learn

English it means to say they are learning speaking as a foreign language. For this research, the term speaking refers to English.

3. English Zone

The English zone is a program held to improve English language skills. This program requires all English students to be involved in all the rules. The English zone is implemented in the IAIN Curup English Study Program (TBI) which is held every Monday, Wednesday and Thursday. In English zone all TBI students are required to speak English so that they are trained in English. For this research, the term English zone refers to a program with various methods to improve the ability to speak a foreign language

E. Significances of the Study

The results of the study are expected to give contribution for English teacher, and researcher at English Tadris Study Program of IAIN Curup.

1. Theoretical significances

The results of the present study theoretically contribute to the interrelatedness of individuals' attitude, their willingness to communicate, and the status of English as a foreign language. Theoretically, prior studies have revealed that attitude toward an attitudinal object has an impact on an individual's consistency of the expected behavior. In the context of a foreign language such as English, when an attitudinal object is represented to English language, an individual's attitude towards English as a foreign language is associated with their willingness to communicate in English, and one's willingness to communicate using English will lead to one's success in

maintaining English communication. Theoretically, it can be drawn that the extent of an individual's attitude towards English as a foreign language will affect his/her willingness to communicate, and the degree of his/her willingness to communicate will have an impact on his/her competence supporting his/her success in the continuity of English communication he/she is being engaged into. The results of the present study addressing students' attitude towards English as a foreign language, will theoretically support the previously mentioned theoretical interrelatedness. In short, the results of this study theoretically address the essence of attitude in terms success in the use of a foreign language.

2. Practical Significances

a. For English Study Programs

By conducting this research, the results of this study are considered for the development of program implementation. So, that English study programs know the extent to which the results of student learning processes, in the form of recording the results of their attitudes towards learning in the application of foreign languages during the teaching and learning process both in the classroom and outside the classroom.

b. For Lecturers

Based on this research, they emphasize their ability to speak. So that if mistakes are found in pronunciation or grammar can be immediately corrected or studied properly.

c. For English Student Association (HMPS)

With this research, HMPS can develop the English Zone work program again with a more interesting way of learning so that students can apply it well; likewise improve discipline in implementing a program that has been made.

d. For students

With this research, so students are aware of the importance of learning a foreign language for their needs later while in the workforce.

F. Organization of the thesis

The systematic of this research is as follows: Chapter (I) is the introduction to the research it tells about background of the research, research Question, research objective, Significance of the Study and Organization of the thesis. Chapter (II) is literature review it consists the concept of literature that has relation in this research. Chapter (III) tells about research methodology. Chapter (IV) tells about finding and discussion. Chapter (V) tells about conclusion and suggestion from the research about the students' attitude on speaking activity in English zone program.

CHAPTER II

LITERATURE REVIEW

This chapter describes the theoretical foundation to the study. The discussion will elaborate some basic concepts of the literature and its significant correlation to this study. There are an explanation of Speaking as a Foreign Language with sub topics: The Nature of Speaking, Improving Skills, The Importance Environment to Improve Speaking in the English Zone, Attitude in Using English, with sub topics: Definition of Attitude, Component of Language Attitude, Characteristics of Attitude, Factors that Affect Attitudes, The Relationship Attitude with Motivation, English Zone at English Tadris of IAIN Curup, Review of the Related Findings.

A. Speaking as a Foreign Language

As we know speaking is one component of the English zone, very closely related to the area that requires to communicate in English with the people who are in it. According to Riggenbach & Lazaraton, foreign language education students are considered successful if they can communicate effectively in language, both in the classroom and outside the classroom and within the scope of the university.⁴ In conveying ideas, students have a separate way to apply them, both in writing and by speaking. In order for students to be more effective in communicating, students must practice speaking outside of class to foster a confident attitude in communication and will get new insights. This opinion Supported by C. Tutyandari's, saying that students

⁴ Mattarima, K., & Hamdan, A. R. *The teaching constraints of English as a foreign language in Indonesia: The context of school based curriculum*. (Sosiohumanika, 2011), 4(2).

are silent because they lack confidence, lack of prior knowledge about the topic, and also mentioned that students' confidence can be increased and their anxiety is reduced by giving them assignments in small groups.⁵

Besides having confidence, students must have a positive attitude towards foreign languages because it has an important effect on student effectiveness in learning or learning a foreign language. This opinion is supported by Blanchard & Thacker's theory; attitude plays a role in influencing motivation. The attitude motivates people to act or study harder. Motivation generally refers to the activities they like to achieve what they want. Based on P.N. Blanchard and J.W. Thacker's opinion, if students have a positive attitude to learn certain things, they will have high hopes and desires in working on it.⁶

Based on the explanation above, it can be concluded that speaking is considered successful, if students can communicate effectively in a language. Both in the classroom or outside the classroom, and within the scope of the university. In order for students to be more effective in communicating, students must practice speaking outside the classroom to foster confidence in communication and add new insights.

a. The Nature of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning.

⁵ Iman, J. N. *Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill*. (International Journal of Instruction, 2017), 10(4), p.87-108.

⁶ *The teaching constraints of English as a foreign language in Indonesia: The context of school based curriculum*. (Sosiohumanika, 2011), 4(2).

According to Thornbury and Slade, Speaking is social, in the sense that it establishes rapport and mutual agreement, maintains and modifies social identity, and involves interpersonal skills. This social element is expressed through wishes, feelings, attitudes, opinions and judgments, which can clash with the formal nature of the classroom when teaching speaking. Moreover, according to Gert and Hans, speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. According to Chaney also reveals that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts".⁷

Nunan, In Webster New World Dictionary, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech. According to Chaney, speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown and Burns and Joyce defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information. According to Bygate defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. This

⁷ Thornbury, S., & Slade, D. *Conversation: From description to pedagogy*, (Cambridge: University Press, 2016)

top-down view regards the spoken texts as the collaboration between two or more persons in the shared time and the shared context.⁸

Speaking is the ability to speak the sound of language to express or convey thoughts, ideas or verbal feelings. This understanding basically has the same meaning with the understanding conveyed by Tarigan namely that talking is related with pronunciation of words. The main purpose of talking is to communicate. Communication is sending and receiving messages or news between two or more people so the message in question can be understood. Therefore, in order to convey message effectively, the speaker must understand what is to be conveyed or communicated. Tarigan also said that speaking has three general purpose is to inform and report (to inform), and to entertain, as well as to persuade, invite, urge and convincing (to persuade).⁹

In a similar way, Nunan says that speaking is one useful than writing in the learning process among two people in which the role of human as social being.¹⁰ In addition, Haris states that speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at different rates.

Based on the explanation above, it can be concluded that through speaking, we can convey our intent and the purpose of expression, a short dialogue, conversation,

⁸ Leong, L. M., & Ahmadi, S. M. *An analysis of factors influencing learners' English speaking skill*. (International Journal of Research in English Education, 2017), 2(1), p.34-41.

⁹ Ningsih, S. *Peningkatan Keterampilan Berbicara Melalui Metode Bercerita Siswa Kelas III SD Negeri 1 Beringin Jaya Kecamatan Bumi Raya Kabupaten Morowali*. (Jurnal Kreatif Online, 2014), 2(4).

¹⁰ Nunan, David. *Research methods in language learning*, (New York: Cambridge University Press, 1992)

or even discussion with the people around us. Speaking ability is a competency in expressing thoughts, ideas, and feelings based on the specific situations.

b. Improving Skills

According to Harris there are five aspects of language that influence speaking skill. There are grammar, vocabulary; fluency, the ease and speed of the flow of speech; comprehension; requires a subject to respond to speech as well as to initiate it.¹¹

- 1) The first one is Pronunciation, students of the language need to know the correct pronunciation and its meaning according to the context delivered. Because in English pronunciation there are many words whose pronunciation is almost the same but the meaning or meaning is different.
- 2) The second is Vocabulary, students need to have a lot of vocabulary, which in speaking English a lot of vocabulary will be delivered. So for us to speak English is a second language that requires us to know every word so that it is fluent in communication.
- 3) The third is Grammar, is important in speaking. If we do not know the appropriate grammar in the sentences, the listener will be doubt for what we have said.
- 4) The fourth is Fluency, is the ability to convey ideas, or information clearly, smoothly so that it is easy to understand for the listener.

¹¹ Harris, D. P. *Testig English as a second language*, (New York: mcgraw-hill, 2016), p.81

5) The last component is Comprehension, this aspect is the students must understand what topics will be conveyed, so the listener will easily understand the ideas that have been submitted.¹²

Pertaining to the theory of speaking skill aspects above, it can be concluded that there are five aspects assessed in speaking skill, pronunciation, grammar, vocabulary, fluency and comprehension. It is involving some kinds of production or a complex set of abilities on the part of language user. As a means of communication, speaking should be in a good logical order and good convention mechanics of speaking which will determine the students' skill.

c. The Importance Environment to Improve Speaking in the English Zone

Efforts to improve the learning environment are emphasized in developing speaking skills. This opinion has been supported by Harmer, who states that the way to teach languages is closely related to the experiences and real opportunities for students to use language so they can develop their knowledge and skills.¹³

Regarding the importance of the environment to support students' improve speaking skills. Thus, several universities have built an environment for developing English abilities, namely the English Zone. English zone is that we create zones, locations, areas where we practice English in the zone, because if there is no coercion, it makes English zone we as students/ English learners are lazy, ashamed

¹² Mauluri Hidayat, Derry. *Improving Students' speaking Ability By Using Role Play Technique (An Action Research at the Tenth Grade of SMK Manangga Pratama Tasikmalaya)* (Doctoral dissertation: Universitas Siliwangi, 2014)

¹³ Andriyanti, E. *Lingkungan Otentik dan Beberapa Aspek Penting dalam Pembelajaran Public Speaking.*

but with the English zone it's okay at the beginning we feel compelled to practice but take the positive if we are used to it our English practice will be better. The purpose is to create an English zone to improve students' abilities especially in speaking skills.¹⁴

According to Aring Wibowo and Muhammad Suharto in their journal, the English zone is a forum in which there is a structured agenda, an English language learning media and agreed upon rules for learning English, the intended rules are the rules which require all students to be in it in this zone using English in interacting with friends and teachers. Whoever violates the agreed rules, will be subject to sanctions. With this method, students will try their best to communicate in English.¹⁵

It can be concluded that, the environment is very important to improve the ability to speak, especially in the English zone. Because, students will be enthusiastic about using English if the environment encourages them to continue to learn to use English. thus, students will gain experience and new insights from their environment.

B. Attitude in Using English

In learning a foreign language, it should be to foster a feeling of pleasure in the learning, so that the material obtained is easy to understand and apply. Attitude is very important in every process because it will motivate someone to act. Attitude is closely related to motivation, when someone has high motivation in himself it will lead to a

¹⁴ Interviewed with a Head of English Study Program, November 30th, 2019.

¹⁵ Arining Wibowo dan Muhammad Suharto, *Zona Inggris sebagai metode alternatif pembelajaran speaking english untuk anak sekolah dasar*, (Jurnal Ilmiah Bahasa dan Sastra, 2014), Vol.1 No.2

positive attitude towards something. Making it possible for someone to do what he likes to the maximum. This opinion is supported by SDT, individuals need the satisfaction of three basic psychological needs, which are innate and universal, in order to be motivated.¹⁶

a. Definition of Attitude

Researchers in the fields of psychology and education, especially language learning, consider several definitions of attitude which mention different meanings from different contexts and perspectives. According to Eagly & Chaiken Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.¹⁷ Based on the theory of planned behavior, Montano and Kasprzyk state, “Attitude is determined by the individual’s beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.”¹⁸

¹⁶ Dincer, A., & Yesilyurt, S. *Motivation to Speak English: A Self Determination Theory Perspective*. (PASAA: Journal of Language Teaching and Learning in Thailand, 2017), p.53, 1-25.

¹⁷ Eagly an chaiken, *The Advantages Of An Inclusive Definition Of Attitude*. (Northwestern University,2007), p.585

¹⁸ *EFL Students’ Attitudes towards Learning English Language: The Case of Libyan Secondary School Students*, 2012, vol 8

According to Oemar Hamali. K states that “attitude is not actually though, but they are by product of the teaching, learning situation. Attitude displays by the behavior of the teacher and peer group affect the attitude of the individual.¹⁹ In addition, according cal our and acocella in alex sobur states attitude is a cluster or ingrained beliefs and feeling about certain object and predisposition to act toward that object in certain way.²⁰

Harrel stated that, attitude as a consistent tendency to react in a particular way often positively or negatively toward a given matter or social object. Everyone has their own attitude towards learning, but not everyone has the same attitude towards it. Attitudes help someone dealing with challenges, overcoming obstacles, and accomplishing their learning objectives. Others have attitudes that are anchors, slowing them down or stopping them altogether from learning.²¹

Based on the definition about attitude above, researcher can take conclude that Attitude is a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards (together called stimuli). Three major components of attitude are (1) Affective: emotions or feelings. (2) Cognitive: belief or opinions held consciously. (3) Behavioral: inclination for action.

¹⁹ Oemar hamalik, *Psikologi Belajar dan Mengajar*, (Bandung: Sinar Baru Algensinso, 2004), p.29

²⁰ Alex sobur, *Psikologiumum*, (Bandung: Pustaka Setia, 2003), p.359

²¹ Prastiwi, A. I. *The Role of Students'attitude Towards Efl Learning Processes in Their Achievements*. (English Language Teaching Journal, 2018), 7(4), p.265-274.

b. Component of Language Attitude

Based on the theory of planned behavior, attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. The attitude concept has three components i.e., behavioral, cognitive and affective.²²

1) Behavioral Aspect of Attitude

The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors, which characterize the members of the target language community.²³ Behavioral or conative component, which is the tendency to behave an individual towards the object it faces.

2) Cognitive Aspect of Attitude

Cognitive Aspect of Attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive component, which is a belief and understanding an individual on an object through the process of seeing, hear and feel. Trust and understanding are formed provides information and knowledge about objects.

²² Eagly, A. H., & Chaiken, S. *The advantages of an inclusive definition of attitude*. *Social cognition*, 2007, 25(5), p.582-602

²³ Abidin, M. J. Z., Pour-Mohammadi, M., & Alzwari, H. *EFL students' attitudes towards learning English language: The case of Libyan secondary school students*. (*Asian social science*, 2012), 8(2), p.119

3) Affective Aspect of Attitude

Affective aspect is components that have correlation between happy, like and dislike to objects. That means the feeling of happy or unhappy or dislike is negative feeling. Affective component, i.e. components related to individual's subjective emotional problems with something.

It can be concluded that psychological tendencies expressed through the Behavioral Aspect, cognitive, and affective aspects can determine a person's likes or dislikes for the object being faced depending on how he reacts.

c. Characteristics of Attitude

The characteristics of attitude according to Purwanto in Rina are:²⁴

- 1) Attitudes are not carried from birth but are formed or studied throughout development in relation to objects. This characteristic distinguishes it from the nature of biogenic motives such as hunger, thirst, the need for rest.
- 2) Attitudes can change because attitudes can be learned and attitudes can change in people if there are certain conditions and conditions that facilitate one's attitude.
- 3) The attitude does not stand alone, but always has a certain relationship with an object in other words the attitude formed is studied or changed always with respect to certain objects that can be formulated clearly.

²⁴ Sari, A. A. *Peran Komunikasi Persuasif Sibat Sewu dalam Meningkatkan Sikap Kesiapsiagaan Masyarakat Menghadapi Bencana Banjir di Bantaran Sungai Bengawan Solo Kelurahan Kampung Sewu Kota Surakarta*. (Proceeding of The URECOL, 2018), p.5-15

- 4) The attitude of the object is a certain thing but it can also be a collection of these things.
- 5) Attitudes have aspects of motivation and aspects of feelings, which are different in attitude and ability skills or knowledge possessed by people.

Based on the characteristics of attitude, it can be concluded that what determines a person's attitude is based on the object being faced. Attitude does not stand alone, but always has a certain relationship with an object so that it can cause feelings of like or dislike.

d. Factors that Affect Attitudes

According to Azwar factors that influence attitudes towards attitude objects, including:

1) Personal experience

To be the basis for forming attitudes, personal experience must leave a strong impression. Therefore, attitudes will be more easily formed if personal experiences occur in situations involving emotional factors.

2) Influence of others who are considered important

In general, individuals tend to have a conformist attitude or in line with the attitude of people who are considered important. This tendency is motivated, among others, by the desire to be affiliated and the desire to avoid conflicts with people who are considered important.

3) Cultural influence

Unconsciously, culture has implanted a series of influences on our attitude towards various problems. Culture has colored the attitudes of members of their community, because culture is what gives the individual experience of the care community.

4) Media

In newspaper and radio news coverage or other communication media, news that must be delivered objectively tends to be influenced by the writer's attitude, consequently affecting consumer attitudes.

5) Educational institutions and religious institutions

The moral concepts and teachings of educational institutions and religious institutions determine the belief system is not surprising if in turn these concepts affect attitudes.

6) Emotional factors

Sometimes, a form of attitude is a statement based on emotions that acts as a conduit to channel frustration or transfer a form of ego defense mechanism.²⁵

Based on factors that influence attitudes, it can be concluded that the factors that influence attitude are the environment and the experience of oneself. because, personal experience will easily form a person's attitude in addressing the problems

²⁵ Ermiami, E. *Penerapan Metode Pembelajaran Bermain Peran pada Materi Kemerdekaan Mengemukakan Pendapat untuk Meningkatkan Sikap Toleransi Siswa di Kelas Viii Smp Negeri 1 Tegineneng Tahun Pelajaran 2015/2016.*

encountered. Likewise with environmental factors can make a person have a positive or negative attitude towards something based on the influence of the people around.

e. The Relationship Attitude with Motivation

Gardner, Lehmann, cited in Shams. In foreign Language learning context, there are various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc.²⁶ According to Gardner and Lambert, motivation to learn is thought to be determined by the orientation towards the learning task itself. Compilation of the right motivation it will increase the motivation of the relationship with involvement of student attitudes in learning, and to attainment.²⁷

Associated with this research that motivation is very important to cause a positive attitude towards an object. Influence in self or outside influence to act is very important, when students have the awareness to act students will do it maximally to get the results that they want. In the application of the English zone in the TBI area, students should not need to be monitored without having to have the awareness to continue implementing the program so as to improve their speaking ability as a foreign language. If within students have low motivation to speak then they will show a negative attitude towards the program that has been made. So many

²⁶ Gardner, Lehmann, cited in Shams, *on article research EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students*, 2008, p.119

²⁷ Tahaine, Y., & Daana, H. *Jordanian Undergraduates' motivation and attitudes towards learning English in EFL context*. (International review of social sciences and humanities, 2013), 4(2), p.159-180.

of them do not implement the program to speak English every Tuesday, Wednesday and Thursday.

C. English Zone at English Tadris of IAIN Curup

English Education in IAIN Curup created a program called the English zone, the program was create to train and help improve students' ability to use English as a foreign language.

English zone is that we create zones, locations, areas where we practice English in the zone, because if there is no coercion, it makes English zone we as students/ English learners are lazy, ashamed but with the English zone it's okay at the beginning we feel compelled to practice but take the positive if we are used to it our English practice will be better. The purpose is to create an English zone to improve students' abilities especially in speaking skills.²⁸

Every student of IAIN Curup's Tadris English study program is required to communicate in English while in the Zone. The English Zone was created by agreement of the study program and the English student association (HMPS) to provide facilities for students to improve their English speaking skills. Based on the data obtained, the English Zone has been established for five years, which was formed by the Study Program and the English Student Association (HMPS) IAIN Curup English.

The English zone program is held every Monday, Wednesday and Thursday. In its implementation there are several rules that are applied in this English Zone. Namely, give penalties for students who do not speak English when they are in the English zone.

²⁸ Interviewed with a Head of English Study Program, November 30th, 2019.

The penalty given is in the form of a fine of Rp.100 per word, if they use a language other than English. The punishment gives aims to increase the enthusiasm and positive attitude of students to communicate using English.

It can be concluded that the English zone is a zone that requires all students to speak English at the time, which aims to practice and improve English skills especially speaking as an English Tadris study program.

D. Review of the Related Findings

Some studies investigating the relation have been studied. The studies have revealed some interesting finding. The first finding from Dr. Mohamad Jafre Zainol Abidin, Majid Pour-Mohammadi, Hanan Alzwari. "EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students" The research method of this research is descriptive method. A total of 180 participants in the three study years from three specializations of Basic Sciences, Life Sciences, and Social Sciences took a questionnaire as a measuring instrument. The results of previous studies students showed a negative attitude towards English is that they did not realize the importance of English. In short, the concept of attitude is considered as an important component in language learning. So, a positive attitude must be the basis of language learning. It's important to learn the personality of students. For this reason, affective perspectives, especially attitudes, must be considered in language research.²⁹

²⁹ Abidin, M. J. Z., Pour-Mohammadi, M., & Alzwari, H. *EFL students' attitudes towards learning English language: The case of Libyan secondary school students*. (Asian social science, 2012), 8(2), p.119.

The second findings from I.P.I. Kusuma, L.D.S. Adnyani. in his research, he examined the language attitudes of students of the Department of English Education, Ganesha University of Education, towards English and English learning. respondents A total of 70 first-year students in the Department of English Education for the 2014/2015 academic year were surveyed using the AMTB (Attitude, Motivation Test Battery), namely a questionnaire. Data were analyzed descriptively and inferential. Based on the results of the questionnaire, students of the English Education Department, who are not native English speakers, study English for instrumental and integrative reasons, and have very high attitudes towards English and English learning. They tend to have positive attitudes towards English and learning English.³⁰

The third findings from Tayebeh Zeinivanda, Akbar Azizifara, Habib Gowharya's research "The relationship between attitude and speaking proficiency of Iranian EFL learners: The case of Darrehshahr city". The present study investigates the correlation between attitude and speaking proficiency in the Iranian EFL context. The sample of the study consists of 70 EFL learners from three Institutions in the city of Darrehshahr. The Data were collected through using Gardner's Attitude/Motivation Test Battery Questionnaire and speaking Proficiency Test to assess the English speaking proficiency level. The results of this study indicate that the attitude of EFL students in the city of Darrehshahr towards learning English is positive and there is a significant relationship between attitude and speaking skills. The thing that influences foreign language learning

³⁰ Kusuma, I. P. I., & Adnyani, L. D. *Motivasi dan Sikap Bahasa Mahasiswa Jurusan Pendidikan Bahasa Inggris Undiksha*. (JPI Jurnal Pendidikan Indonesia, 2016), 5(1), p.12-26

is how much effort students do in learning languages. Analysis revealed that EFL students had a very high attitude towards learning English and the relationship between attitudes and speaking skills of students was positive.³¹

Based on the explanation above, those research on attitudes toward speaking has been researched by Toomnan, in his research revealed the impacts of attitude towards speaking English on the use of communication strategies by English majors in Thailand. Based on the findings of this study, the result shows that students' attitudes towards speaking English have a negative attitude'. The second researcher by Tayebeh Zeinivanda, in his research revealed the relationship between attitude and speaking proficiency of Iranian EFL learners. The results of this study indicate that the attitude of EFL students is positive and there is a significant relationship between attitude and speaking skills. These studies have not revealed students' attitudes towards speaking English as a foreign language in the context of outclass activities such as the English Zone, this study have different from those research. The differences are, in this research the researcher need to know the students' attitudes towards using English as a foreign language in the context of outclass activities such as the English Zone. In this research, the research on attitudes towards speaking in the context of outclass activities seems to be an interesting problem to researched.

³¹ Zeinivand, T., Azizifar, A., & Gowhary, H. *The relationship between attitude and speaking proficiency of Iranian EFL learners: The case of Darrehshahr city*. (Procedia-Social and Behavioral Sciences, 2015), 199, p.240-247

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses things related to the way this study is conducted. Research design, data collection methods which consist of population, sample and setting, procedure of collecting the data, and data analysis and interpretation are explained in this chapter.

A. Kind of Research

The kind of this research was mixed-methods research. According to Jack Fraenkel et al, mixed method is the method involves the use of both quantitative and qualitative methods in a single study.³² According to a research design, that uses both qualitative and quantitative data to answer a particular question or set of questions. Mixed methods research combines qualitative and quantitative approaches by including both qualitative and quantitative data in a single study. The purpose of mixed methods research is to build on the synergy and strength that exists between qualitative and quantitative research methods to understand a phenomenon more fully than is possible using either qualitative or quantitative methods alone.³³ Developing explanations of social phenomenon, it describes phenomena as they naturally. In this study, the quantitative data obtained from questionnaire and qualitative data gained from interview.

³² Fraenkel, Wallen, and Hyun, *How to Design and Evaluate Research in Education*, (New York: Mc Graw Hill, 2012), p. 555

³³ Gay L. R, *Education Research: Competencies for Analysis and Application (Third Edition)*, (Columbus: Merrill Publishing, 1987), p. 481

It describes the condition of variable in that situation. It means that mixed methods is a research, which is combining two kinds of research where is the researcher conducted about in investigating the type, component attitudes and what are the factor that influences students' attitude on speaking activity in english zone program.

This is the purpose behind the concurrent embedded design. In this design, researchers first carry out quantitative methods and then use qualitative methods together to answer research questions. The type of quantitative data collection uses a Likert scale questionnaire to uncover attitudes and questionnaire checklist to uncover factors, the type of qualitative data collection used semi-structure interviews to uncover factors. Both types of data are analyzed separately, with the results of qualitative analysis used by researchers to expand quantitative research results. That is, in this study researchers used concurrent embedded design in mixed methods. Researchers conducted the first study with quantitative methods obtained from questionnaires, and continued with qualitative methods obtained from interviews to become deeper research.³⁴

It means that, in this study researchers used concurrent embedded design in types of mixed method. The researcher conducted the study first by quantitative method obtained from questionnaire, and continued with qualitative method obtained from interview for being the research deeper. Then, researcher presents this research based on the real data which find in the field without some addition or assumption of the researcher and presenting it in the explanation form of descriptive method.

³⁴ Fraenkel, Wallen, and Hyun, *How to Design and Evaluate Research in Education*, (New York: Mc Graw Hill, 2012), p.544

B. Subject of the Research

Subject of the research is the all students in English Tadris Study Program. Chose the subject because the researcher saw cases in the English zone, therefore that all TBI students were involved in this study. all respondents in semester 2, 4, 6, and 8 of the English Study Program at IAIN Curup 2019/2020 academic year were taken on the 18st of June 2020. Of 208 questionnaires distributed to respondents, they were only 76 respondents who filled in the questionnaires. Hence, the total number of respondents taking part in this survey as the samples of the current study is 76 people. Researcher used purposive sampling to gather information from participants.

C. Technique of Collecting Data

Technique of collecting data means the way which researcher used to collecting data or information from the participant. In this research researcher chose questionnaire and interview as techniques of collecting data.

a. Questionnaire

The questionnaire is a written collection of self-report questions to be answered by the selected research participant group.³⁵ The questionnaire was referring to quantitative method. The data of this research are collected by distributing some questions. The researcher use questionnaire to get respond from the students about how students' attitude towards speaking, and to get respond the factor that influence students' attitude. The questionnaire given to students is to answer research question

³⁵ Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing (Pendekatan Kuantitatif dan Kualitatif)*, (Yogyakarta: Graha Ilmu, 2006), p.388

number one, two, and three. The population was all of English Tadris students totaling approximately 208 participants, because all TBI students were involved in the English zone program.³⁶

The questionnaire prepared by researcher the type of the questionnaire is close-ended type. The researcher used close ended questions to answer research question, because close ended question are often good for surveys, Close-ended type was used to know the students about students' attitude and the factor that drive students' attitude towards speaking on the English zone. By including closed format questions in the questionnaire design, researcher can easily calculate statistical data and percentages.³⁷

The questionnaire to answer research question number one designed by yes or no choice, to answer research question number two designed by researcher used Likert Scale measuring with four options, the alternative options are:

Table 3.1
Likert Scale

| Strongly Agree | Agree | Disagree | Strongly Disagree |
|-----------------------|--------------|-----------------|--------------------------|
| 4 | 3 | 2 | 1 |

Likert scale is the most common used in measuring attitude, opinion, perception of respondents toward an object. In this technique, the students just answer the

³⁶ Martínez-Mesa, J., González-Chica, D. A., Duquia, R. P., Bonamigo, R. R., & Bastos, J. L. *Sampling: how to select participants in my research study?*. (Anais brasileiros de dermatologia, 2016), 91(3), p.326-330

³⁷ Sugiyono, *Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013), p.199

question of the questionnaire. The researcher sure the obtain data with the questionnaire is the best way for collecting data because the students easy to give information based on their answers that suitable to the questions in the questionnaire.

The questionnaire to answer research question number three designed by researcher used questionnaire checklist consists of one question and has several items to choose from to represent factors that influence attitudes. Several statements about what factors influences students' attitude on speaking activity in English zone program.

b. Interview

The researcher used interview to get respond from the students about students' attitude component and what are the factors that influences students' attitude on speaking activity in English zone program. The interview given to students is to answer research question number two and three. In this study, interview means the process of dialogue between the interviewer and students held by the WhatsApp applications. The aim is to get information about problems faced by students in using English on the English zone process. Sugiyono opined that interview can be done by face to face or by phone.³⁸

In interviews, Researcher used purposive sampling to gather information from participants. Purposive sampling technique, is the deliberate choice of a participant due to the qualities the participant possesses. This involves identification and selection of individuals or groups of individuals that are proficient and well-

³⁸ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2015), p.194

informed with a phenomenon. In addition to knowledge and experience, and pay attention the importance of availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner.³⁹ Based on the explanation above the researcher used purposive sampling based on qualification of peoples who active in class to help with relevant research. Thus, the researcher will interview several students from each semester.

Interview used in this research was semi-structured interview. Gay further explained that semi-structured interview is to take advantage of strengths of interviews.⁴⁰ In addition, Dawson said that in semi-structured interview the participant is free to talk about what she or he deems important, with little influence direction from researcher.

Respondents were give several questions about the problems they faced in the English zone program. About the problems they face when requiring them to speak English in the English zone. In the process the researcher used interview guidelines and recording devices. Then, the recorded file is converted into transcript text.

D. Instrument of the Research

Instrument is a tool or facility that is used on the research to collect the data.⁴¹ It means that instrument is the equipment's in the research that helped researcher to collect

³⁹ Tongco, M.D.C.. *Purposive sampling as a tool for informant selection*. (Ethnobotany Research and applications, 2017), 5, 147-158.

⁴⁰ Dawson, *Practical Research Method*, (Wiltshire: Cromwell Press, 2002), p. 14

⁴¹ Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka cipta, 2002), p.136

the data needed. The using of research instrument lead the researcher in gathering the information related to this research. To obtain the data, the researcher instrument are:

1. Questionnaire

The questionnaire in this research made based on theory of Eagle & Chaiken and Van den Berg in Jain stated that attitude has three elements i.e. Affect, Behavior, and Cognition. Affect denotes the individual's feelings about an attitude object. Behavior denotes the individual's intention towards to an attitude object. Cognitive denotes the beliefs an individual has about an attitude object.⁴² To measure how students' attitudes, the questionnaire was designed with an attitude indicators.⁴³

The research questionnaire consisted of several statements about how the types and components students' attitude are and what are the factors that influences students' attitude on speaking activity in English zone program. That can be seen in the table below:

Table 3.2
Blueprint of Questionnaire Yes or No Choice

| Items | Choice | |
|---|--------|----|
| | Yes | No |
| 1. Do you see the role of the speaking activity in the English zone can improve your pronunciation when speaking? | | |
| 2. Do you think the role of speaking activity in English zone can improve your fluency when speaking? | | |
| 3. Do you see the role of speaking activity in English zone can improve your speaking accuracy? | | |
| 4. Do you see the role of speaking activity in English zone can increase your vocabulary when speaking? | | |
| 5. Do you see the role of speaking activity in English zone can improve your comprehension when speaking? | | |

⁴² Jain, V. *3D model of attitude*. (International Journal of Advanced Research in Management and Social Sciences, 2014), 3(3), p.1-12.

⁴³ Harris, D. P. *Testig English as a second language*, (New York: mcgraw-hill, 2006), p.81

Table 3.3
Blueprint of Questionnaire Likert Scale

| Indicators of attitude | Sub indicators of attitude | Items | Judgments | | | |
|------------------------------|----------------------------|---|-----------|---|---|----|
| | | | SD | D | A | SA |
| Affective (emotion; feeling) | Interesting | 1. I am interested in using EFL in English zone because it can improve my fluency in speaking | | | | |
| | Like | 2. I like using EFL in English zone because it can improve my accuracy in speaking | | | | |
| | Motivation | 3. I am motivated to use EFL in English zone because it can improve my pronunciation in speaking | | | | |
| | | 4. I am motivated to use speaking in English zone because it can train me to comprehend the messages negotiated in the on-going communication that I take part in. | | | | |
| | Happy | 5. I am happy to use EFL in English zone because it can improve my vocabularies in speaking. | | | | |
| Cognitive | Opinion | 1. In my opinion , using EFL in English zone can train me to be fluent in speaking | | | | |
| | Belief | 2. I believe that using EFL in English Zone can help me improve my accuracy in speaking. | | | | |
| | Perspective | 3. In my perspective , high frequency of EFL speaking practice that I do in English zone will make me rehearse and improve my pronunciation . | | | | |
| | Understanding | 4. I understand that getting engaged into EFL speaking practice with others in English zone will give me | | | | |

| | | | | | | |
|--|------------------------|--|--|--|--|--|
| | | adequate input of English vocabularies. | | | | |
| | Perception | 5. In my perception , the more I communicate using EFL with others in English zone, the better my comprehension of the messages negotiated will be. | | | | |
| Behavior | Possible Action | 1. I want to continuously use EFL anytime I am around English zone because this way can maintain my fluent in English speaking | | | | |
| | | 2. I want to use EFL more often in English zone because all speaking partners there often help me check my speaking accuracy so that I can make further improvement. | | | | |
| | | 3. I want to speak English more often in English zone because I want to improve my pronunciation and make it more intelligible. | | | | |
| | | 4. I want to continuously use EFL anytime I am around English zone because this way contributes a lot to my vocabulary enrichment. | | | | |
| | | 5. I will continue to use EFL in English zone to increase my comprehension of the messages negotiated during speaking. | | | | |
| Note: SD (strongly disagree); D (disagree); A (agree); SA (strongly agree) | | | | | | |

The valid instrument means the instrument can be used to measure what should be measured. While, the reliable instrument means the instrument is stable, in other words, the instrument will collect the same data when used same time and same

object.⁴⁴ To examine the construct validity, the researcher asked the one Lecturer of English as a judgment expert, and then analyze the item with count the correlation between item scores and total scores of the instrument (*see appendix I*). The researcher gave questionnaires to all TBI students as respondents and will take data from the results of a questionnaire that is reversed. After the tried out of data have been collected, the researcher used Ms. Excel to analyze the data.

The questionnaire checklist consists of one question and has several items to choose from to represent factors that influence attitudes. Several statements about what factors drive students' attitudes towards speaking on the English Zone Program. That can be seen in the table below:

Table 3.4

Blueprint of Questionnaire Checklist

| What are the factors that drive your attitude towards using English as a Foreign Language on the English Zone Program ? |
|---|
| <ul style="list-style-type: none"> ○ Social environment ○ Role as a prospective English teacher who encourages active in English at a later time ○ An urge to like the English zone ○ Knowing about English zone ○ The reliability of friends (mediators) towards English in English zone. ○ Skills are mastered which encourage a tendency to speak English in the English zone. ○ Feel interest in English zone program ○ (Mediator) Friends who support to speak English in the English zone. ○ Attention to activities in English in the English zone. ○ Previous English skills that actively support English in the English zone. ○ Comfort in English in the English zone. ○ The habit of interacting with friends using English in the English zone. ○ Frequency of interactions with friends using English in the English zone. |

⁴⁴ Sugiyono, *Op.Cit*, p. 13

2. Interview Guidance

In order to get deep information researcher used interview to find about what are the factor that influence students' attitude on speaking activity in English zone program. So, the researcher must have interview guidance to indicate what questions are to be asked, during the formulation of the question, researcher made several improvements to get the most appropriate question in the content and context of the question.

The researcher designed the interview items based on the indicators. Interview items have validated by one of the Lecturer of English. (*See Appendix I*)

Table 3.5
Interview Guidance

| |
|--|
| <p>A. Opening</p> <ul style="list-style-type: none"> ○ Thank-you note ○ Introduction ○ Submitting the purpose of the interview ○ Explanations related to the confidentiality of the identity of sources and the essence of data use ○ Explanation related to the range of time that will be taken for the interview process ○ Explanation related to in-depth interview procedures <p>B. Questions of factors that influence attitudes towards English in the English zone.</p> <p>In your opinion, what are the factors that influence your attitude towards English in the English zone?</p> <p>The information that was extracted was as follows:</p> <ul style="list-style-type: none"> ○ Attention to activities in English in the English zone. ○ Knowing the existence of the English zone. ○ The victory of the English zone. ○ Comfort in English in the English zone. ○ (Mediator) Friends who support to speak English in the English zone. ○ The reliability of friends (mediators) in English in the English zone. ○ Previous English skills that actively support English in the English zone ○ Social environment |
|--|

- An urge to like the English zone
- The habit of interacting with friends using English in the English zone
- Frequency of interactions with friends using English in the English zone.
- Role as a prospective English teacher who encourages active in English in the English zone
- Skills are mastered which encourage a tendency to speak English in the English zone.

C. Closing

- Negotiate other comments that the resource person might have
- Thank-you note

Table 3.6
Interview Guidance

A. Opening

- Thank-you note
- Introduction
- Submitting the purpose of the interview
- Explanations related to the confidentiality of the identity of sources and the essence of data use
- Explanation related to the range of time that will be taken for the interview process.

B. Questions about attitudes towards using english as a foreign language in the English Zone

- How do you feel about using English in the English zone?
- How do you view the role of English in the English zone in terms of your *pronunciation* when speaking?
- How do you view the role of English in the English zone in terms of your *fluency* when speaking?
- How do you view the role of English in the English zone in terms of your *accuracy* when speaking?
- How do you view the role of English in the English zone in terms of your *vocabulary* when speaking?
- How do you view the role of English in the English zone in terms of your *comprehension* when speaking?
- In your opinion, how likely are you to adopt the use of English as a foreign language in the English zone in the future? (please explain)

C. Closing

- Negotiate other comments that the resource person might have
- Thank-you note

3. WhatsApp Application

The researcher used WhatsApp application to do this interview. In this study, interview means the process of dialogue between the interviewer and students held by the WhatsApp applications. The aim is to get information about problems faced by students towards speaking on the English zone process. Sugiyono opined that interview can be done by face to face or by phone.⁴⁵

Therefore, the researcher used the WhatsApp because the researcher could replay voice note from the students' response when answering the questions, than get the information completely and accurately.

E. Validity

According to Sugiyono, validity is process of requirement to get justifiable (valid) the result of the research. A valid instrument means the instrument is appropriate to measure what should be measured.⁴⁶ Here, in this research, the researcher asked assists a lecturer of English Study Program to acquire comment and feedback. There were four points of feedback given by validator: Suitability of indicators, language used of each items, amount of the question items, and appropriateness of the questionnaire accurateness. Then, to get the construct validity, the researcher tried out the questionnaire to 20 students of 8thA semester academic year 2019/2020. And the last step was try-out, the research used Ms. Excel application in data analysis to measure whether the items are valid or not and as a result the items were valid.(See appendix II)

⁴⁵ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2015), p.194

⁴⁶ Sugiyono Op. Cit, p135

F. Reliability

The reliability in this research was measured by using Cronbach Alpha. Cronbach's alpha is the most popular measure of reliability. It is generally used when a researcher has multiple questions with Likert scale in a survey/questionnaire to determine if the scale is reliable. In the psychometric test, most descend in the range of 0.75 to 0.83 with at least one asserting a Cronbach's alpha up to 0.90.

Table 3.7
Cronbach's Alpha

| Cronbach's Alpha | Internal Consistency |
|-------------------------|-----------------------------|
| $\alpha \geq 0.9$ | Excellent |
| $0.9 > \alpha \geq 0.8$ | Good |
| $0.8 > \alpha \geq 0.7$ | Acceptable |
| $0.7 > \alpha \geq 0.6$ | Questionable |
| $0.6 > \alpha \geq 0.5$ | Poor |
| $0.5 > \alpha$ | Unacceptable |

The reliability analyzing in this research was by using Ms. Excel. As a result, the questionnaire has internal consistency 0.832. It means that the items have "excellent" grade of internal consistency. Accordingly, the items of questionnaire were reliable. (*See appendix II*)

G. Technique of Data Analysis

After researcher collected the data from the participants, researcher continued to analyze the data. Data analysis is the process of systematically searching and compiling the data obtained from interviews, document analysis and others.

a. Data from questionnaire

After researcher got the data about types, components of students' attitude and what are the factor that influences students' attitude on speaking activity in English zone program, the data will be collect by the students' response in tabulate, and find out the percentage of the students by using percentage technique. The steps were: The first steps for analysis the data was scoring. Scoring was against the grain of questions contained in the questionnaire. The questionnaire in this study used Likert Scale which was the most common scale that were used in measuring attitude, opinion and perception of respondents toward subject the maximum score in the Likert scale is 4 and the minimum score is 1. In scoring, the researcher counted the number of students given answer in the item based on the questionnaire.

The second steps were the researcher accounted the score of the total frequency was divided with the total questions. It was use to get the students' opinion about students' attitude towards using English as a foreign language on the English zone.

In order to get the mean score, for each statement was multiplied with each value (Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1).

The formula was described bellow:

$$x = (f SAx4) + (f Ax3) + (f Dx2) + (f SDx1)$$

Where: Frekuensi, SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree

In scoring, the researcher counted the number of students given answer in the item based on the questionnaire. The next step, the researcher accounted the percentage of the each items of questionnaire based on the students answer in questionnaire. It follows the formula:

$$P = \frac{\sum \text{Score}}{\text{Max Score}} \times 100\%$$

Where:

P: Percentage, \sum score: Total score, Max score: Maximum score

After that, it determined the highest percentage score, the formula was:

$$\frac{\text{Total score each item}}{\text{Maximum score } \times \text{ item of each indicator}} \times 100 \%$$

After knowing the percentage in each indicator, the research want to categorize each category in factors of students' attitude towards using English as a foreign language on the English zone, the formula was:

$$\frac{\text{Total score each item}}{\text{Maximum score } \times \text{ item of all indicator on each category}} \times 100 \%$$

After counting the percentage, the researcher determined the interval (distance range) and interpretation of percentage in order to find out the assessment by the method of finding the percentage score interval.

To know the level of the criteria, the result of mean score that the researcher got was consulted to the criterion table.

Table 3.8
Agreement of the Term for Positive Attitude

| Scale | Category |
|-------------------|----------|
| Strongly Agree | Positive |
| Agree | Attitude |
| Disagree | Negative |
| Strongly Disagree | Attitude |

The table above was categorized from Likert scales that devised the students' attitude in four categorized. Based on the accounted with four the categories the result of much calculation was categorize by positive and negative attitude.⁴⁷ The result of data from questionnaire, it showed the percentage and then the category divided into categories, there are:

- a) 60% - 100% = Positive
 - b) 10% - 60% = Negative
- b. Data from interview
- 1) Data Managing

Data managing involve creating and organizing the data collected during the study.⁴⁸ Data managing is in order to make sure that you have gotten. The main purpose of data managing is first to organize the data and check it for

⁴⁷ Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2004), p.89

⁴⁸ L.R. Gay and Peter Airasian, *Educational Research*, (USA: Clarinda Company, 2000), p.224

completeness, second is to start the researcher on the process of analyzing and interpreting the data. In this research this step will be used to organized the data form observation and interview based on indicators.

2) Reading

It makes a general sense of the information and reflects on its overall meaning. What are the Participants response, and some answering from interview. The researcher read all the data to get general description of the data, hence the researcher know how to arrange those appropriately.

3) Description

After identifying the data, Researcher makes the description. Description is based on the observation and interview which are to provide the true pictures of the settings and events that took places in it. In this step, the researcher will describe the data from interview from tape recorder that changed into written transcript text. Then, it can help to do next step in analyzing the data.

4) Classifying

Next step is classifying the data. Classifying is ordering field notes or written text into categories that represent different aspects of the data.⁴⁹ After the researcher describe all of the data in interview, then researcher start to classify each of data in several categories based on the research question and indicators of the theory.

⁴⁹ Li, W., Han, J., & Pei, J. *CMAR: Accurate and efficient classification based on multiple class-association rules*. (IEEE: international conference on data mining, 2001), p.369-376

5) Interpreting

The last step in analyzing the data is interpreting. It is also a part of process of writing result of a study. Interpreting is reflective, integrative and explanatory aspects of the connections, common aspects, and linkages among the data, especially the identified categories and pattern. The final step in data analysis involves making an interpretation or meaning of the data. These lessons could be the researcher's personal interpretation, couched in understanding. It could be a meaning derived from a comparison of the findings with information gleaned from the literature or After the researcher interpret the data.

CHAPTER IV

FINDING AND DISCUSSION

This chapter provides the findings and discussion of this research whereby the given details are anchored in the focuses formulated in the problem statements of this research.

A. Finding of The Research

The findings of this research was presented based on research questions, the data comprises, students' attitude on speaking activity in English zone program, and the factors that influence students' attitude on speaking activity in English zone program.

1. The types of English department students' attitude on speaking activity in English zone program

The questionnaire was made with 5 items to investigate the types of students' attitudes on speaking activity in the English zone.

Based on the results of the questionnaire, TBI students have a positive attitude in speaking activity on the English zone program, this statement can be seen in the table below which shows that almost all TBI students agree that the English zone can improve their speaking by adding vocabulary, pronunciation, accuracy, fluency, and comprehension in speaking.

Table 4.1

| Items | Choice | |
|---|--------|-------|
| | Yes | No |
| 1. Do you see the role of the speaking activity in the English zone can improve your pronunciation when speaking? | 90,8% | 9,2% |
| 2. Do you think the role of speaking activity in English zone can improve your fluency when speaking? | 89,5% | 10,5% |
| 3. Do you see the role of speaking activity in English zone can improve your speaking accuracy? | 86,8% | 13,2% |
| 4. Do you see the role of speaking activity in English zone can increase your vocabulary when speaking? | 92,1% | 7,9% |
| 5. Do you see the role of speaking activity in English zone can improve your comprehension when speaking? | 88,2% | 11,8% |

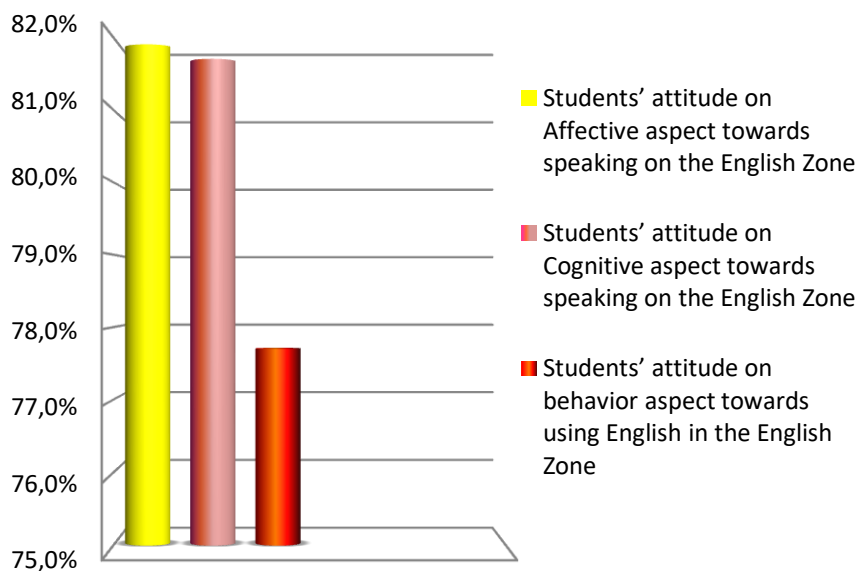
2. The component English department students' attitude on speaking activity in English zone program

The questionnaire was made with 15 items from 3 categories to investigate students' attitudes towards speaking on the English zone.

All respondents' responses were calculated statistically. In the table below, the researcher took the most frequency to investigate Student attitudes in the English zone program whether positive or negative attitudes. Furthermore, in-depth interview was undertaken on the 6st of July 2020 who previously been selected as the research participants through purposive sampling technique.

Diagram 4.1

**The total of Students' attitudes on speaking activity in English zone
based on Questionnaire**



Based on the questionnaire given by the students, it shows that most students have a positive attitude component in speaking activity on English zone. This could be seen in the statement of the students 'questionnaire' attitude on affective aspects which has a percentage of 81.9%, and based on the results of interviews some students expressed interest in using English as a foreign language especially speaking on the English zone. Furthermore, based on the questionnaire statement students' attitude on cognitive aspects had a percentage of 81.7% and the results of interviews showed that some students showed positive attitudes seen in the results of the interview that they said speak English in English zone can help them explore new vocabulary more with words but similar meanings. and the last is seen on the

questionnaire the statement of the students attitude on behavior aspect which has a percentage of 77.7%, and the results of the interview some students said a kind of intention to apply English in his as future's professionalism and to show identity as an English student.

3. The factors that influence students' attitude on speaking activity in English zone Program

The data with respect to the factors influencing Students' Attitude in speaking activity on English Zone Program were collected from a questionnaire and an in-depth interview. In this research, two techniques of collecting data were carefully assigned to pursue the credibility of data and to maximally reduce the bias. The questionnaire was given to all TBI students. In addition, in-depth interview was undertaken on the 29st of June 2020 with purposive sampling.

Based on the results of the questionnaire, the use of a questionnaire in this research really contributed to help investigate a wide range of factors influencing Students' Attitude towards speaking on the English Zone Program this research was exerted as an additional instrument to back up the interview data as well as to confirm the credibility and to reduce the bias of data garnered from interview, the questionnaire was disseminated to all TBI students. The following table presents the result of questionnaire with respect to the factors influencing using English as a Foreign Language on the English Zone Program.

Table 4.2

**The factors that influence Students' Attitude on speaking activity in
English Zone Program**

| No | Attitudinal statements | The numbers of respondents | Percentage |
|-----------|--|-----------------------------------|-------------------|
| 1 | Social environment | 57 | 76% |
| 2 | Role as a prospective English teacher who encourages active in English at a later time | 53 | 70,7% |
| 3 | An urge to like the English zone | 48 | 64% |
| 4 | Knowing about English zone | 46 | 61,3% |
| 5 | The reliability of friends (mediators) towards English in English zone. | 46 | 61,3% |
| 6 | Skills are mastered which encourage a tendency to speak English in the English zone. | 46 | 61,3% |
| 7 | Feel interest in English zone program | 40 | 53,3 |
| 8 | (Mediator) Friends who support to speak English in the English zone. | 42 | 56% |
| 9 | Attention to activities in English in the English zone. | 35 | 46,7% |
| 10 | Previous English skills that actively support English in the English zone. | 35 | 46,7% |
| 11 | Comfort in English in the English zone. | 31 | 41,3% |
| 12 | The habit of interacting with friends using English in the English zone. | 20 | 26,7% |
| 13 | Frequency of interactions with friends using English in the English zone. | 16 | 21,3% |

Based on the results of the questionnaire and interview, TBI students have several factors that influence their attitudes in the speaking activity on the English Zone Program, namely: the first is the attractiveness of the English zone,

the second is future profession, the third is proficiency in English, the fourth is environment, and the fifth is reliability of friends.

B. Discussion of The Research

1. The types of Students' attitudes on speaking activity in English zone program.

The survey results using a questionnaire to all respondents in semester 2, 4, 6, and 8 of the English Study Program at IAIN Curup 2019/2020 academic year. Of 208 questionnaires distributed to respondents, there were only 76 respondents who filled in the questionnaires. Hence, the total number of respondents taking part in this survey as the samples of the current study is 76 people. The questionnaire was made with 5 items to investigate the types of students' attitudes on speaking activity in English zone.

To establish effective communication, especially in English, the influence of attitude is very important to cause a desire in someone to act. Therefore, students feel that the influence of attitude is very important to increase their confidence in using English as a foreign language in English zone.

In addition, the results of the data found that students have a positive attitude towards the use of foreign languages in the English zone, this is also in line with previous research findings Parichart & Channarong said Students with positive attitude towards speaking English reported significantly greater overall strategy use than those students with negative attitude.⁵⁰ Based on the results of previous studies the types of students' attitudes on speaking activity in English zone show a positive

⁵⁰ Toomnan, P., & Intaraprasert, C.

attitude. Likewise with the results that researchers found, students who were in TBI IAIN Curup showed a positive attitude towards using English as a foreign language in the English zone.

2. The component students' attitude on speaking activity in English zone program

Attitude has 3 components, namely behavioral, affective, and cognitive. Based on the data that has been collected, the attitudes of TBI students on speaking activity in English zone can be identified from 3 components of attitude. First, regarding the behavioral aspects of attitude, the majority of students have a positive attitude. According to Kara stated that Positive attitudes lead to the exhibition of positive behavior towards courses of study, with participants absorbing themselves in courses and learning to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally. From these findings, this indicator gets a percentage of 77.7%. This shows that students have a high percentage of aspects of behavior, such as students want to speak English more often in the English zone because some of students want to improve their pronunciation and make it more intelligible.

In terms of attitude on cognitive aspects, in this case with the belief and ability possessed by students can increase fluency, accuracy, pronunciation, vocabulary, and comprehension of students to continue to use English as a foreign language. Most students have a positive cognitive attitude seen in the percentage of 81.7% can be categorized very high. Because, most students believe that communicate using EFL

with others in English zone, the better students' comprehension of the messages negotiated will be and will give students adequate input of English vocabularies.

And the last, attitude on Affective aspects like an emotion; feeling, increase their willingness to use foreign languages. Because, with a sense of interest and encouragement in themselves towards the use of English it helps them improve their speaking skills, especially on fluency, and increase their vocabulary in speaking a foreign language. Based on the findings of students' affective attitudes towards using English in the English Zone has a percentage of 81.9%. This is the highest percentage of all indicators measured by researchers. From these findings it can be seen that students have a positive attitude towards using English as a foreign language in the English zone.

Based on the results of the study, it is revealed that students have a high percentage of three components in attitude, this is in line with previous study from Tayebeh research showed that attitude of EFL learners in the city of Darrehshahr to learning English has 3 component attitude with high percentage all of attitude component and there is a significant relationship between attitude and speaking proficiency.

3. The factors that influence Students' Attitude on speaking activity in English zone program

In collecting data to look for any factors that influence students' attitudes towards the use of English, researchers conducted interviews with each class representative from each semester. So there were 13 respondents interviewed.

Based on the results of interviews of several students, and found factors that influence student attitudes originate from affective, cognitive, and behavior factors.

Based on affective factors, most of the students interviewed said that they used English because there was an interest in the English zone program and there was a sense of comfort when using English in the scope of the English zone. Because, to improve speaking skills.

Based on cognitive factors, there are some students who say that they use English in the English zone because they want to continue to improve their previous abilities so they continue to practice using English in the English zone or outside the English zone. Furthermore, seeing friends who are proficient in using English in the English zone makes them motivated to continue learning to speak English.

Based on the behavior factor, some students said that there were influences from friends, the environment, and lecturers who were in the English language. The social environment always invites them to interact using English. So they are also accustomed to using it in the English zone. As well as the influence of the lecturer who always reminded him to continue to hone speaking skills in the classroom and outside the classroom as in the English zone. And there are some students who have the desire to become teachers, so that makes them continue to practice their English skills in the English zone, especially in speaking skills. Because, they assume when becoming an English teacher must have quality English language skills.

Based on the results of the study, it was revealed that students had several factors that influenced their attitude on speaking activity in the English Zone. The results of

this study are in line with previous studies by Ruly Morgana, which explains that the factors that influence attitudes consist of the social environment, The role is related to professionalism as an English teacher, and also the habit of learning.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and interpreting the obtained data in the previous chapter, the conclusion and suggestion as the last part of this research are taken. The conclusion below is the answer of the research question, while suggestion is intended to readers who are interested in doing further research on this area.

A. Conclusion

1. The types of Students' attitudes on speaking activity in English zone program.

The English study program students involved as the subject of this study have a positive attitude towards speaking on the English zone. Their positive attitude is represented by their positive evaluative relating to students' attitude with a high percentage. It can be said that students have a positive attitude on speaking activity in English zone program.

2. The components of Students' attitudes on speaking activity in English zone program.

Based on the results of the study revealed that students have a motivational attitude towards the 3 components of attitude, Effectively, and cognitive students show a high percentage components of attitude seen in the statement they chose with a high percentage and based on the delivery they conveyed during the interview. Behavior students also show a high percentage seen in the statements given and the results of the interviews they convey, it can be said that students have a positive attitude based on components of attitude on speaking activity in English zone program.

3. The factors that influence Students' Attitude on speaking activity in English zone program.

Beyond the positive attitudes that students of English study programs have, there are a number of factors that influence their own attitudes. These factors include: 1) Social environment, 2) The role is related to professionalism as an English teacher, 3) The acceptability of English Zone, 4) Attention English Zone, 5) The merit of the mediator to use EFL in the English Zone, 6) Prior knowledge associated with English Zone, 7) The attractiveness of English Zone, 8) Good mediators toward using EFL in English Zone, 9) The habit of learning, 10) The frequency of interaction towards using EFL in English Zone.

B. Suggestion

The writer propose the suggestion from the result of the research as follows:

1. For English Study Program and HMPS

The writer hopes this research could be used for the English program study and HMPS to enrich the references of students' attitude and the factors that drive Students' Attitude towards Using English as a Foreign Language on the English Zone Program. Hence, the English program study and HMPS can help the students' who difficult in using English and method in using English after has known about the students' attitude and factors of difficulties faced by students towards using English as a foreign language in English zone.

2. For The Students

The students can improve their capability in using English. the students also can choose the suitable ways in overcoming all of the factors of difficulties that oftenly faced by students in using English.

3. For Further Researcher

For the further researchers have to make the other research which is better than this research. The next researcher may also use this research as the related finding if it is needed.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : **167** /In.34/FT/PP.00.9/12/2019

Tentang

**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
5. Keputusan Menteri Agama RI Nomor B.II/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Prihantoro, S.S., M.Pd** **19750820 200801 1 004**
2. **Henny Septia Utami, M.Pd** **2016098903**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Dwi Utari Fransiska**

N I M : **16551012**

JUDUL SKRIPSI : **Students Attitude Towards Using English As A foreign Language (A Case On English Zone Program).**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;



Ditetapkan di Curup,
Pada Tanggal 3 Desember 2019
Dekan

Haaldi Nural

Tembusan : Disampaikan Yth ;

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : DWI UTAMI PRATIWIKA
 NIM : 16551012
 FAKULTAS/JURUSAN : TARBIYAH / TADris BAHASA INGGRIS
 PEMBIMBING I : PRIHANTORO, S.S., M.Pd
 PEMBIMBING II : HENNY SEPTIA UTAMI, M.Pd
 JUDUL SKRIPSI : STUDENTS' ATTITUDE TOWARDS USMA ENGLISH
AS A FOREIGN LANGUAGE (A CASE OF ENGLISH
ZONE PROGRAM)

- * Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;
- * Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
- * Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : DWI UTAMI PRATIWIKA
 NIM : 16551012
 FAKULTAS/JURUSAN : TARBIYAH / TADris BAHASA INGGRIS
 PEMBIMBING I : PRIHANTORO, S.S., M.Pd
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 JUDUL SKRIPSI : STUDENTS' ATTITUDE TOWARDS USMA ENGLISH
AS A FOREIGN LANGUAGE (A CASE OF ENGLISH
ZONE PROGRAM)

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,
An. Prihantoro
 Prihantoro S.S., M.Pd
 NIP. 19750820 2008 01 1004

Pembimbing II,
Henny Septia Utami
 Henny Septia Utami, M.Pd
 NIP. 2016090903



| NO | TANGGAL | Hal-hal yang Dibicarakan | Paraf Pembimbing I | Paraf Mahasiswa |
|----|------------|--|-----------------------|----------------------------|
| 1 | 30/09/2020 | Perbaikan secara umum bab I & II | <i>An. Prihantoro</i> | <i>Dwi Utami Pratiwika</i> |
| 2 | 4/05/2020 | Revisi Background dan Topik yang ada di Chapter II | <i>An. Prihantoro</i> | <i>Dwi Utami Pratiwika</i> |
| 3 | 9/05/2020 | Perbaikan Bab 3 serta pembuatan instrument | <i>An. Prihantoro</i> | <i>Dwi Utami Pratiwika</i> |
| 4 | 14/05/2020 | Perbaikan instrument | <i>An. Prihantoro</i> | <i>Dwi Utami Pratiwika</i> |
| 5 | 7/07/2020 | Revisi awal bab I & II | <i>An. Prihantoro</i> | <i>Dwi Utami Pratiwika</i> |
| 6 | 27/07/2020 | Perbaikan cara penulisan referensi | <i>An. Prihantoro</i> | <i>Dwi Utami Pratiwika</i> |
| 7 | | | | |
| 8 | | | | |



| NO | TANGGAL | Hal-hal yang Dibicarakan | Paraf Pembimbing II | Paraf Mahasiswa |
|----|------------|---|---------------------------|----------------------------|
| 1 | 27/03/2020 | Perbaikan Background Penelitian Chapter I | <i>Henny Septia Utami</i> | <i>Dwi Utami Pratiwika</i> |
| 2 | 1/04/2020 | Perbaikan Operational Definitions dan Significance of the Study | <i>Henny Septia Utami</i> | <i>Dwi Utami Pratiwika</i> |
| 3 | 10/04/2020 | Perbaikan Chapter II dan Pembahasan topic dan sub topic | <i>Henny Septia Utami</i> | <i>Dwi Utami Pratiwika</i> |
| 4 | 23/04/2020 | Tata cara penulisan di Chapter I & II | <i>Henny Septia Utami</i> | <i>Dwi Utami Pratiwika</i> |
| 5 | 27/04/2020 | Penambahan teori-teori yang digunakan di Chapter II | <i>Henny Septia Utami</i> | <i>Dwi Utami Pratiwika</i> |
| 6 | 15/05/2020 | Perbaikan Chapter III serta Pembuatan instrument | <i>Henny Septia Utami</i> | <i>Dwi Utami Pratiwika</i> |
| 7 | 5/06/2020 | ACC Pengisian instrument dan revisi Chapter I & II | <i>Henny Septia Utami</i> | <i>Dwi Utami Pratiwika</i> |
| 8 | 20/07/2020 | Revisi keseluruhan Chapter I-III beserta Abstrak | <i>Henny Septia Utami</i> | <i>Dwi Utami Pratiwika</i> |

Appendix.I

Validation of Questionnaire

| Indicators of attitude | Indicators of EFL speaking | Items | Judgments | | | |
|------------------------------------|----------------------------|---|-----------|---|----|---|
| | | | SD | D | SA | A |
| Affective (emotion; feeling) | Interesting | 6. I am interested in using EFL in English zone because it can improve my fluency in speaking | | | | |
| | Like | 7. I like using EFL in English zone because it can improve my accuracy in speaking | | | | |
| | Motivation | 8. I am motivated to use EFL in English zone because it can improve my pronunciation in speaking | | | | |
| | | 9. I am motivated to use EFL in English Zone because it can train me to comprehend the messages negotiated in the on-going communication that I take part in. | | | | |
| | Happy | 10. I am Happy to use EFL in English zone because it can improve my vocabularies in speaking. | | | | |
| Cognitive | Opinion | 6. In my opinion, using EFL in English zone can train me to be fluent in speaking | | | | |
| | Belief | 7. I believe that using EFL in English Zone can help me improve my accuracy in speaking. | | | | |
| | Perspective | 8. In my perspective , high frequency of EFL speaking practice that I do in English zone will make me rehearse and improve my pronunciation . | | | | |
| | Vocabulary | 9. I understand that getting engaged into EFL speaking practice with others in English zone will give me adequate input of English vocabularies . | | | | |

| | | | | | | |
|--|------------------------|--|--|--|--|--|
| | Perception | 10. In my perception , the more I communicate using EFL with others in English zone, the better my comprehension of the messages negotiated will be. | | | | |
| Behavior | Possible Action | 6. I want to continuously use EFL anytime I am around English zone because this way can maintain my fluent in English speaking | | | | |
| | | 7. I want to use EFL more often in English zone because all speaking partners there often help me check my speaking accuracy so that I can make further improvement. | | | | |
| | | 8. I want to speak English more often in English zone because I want to improve my pronunciation and make it more intelligible. | | | | |
| | | 9. I want to continuously use EFL anytime I am around English zone because this way contributes a lot to my vocabulary enrichment. | | | | |
| | | 10. I will continue to use EFL in English zone to increase my comprehension of the messages negotiated during speaking. | | | | |
| Note: SD (strongly disagree); D (disagree); A (agree); SA (strongly agree) | | | | | | |

Note:

1. Statements with blue color are ones modified by the validator. The modification is made resting upon the essence of ABC model of attitude as proposed by Eagly and Cheiken (2007). The other component modified is wording of the statement.
2. The questionnaire can be further statistically tested or examined in order to gain the scores of validity and reliability.
3. For statistical test, validity can be tested using **Bivariate correlation formula**, and reliability can be tested using **Alpha Cronbach formula**. The author can watch Sahid Raharjo's Youtube Channel to learn how to calculate validity and

reliability using IBM SPSS. The author can also watch other YouTube channels if the statistical calculation uses Excel.

Curup, June 12th, 2020

Validator

Ruly Morganna. M. Pd.

Validation of Interview

| Indicators of attitude | Indicators of EFL speaking | Items |
|--|----------------------------|---|
| Affective (emotion; feeling) Cognitive (belief; perspective; opinion; understanding; perception) Behavior (possible action) | Fluency | 1) How do you feeling when you convey ideas but is not fluency in using english ? 2) Please, give your opinion about fluency in using English |
| | Accuracy | 3) Do you think accuracy is important thing in using EFL ? why? 4) Do you have difficulties in accuracy when do an conversation in english? explain! 5) How do you overcome it? |
| | Pronunciation | 6) How do you feeling about pronunciation in using english ? 7) Please, give your opinion about pronunciation as a important thing in using English! 8) How do you solve it? |
| | Vocabulary | 9) Do you think vocabulary is significant thing in using english? why? 10) Do you have difficulties in vocabulary when inform ideas in English zone? explain! 11) How do you overcome it? |
| | Comprehension | 12) Do you think comprehension is important before and during using english in the english zone? why? 13) Is there any problem with your comprehension? Why? 14) How do you solve it? 15) In your opinion, what are the factors that influence your attitude towards using english as a foreign language on the english zone program |

Saran Validator:

Gunaan teori psikologi terkait pembentukan sikap dalam domain affective, cognitive, dan behavior.

Dalam kajian attitude, teori faktor sikap di dilihat dari teori-teori pembentukan sikap, seperti berikut ini:

A. Attitudinal Cognitive Construction

From Information Processing Paradigm Model (McGuire, 1960)

- Attention to an attitudinal object
- The object is comprehensible
- The object is attractive

- The object is acceptable

From Attribution Approach Theory (Jones & Davis, 1965)

- The mediator of an attitudinal object
- The mediator's related ability to an attitudinal object

From Elaboration likelihood Model (Petty & Cacioppo, 1986)

- Comprehension towards an attitudinal object
- Related previous knowledge to an attitudinal object

From Heuristic Systematic Model (Chen, Serena, & Chaiken, 1999), and Social Judgment Theory (Sherif, 1936)

- Social environment
- The encouragement to accept an attitudinal object

B. Attitudinal Affective Construction

From Classical Conditioning Theory (Pavlov, 1926), and Operant conditioning theory (Skinner, 1957)

- The habit of dealing with an attitudinal object

From Mere Exposure Theory (Zajonc, 1968)

- The frequency of interaction towards an attitudinal object

C. Attitudinal Behavioral Construction

From Role Playing Theory (Streltzer & Koch, 1968)

- The role related to an attitudinal object

From Cognitive Dissonance Theory (Festinger, 1957)

- Related skills to an attitudinal object which can defeat the contrastive attitude made in the affective domain

Jadi, bila dibuat dalam bentuk interview, maka idealnya menggunakan interview mendalam (in-depth interview) karena informasi terkait faktor ini tidak bisa kita kontrol dengan sekat-sekat pertanyaan yang sudah disiapkan sebelumnya, meskipun itu pertanyaan berbentuk open-ended. Faktor itu adalah latar belakang terjadinya sebuah sikap yang sangat kompleks, jadi idealnya interview yang dilakukan adalah interview mendalam, dimana protocol nya hanya berupa garis besar indikator saja. Nanti pewawancara yang secara aktif mengejar data dengan pertanyaan kontekstual sesuai kondisi namun berlandaskan indikator teori pembentukan sikap.

Berikut contoh pertanyaan in-depth interview. Silahkan gunakan protokol ini untuk mengambil data.

**Panduan Wawancara
(In-Depth Interview)**

A. Pembukaan

- Ucapan terima kasih
- Perkenalan
- Penyampaian tujuan wawancara
- Penjelasan terkait kerahasiaan identitas narasumber dan esensi kebergunaan data
- Penjelasan terkait kisaran waktu yang akan ditempuh untuk proses wawancara
- Penjelasan terkait prosedur wawancara (in-depth interview)

B. Pertanyaan faktor yang mempengaruhi sikap terhadap berbahasa Inggris di English zone

Menurut anda, apa saja faktor yang mempengaruhi sikap anda terhadap berbahasa Inggris di English zone?

Perluasan informasi yang dicari adalah sbb:

- Perhatian terhadap aktivitas berbahasa Inggris di English zone.
- Mengetahui adanya English zone.
- Kemenarikan English zone.
- Kenyamanan dalam berbahasa Inggris di English zone.
- (Mediator) Teman-teman yang mendukung untuk berbahasa Inggris di English zone.
- Keandalan teman-teman (mediator) dalam berbahasa Inggris di English zone.
- Kemampuan bahasa Inggris sebelumnya yang mendukung aktif berbahasa Inggris di English zone
- Lingkungan sosial
- Dorongan untuk menyukai English zone
- Keterbiasaan berinteraksi dengan teman-teman menggunakan bahasa Inggris di English zone
- Frekuensi interaksi dengan teman-teman menggunakan bahasa Inggris di English zone.
- Peran sebagai calon guru bahasa Inggris yang mendorong aktif dalam berbahasa Inggris di English zone
- Skills yang dikuasai yang mendorong kecenderungan untuk berbahasa Inggris di English zone.

C. Penutup

- Menegosiasikan komentar lain yang mungkin dimiliki oleh narasumber
- Ucapan terima kasih

Curup, June 12th, 2020
Validator

Ruly Morganna, M. Pd.

Appendix.II

Validity

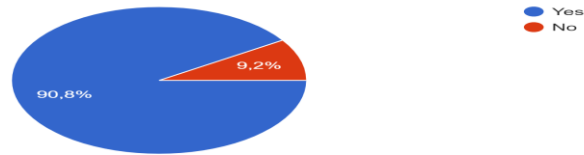
| Responden | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | P12 | P13 | P14 | P15 | Jumlah |
|-----------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|--------|
| DS | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 4 | 3 | 4 | 2 | 3 | 3 | 4 | 4 | 48 |
| AGU | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 48 |
| HKS | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 52 |
| AP | 3 | 3 | 3 | 4 | 4 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 4 | 3 | 2 | 45 |
| DM | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 50 |
| AM | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 45 |
| ADR | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 49 |
| SS | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 59 |
| HMA | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 46 |
| M | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 52 |
| AEWU | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 52 |
| FA | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 46 |
| DW | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 45 |
| DLA | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 51 |
| IN | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 52 |
| A | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 50 |
| DO | 3 | 3 | 4 | 3 | 3 | 2 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 4 | 50 |
| JS | 3 | 3 | 3 | 3 | 2 | 3 | 4 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 41 |
| ES | 3 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 3 | 51 |
| IIB | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 39 |

| Pertanyaan | r - hitung | r - tabel | keputusan |
|------------|------------|-----------|-----------|
| 1 | 0,501 | 0,444 | valid |
| 2 | 0,554 | 0,444 | valid |
| 3 | 0,462 | 0,444 | valid |
| 4 | 0,572 | 0,444 | valid |
| 5 | 0,590 | 0,444 | valid |
| 6 | 0,554 | 0,444 | valid |
| 7 | 0,533 | 0,444 | valid |
| 8 | 0,464 | 0,444 | valid |
| 9 | 0,577 | 0,444 | valid |
| 10 | 0,674 | 0,444 | valid |
| 11 | 0,542 | 0,444 | valid |
| 12 | 0,565 | 0,444 | valid |
| 13 | 0,588 | 0,444 | valid |
| 14 | 0,603 | 0,444 | valid |
| 15 | 0,568 | 0,444 | valid |

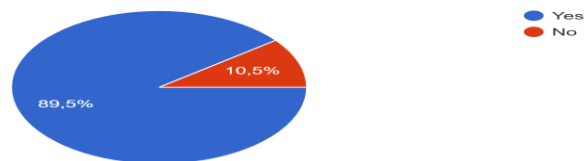
Appendix.III

Questionnaire Yes or No Choice

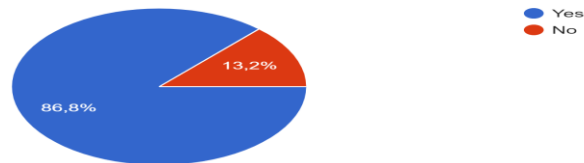
1. Do you see the role of the speaking activity in the English zone can improve your pronunciation when speaking?
76 tanggapan



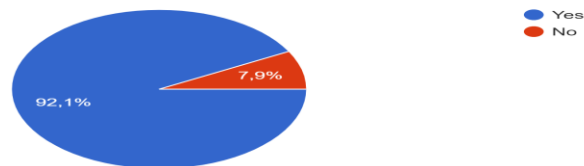
2. Do you think the role of speaking activity in English zone can improve your fluency when speaking?
76 tanggapan



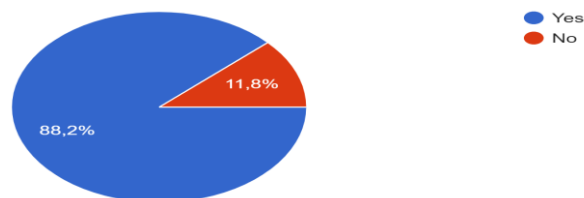
3. Do you see the role of speaking activity in English zone can improve your speaking accuracy?
76 tanggapan



4. Do you see the role of speaking activity in English zone can increase your vocabulary when speaking?
76 tanggapan

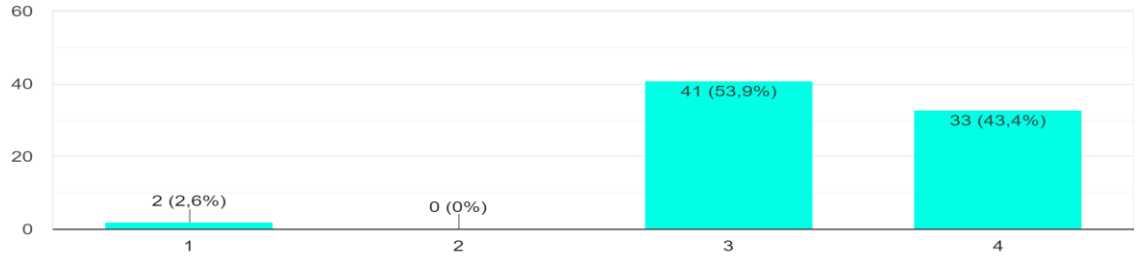


5. Do you see the role of speaking activity in English zone can improve your comprehension when speaking?
76 tanggapan

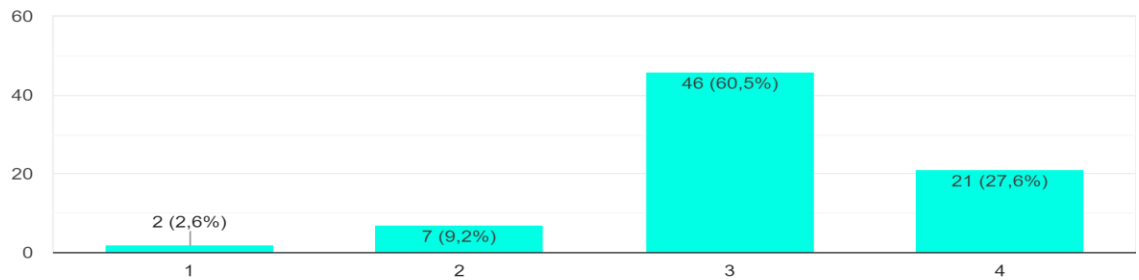


Questionnaire Likert Scale

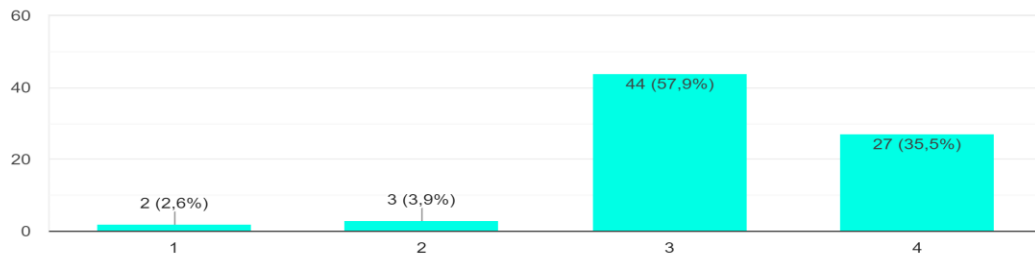
I am interested in using EFL in English zone because it can improve my fluency in speaking. (Saya tertarik menggunakan EFL di zona bahasa Inggris ...ena dapat meningkatkan kefasihan berbicara saya)
76 tanggapan



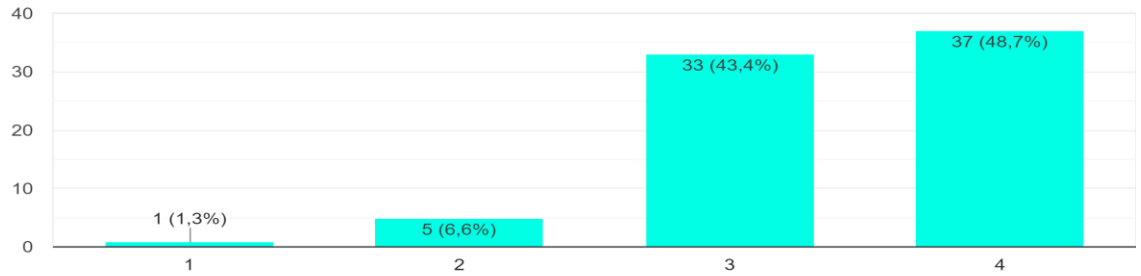
I like using EFL in English zone because it can improve my accuracy in speaking. (Saya suka menggunakan EFL di zona bahasa Inggris karena d...at meningkatkan ketepatan saya dalam berbicara)
76 tanggapan



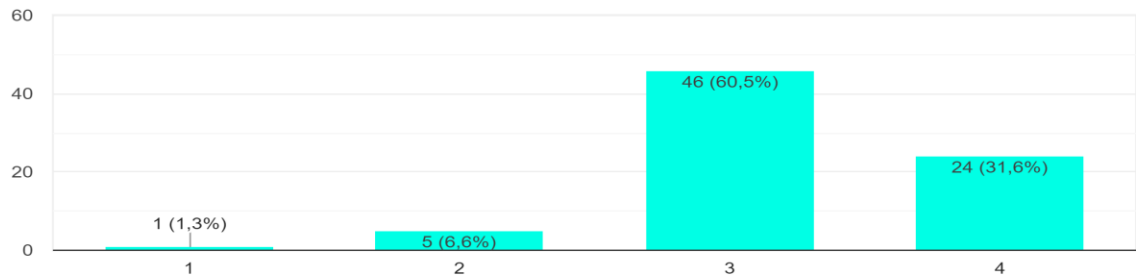
I am motivated to use EFL in English zone because it can improve my pronunciation in speaking. (Saya termotivasi untuk menggunakan EFL di zona... meningkatkan pengucapan saya dalam berbicara)
76 tanggapan



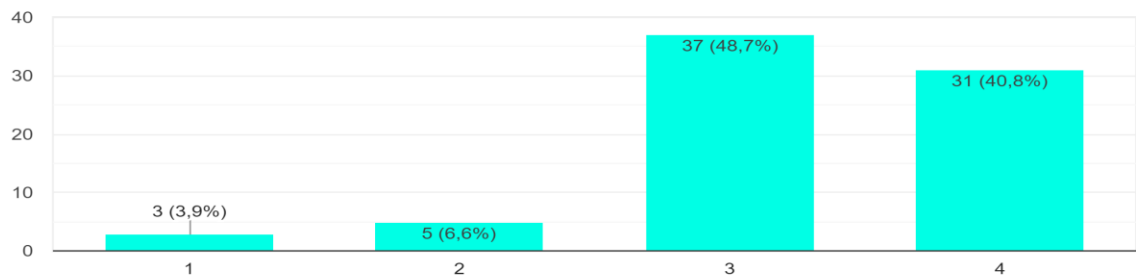
I am driven to use EFL in English zone because it can improve my vocabularies in speaking. (Saya terdorong untuk menggunakan EFL di zona bahasa ...at meningkatkan kosakata saya dalam berbicara)
76 tanggapan



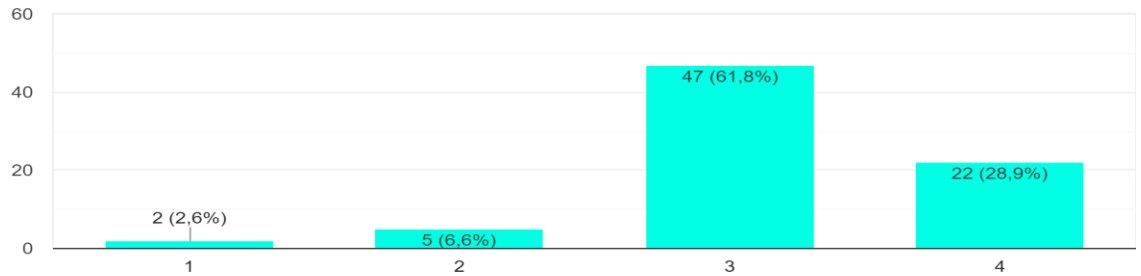
I am motivated to use EFL in English Zone because it can train me to comprehend the messages negotiated in the on-going communication that I t...unikasi yang sedang berlangsung yang saya ikuti)
76 tanggapan



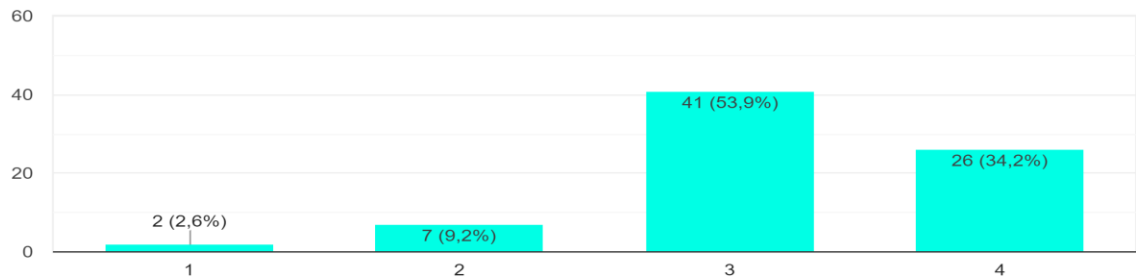
I perceive that using EFL in English zone can train me to be fluent in speaking. (Saya merasa bahwa menggunakan EFL di zona Inggris dapat melatih saya untuk fasih berbicara)
76 tanggapan



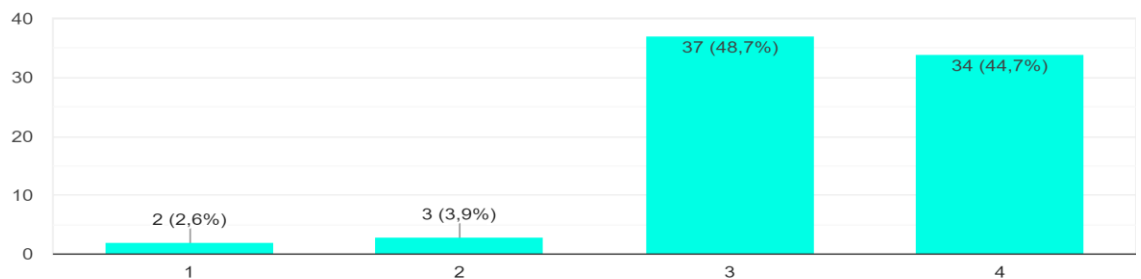
I believe that using EFL in English Zone can help me improve my accuracy in speaking. (Saya percaya bahwa menggunakan EFL di English Zone d...a meningkatkan ketepatan saya dalam berbicara)
76 tanggapan



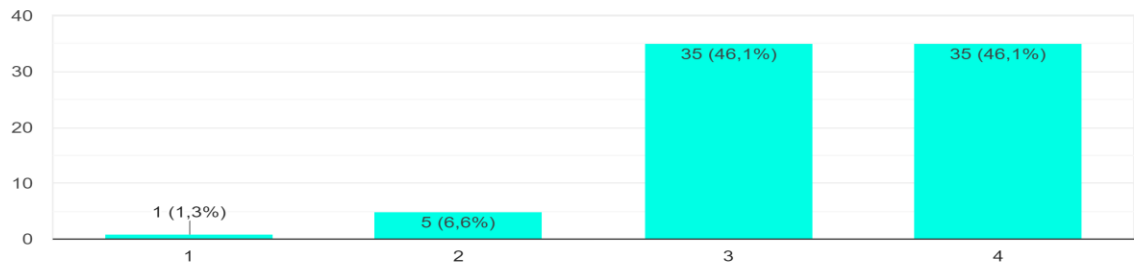
In my perspective, high frequency of EFL speaking practice that I do in English zone will make me rehearse and improve my pronunciation. (Dalam per...t saya berlatih dan meningkatkan pelafalan saya)
76 tanggapan



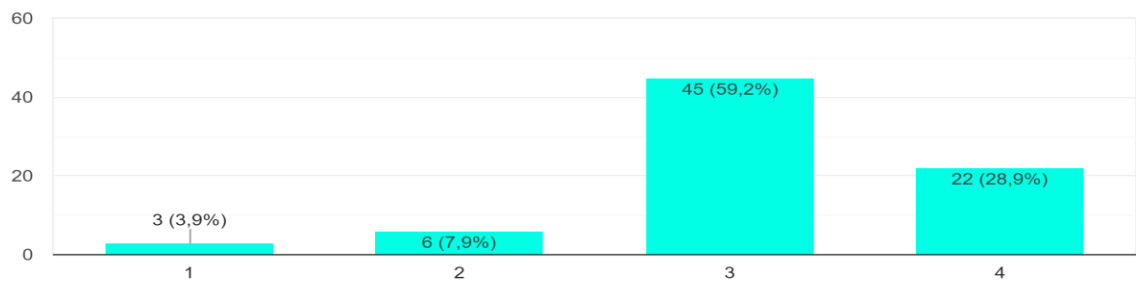
I believe that getting engaged into EFL speaking practice with others in English zone will give me adequate input of English vocabularies. (Saya per...sukan yang memadai dari kosa kata bahasa Inggris)
76 tanggapan



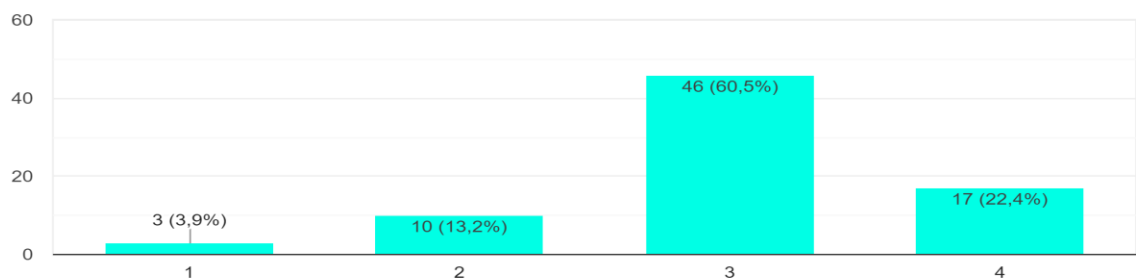
In my perception, the more I communicate using EFL with others in English zone, the better my comprehension of the messages negotiated will ...pemahaman saya tentang pesan yang disampaikan
76 tanggapan



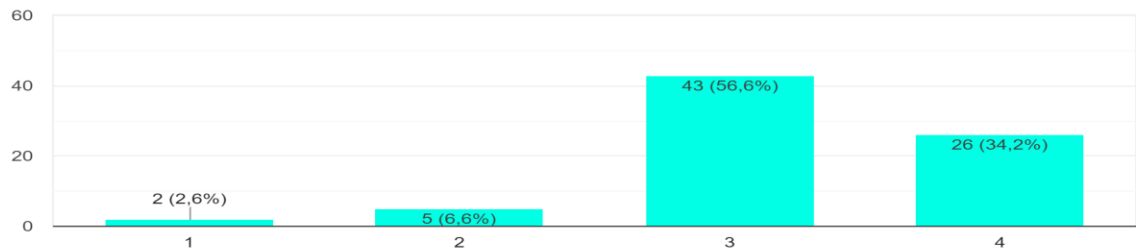
I want to continuously use EFL anytime I am around English zone because this way can maintain my fluent in English speaking. (Saya ingin terus meng... dapat menjaga kelancaran berbahasa Inggris saya)
76 tanggapan



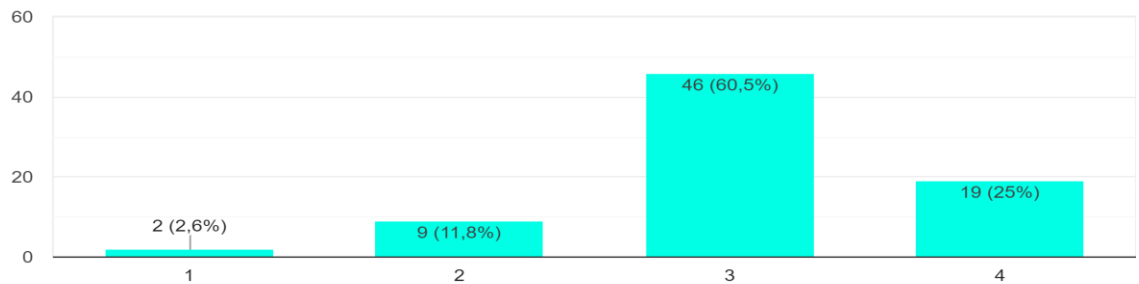
I want to use EFL more often in English zone because all speaking partners there often help me check my speaking accuracy so that I can make fu...ga saya dapat membuat peningkatan lebih lanjut)
76 tanggapan



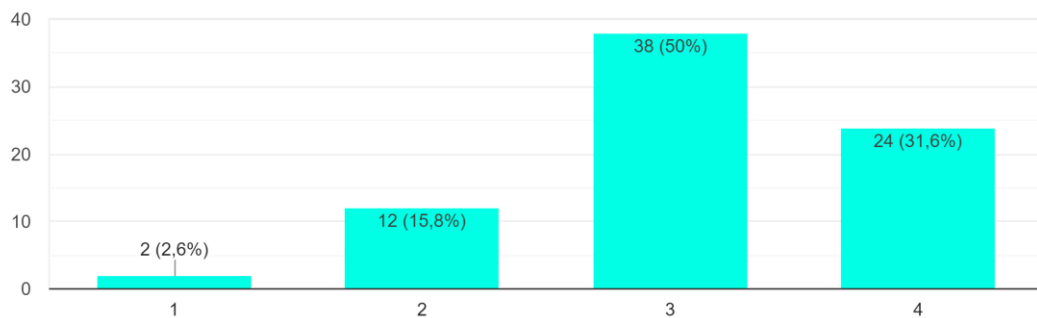
I want to speak English more often in English zone because I want to improve my pronunciation and make it more intelligible. (Saya ingin berbic...pengucapan saya dan membuatnya lebih dimengerti)
76 tanggapan



I want to continuously use EFL anytime I am around English zone because this way contributes a lot to my vocabulary enrichment. (Saya ingin terus m...kontribusi banyak untuk pengayaan kosakata saya)
76 tanggapan



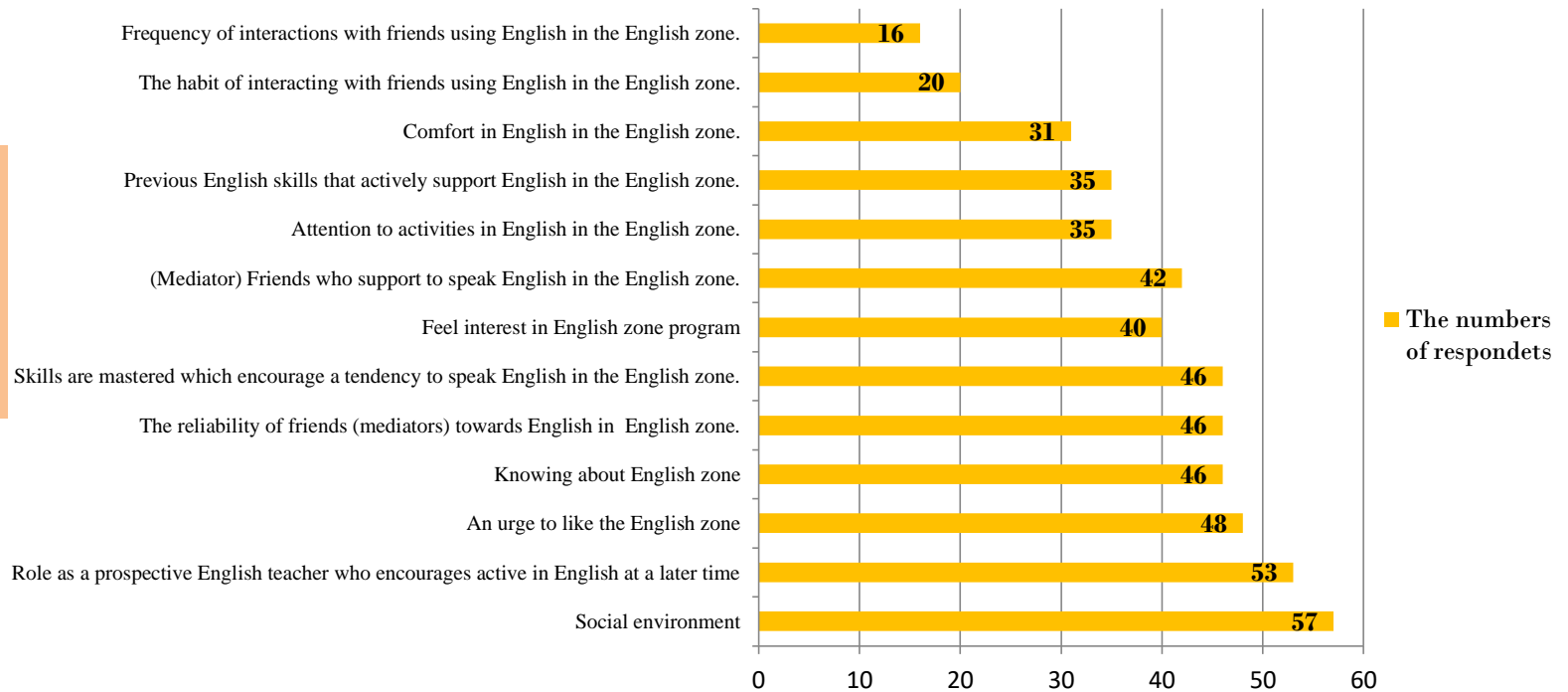
I will continue to use EFL in English zone to increase my comprehension of the messages negotiated during speaking. (Saya akan terus men...tang pesan yang dinegosiasikan selama berbicara)
76 tanggapan



Questionnaire Checklists

What are the factors that drive your attitude towards using English as a Foreign Language on the English Zone Program ?

Attitudinal Statements



Appendix.IV
In-Depth Interview

Student 1

Menurut anda, apa saja faktor yang mempengaruhi sikap anda terhadap berbahasa Inggris di English zone?

- Mengetahui adanya English zone sehingga memiliki perhatian terhadap aktivitas berbahasa Inggris di English zone.
- Factor dari teman-teman dan lingkungan sehingga saya menggunakan bahasa Inggris di English zone.
- Adanya punishment yang diberlakukan dalam program English zone
- Saya tertarik menggunakan bahasa Inggris untuk meningkatkan kemampuan speaking saya.
- Saya merasa nyaman menggunakan bahasa Inggris di English zone
- Kurangnya antusias dari teman-teman dalam berbahasa Inggris sehingga itu mempengaruhi sikap saya jika ingin menggunakan bahasa Inggris.
- Kehandalan teman-teman dalam berbahasa Inggris di English zone juga mempengaruhi sikap saya dan jiwa kompetitif saya dalam berbahasa Inggris.
- Adanya skill yang dimiliki sehingga mendorong aktif untuk terus menggunakan bahasa Inggris dimanapun, salah satunya seperti di English zone.
- Adanya keinginan menjadi seorang guru sehingga saya ingin terus berlatih serta menambah skill saya dalam berbahasa Inggris di English zone

Student 2

Menurut anda, apa saja faktor yang mempengaruhi sikap anda terhadap berbahasa Inggris di English zone?

- Kesadaran karena memilih jurusan bahasa Inggris. Tentunya ketika kita menyelesaikan studi bahasa Inggris ini yang dituntut adalah kualitas diri kita dalam hal penguasaan bahasa asing.
- Mengetahui adanya English zone dan kesadaran akan aktivitas yang berlaku di English zone
- Keterbiasaan berinteraksi dengan teman-teman menggunakan bahasa Inggris di English zone, walaupun ada beberapa teman-teman yang tidak berbahasa Inggris karena takut salah.
- Tertarik pada English zone karena merupakan salah satu wadah atau kegiatan yang sangat positif dalam rangka membangun kualitas diri kita untuk lebih menguasai bahasa Inggris.
- Teman-teman yang mendukung untuk berbahasa Inggris di English zone
- Adanya dorongan untuk menyukai English zone
- Kesadaran akan pentingnya bahasa Inggris untuk dunia kerja sehingga mendorong aktif untuk terus berlatih berbahasa Inggris di English zone.

Student 3

Menurut anda, apa saja faktor yang mempengaruhi sikap anda terhadap berbahasa Inggris di English zone?

- Merasa tertarik dan adanya dukungan dalam diri sendiri terhadap penggunaan bahasa asing di English zone. Karena dapat meningkatkan skill berbahasa inggris diluar dari jam perkuliahan. English zone adalah salah satu daya tarik tersendiri tadris bahasa inggris, sehingga sebagai mahasiswa bahasa inggris. Kita harus menggunakan bahasa inggris di English zone.
- Adanya pengaruh teman. ketika teman menggunakan bahasa inggris, saya juga harus menggunakan bahasa inggris begitupun sebaliknya. Sehingga bisa membuat komukasi yang efektif dan program English zone terbangun.
- Melihat kehandalan teman-teman dalam berbahasa inggris itu menjadi acuan serta antusias saya untuk tidak kalah dari mereka yang aktif dalam menggunakan bahasa inggris.
- Kecenderungan saya untuk berbahasa inggris itu, ketika saya mulai kuliah di tadris bahasa inggris.
- Peran sebagai calon guru bahasa Inggris dan juga jika kita melakukan suatu hal yang maksimal itu akan mendapatkan hasil yang baik untuk masa depan. Sehingga hal tersebut yang mendorong aktif saya dalam berbahasa Inggris di English zone.

Student 4

Menurut anda, apa saja faktor yang mempengaruhi sikap anda terhadap berbahasa Inggris di English zone?

- Adanya keinginan dalam diri sendiri untuk berbicara bahasa inggris di English zone
- Ketertarikan pada English zone karena English zone merupakan lingkungan yang tepat agar saya mendapatkan lawan bicara yang tepat.
- Adanya dorongan dari beberapa pihak sehingga termotivasi belajar berbahasa inggris di English zone untuk melatih dan meningkatkan skill terutama dalam fluently and pronunciation
- Walaupun ada peraturan yang diterapkan dalam English zone, saya merasa nyaman dan setuju karena setiap aturan pasti ada punishmentnya. Tetapi menurut saya peraturan tersebut kurang efektif.
- Adanya dukungan dari Teman-teman untuk berbahasa Inggris serta kehandalan teman-teman dalam berbahasa Inggris di English zone mendorong saya untuk berlatih menggunakan bahasa inggris di English zone.
- Memiliki kemampuan atau skill yang membuat saya cenderung aktif untuk berbahasa inggris di English zone.
- Memiliki keinginan menjadi English lecture merupakan salah satu factor saya dalam menggunakan bahasa inggris di English zone.

Student 5

Menurut anda, apa saja faktor yang mempengaruhi sikap anda terhadap berbahasa Inggris di English zone?

- Jika adanya antusias yang tinggi dari mahasiswa yang lain untuk menggunakan bahasa Inggris, itu akan mendorong saya untuk berbahasa Inggris. Tetapi jika ada 1 atau 2 orang yang berbahasa Inggris itu membuat saya kurang termotivasi menggunakan bahasa Inggris
- Adanya Teman-teman yang mendukung untuk terus berlatih berbahasa asing di English zone.
- Lingkungan juga memiliki peran penting dalam mempengaruhi sikap saya seperti fasilitas yang ada di lingkungan bahasa Inggris
- Saya merasa tertarik dan nyaman menggunakan bahasa Inggris di English zone karena memiliki banyak manfaat dalam meningkatkan skill berbahasa asing terutama pada speaking.
- Adanya motivasi serta dorongan orang tua untuk terus melatih berbahasa asing di English zone ataupun ditempat lain.
- Adanya keinginan saya untuk menjadi seorang guru, sehingga program English zone sangat bermanfaat sekali dalam mendorong aktif berbahasa Inggris.
- Adanya kemampuan ataupun skill yang dimiliki sehingga hal tersebut mendorong saya untuk lebih giat lagi menggunakan bahasa Inggris di English zone.

Student 6

Menurut anda, apa saja faktor yang mempengaruhi sikap anda terhadap berbahasa Inggris di English zone?

- Factor yang paling berpengaruh dalam penggunaan bahasa asing yaitu siswa ingin mengembangkan potensi/skill yang dimiliki
- karena memang tuntutan dari program studi sehingga harus diikuti,
- selanjutnya factor dari diri sendiri karena memang berminat untuk menguasai bahasa asing dengan lebih baik sehingga menerapkannya pada English zone
- saya tertarik menggunakan bahasa asing di English zone, tetapi merasa tidak nyaman karena ada beberapa hal yang mempengaruhi pribadi saya untuk sulit menggunakan bahasa English di English zone *yang pertama lingkungan, teman – teman yang tidak menanggapi dengan hal positif terhadap penggunaan bahasa asing. Seperti saya menggunakan bahasa Inggris tetapi lawan bicara tidak menanggapi dengan bahasa Inggris ketika kita sendiri yang menggunakan bahasa Inggris tetapi lawan bicara tidak ikut menerapkannya itu terasa tidak nyaman. jika ada beberapa teman yang tanggapannya positif terhadap penggunaan bahasa asing di English zone tentu saja itu membuat kita semakin semangat dan terdorong untuk menggunakan bahasa Inggris karena adanya feedback.*
- Factor selanjutnya itu karena saya mengikuti English course di luar kampus

terkhusus untuk speaking course secara privat. Dari situlah saya dituntut untuk terus menggunakan bahasa inggris, dari course tersebut untuk mempraktekkannya selain dirumah saya menggunakannya dilingkungan kampus bersama rekan-rekan. Tetapi hanya sedikit yang meresponnya karena dikelas saya hanya saya dan beberapa teman saja yang mengikuti speaking course tersebut. Sehingga hanya terjalin komunikasi antara kami di ruang lingkup yang kecil.

- Dengan mengikuti course tentu saja itu menjadi pendukung dan dorongan untuk kita terus meningkatkan bahasa inggris di lingkungan kampus.
- adanya keinginan untuk menjadi seorang guru sehingga terus meningkatkan segala skill yang ada di bahasa inggris khususnya pada komunikasi atau speaking skill. Karena ketika menjadi guru harus komunikatif dan ekspresif, dalam penggunaan bahasa asing di English zone menjadi wadah agar melatih kita bagaimana cara menyampaikan informasi atau media pembelajaran nanti kepada siswa. Peran seorang guru dilihat mampu atau tidak kita memberikan materi bahasa inggris terhadap siswa.

Student 7

Menurut anda, apa saja faktor yang mempengaruhi sikap anda terhadap berbahasa Inggris di English zone?

- Adanya tuntutan aturan dimana mahasiswa diwajibkan untuk menggunakan bahasa inggris di English zone seperti tuntutan dari dosen maupun aturan yang telah ditetapkan oleh hmps.
- Adanya keinginan untuk melatih dan meningkatkan skill kami dalam berbicara bahasa inggris
- Factor lingkungan, factor dari teman-teman karena melihat teman-teman menggunakan bahasa inggris jadi saya malu jika tidak menggunakan bahasa inggris dilingkungan atau disekeliling mereka
- Kurang tertarik terhadap English zone karena soistem atau peraturan yang ditetapkan dalam englEnglishe itu terlalu mengekang. Terkecuali di English zone mewajibkan kita untuk berbicara bahasa inggris tetapi tidak dikenakan denda. Tapi pada kenyataannya bagi siapa yang menggunakan bahasa Indonesia dikenakan denda. Jadi menurut saya English zone itu terlalu mengekang sehingga saya kurang tertarik.
- Teman-teman dan aturan yang ada membuat saya menggunakan bahasa inggris.
- Adanya pengalaman dalam menggunakan bahasa inggris. Seperti, di English club dan juga pernah mengikuti lomba yang mewajibkan menggunakan bahasa inggris.
- Mempunyai keinginan untuk menjadi seorang guru dalam bidang bahasa inggris sehingga English zone merupakan salah satu factor pendukung saya untuk meningkatkan skill speaking saya dalam berbahasa inggris.

Student 8

Menurut anda, apa saja faktor yang mempengaruhi sikap anda terhadap berbahasa Inggris di English zone?

- Mengetahui adanya English zone sehingga memiliki perhatian terhadap aktivitas berbahasa Inggris di English zone.
- Adanya ketertarikan terhadap English zone.
- Adanya dukungan dari teman-teman untuk berbahasa Inggris di English zone. Serta melihat kehandalan teman-teman dalam berbahasa Inggris sehingga saya sering melakukan komunikasi dengan teman-teman yang sering menggunakan bahasa inggris tersebut.
- Factor lingkungan yang membuat saya menggunakan bahasa inggris. Karena malu rasanya jika saya jurusan bahasa inggris tetapi tidak bisa berbahasa inggris.

Student 9

Menurut anda, apa saja faktor yang mempengaruhi sikap anda terhadap berbahasa Inggris di English zone?

- ✓ Perhatian terhadap aktivitas berbahasa Inggris di English zone.
- ✓ Mengetahui adanya English zone.
- ✓ Keterbiasaan berinteraksi dengan teman-teman menggunakan bahasa Inggris di English zone
- ✓ Ketertarikan terhadap program English zone. Karena, di English zone menjadi wadah kita untuk berlatih berbahasa inggris selain di jam perkuliahan
- ✓ Mulai menyukai bahasa inggris ketika berada di jurusan bahasa inggris dan melihat teman-teman menggunakan bahasa inggris membuat saya ingin mencoba
- ✓ Kesadaran akan pentingnya ilmu bahasa inggris untuk masa depan sehingga saya terus berlatih berbahasa inggris di English zone

Open-Ended Interview

Student 1

| No | Question | Answer |
|----|---|--|
| 1 | Bagaimana perasaan anda terhadap penggunaan bahasa inggris di English zone? | Excited! Karena merupakan salah satu kegiatan atau langkah dari prodi untuk memfasilitasi mahasiswa agar mampu meningkatkan skill bahasa Inggris. |
| 2 | Bagaimana pandangan anda tentang peran berbahasa inggris di English zone dalam hal <i>pronunciation</i> anda saat speaking? | Sebenarnya pada saat English zone tidak terlalu Menerapkan pronunciation, karena disaat berkomunikasi menggunakan bahasa Inggris di English zone yang terpenting saling faham apa yang diucapkan.Tetapi,Biasanya juga jika setelah belajar pronunciation/Phonology mahasiswa sering mempraktekan nya dalam komunikasi. |
| 3 | Bagaimana pandangan anda tentang peran berbahasa inggris di English zone dalam hal <i>fluency</i> anda saat speaking? | Sangat berpengaruh,karena menambah kepercayaan diri untuk berkomunikasi menggunakan bahasa Inggris. |
| 4 | Bagaimana pandangan anda tentang peran berbahasa inggris di English zone dalam hal <i>accuracy</i> anda saat speaking? | - |
| 5 | Bagaimana pandangan anda tentang peran berbahasa inggris di English | Saat berkomunikasi dienglish zone ,biasanya akan terus menambah |

| | | |
|---|--|--|
| | zone dalam hal <i>vocabulary</i> anda saat speaking? | Vocabulary dan mempertahankan Vocabulary yang sudah dikuasai. sehingga yang sdah dihafal tidak hilang dengan mudah. |
| 6 | Bagaimana pandangan anda tentang peran berbahasa inggris di English zone dalam hal <i>comprehension</i> anda saat speaking? | Karena biasanya dalam berkomunikasi menggunakan bahasa Inggris itu, untuk mempraktekkan apa yang sudah didapatkan dimateri pembelajaran, maka sudah tentu speaking di english zone akan meningkatkan comprehension. |
| 7 | Menurut anda, seberapa besarkah kemungkinan anda akan menerapkan penggunaan bahasa inggris sebagai bahasa asing di English zone di kemudian hari? (mohon jelaskan) | sesering mungkin. Karena, salah satu fasilitas yang disediakan prodi ini harusnya dapat dimanfaatkan dengan baik oleh mahasiswa TBI khususnya. bukan untuk hanya melatih meningkatkan skill, tetapi untuk menunjukkan identitas Kita sebagai mahasiswa bahasa Inggris. |

Student 2

| No | Question | Answer |
|----|---|--|
| 1 | Bagaimana perasaan anda terhadap penggunaan bahasa inggris di English zone? | Penggunaan bahasa inggris pada English zone itu sangat enjoy menurut saya, karena kita mampu bertukar pikiran dgn bahasa yg telah kita pelajari, walaupun terkadang ada beberapa oknum yg suka berbahasa |

| | | |
|---|---|---|
| | | indo juga sesekali |
| 2 | Bagaimana pandangan anda tentang peran berbahasa inggris di English zone dalam hal <i>pronunciation</i> anda saat speaking? | Kalo ke pronunciation, tidak mengambil andil begitu besar. Namun, kita dapat menerapkan pembelajaran pronunciation yang kita dapat ke English zone. |
| 3 | Bagaimana pandangan anda tentang peran berbahasa inggris di English zone dalam hal <i>fluency</i> anda saat speaking? | If we talk about fluency, fluency pada English zone itu nggak begitu di utamakan, yg terpenting adalah keinginan untuk berbicara bahasa inggris. Kalo English zone sebagai tempat peningkatan fluency, tidak juga. English zone itu hanya sebagai wadah kita berbicara saja |
| 4 | Bagaimana pandangan anda tentang peran berbahasa inggris di English zone dalam hal <i>accuracy</i> anda saat speaking? | No matter where ever you stand, accuracy harus diperhatikan, agar orang lain mampu menangkap ide kita. Kalo di English zone sendiri saya pribadi, dapat mrasakan accuracy tsb sdah dpat di lakukan oleh smua siswa |
| 5 | Bagaimana pandangan anda tentang peran berbahasa inggris di English zone dalam hal <i>vocabulary</i> anda saat speaking? | Vocabulary nya sdah bagus, karena mereka semua mendapatkan suatu hal baru dari orang lain |
| 6 | Bagaimana pandangan anda tentang peran berbahasa inggris di English zone dalam hal <i>comprehension</i> anda saat speaking? | Comprehension nya lumayan bisa, terkadang ada yang nggak mengerti, tapi itu mngkin karena ad yg dipikirkan. |

| | | |
|---|--|---|
| 7 | Menurut anda, seberapa besarkah kemungkinan anda akan menerapkan penggunaan bahasa inggris sebagai bahasa asing di English zone di kemudian hari? (mohon jelaskan) | Sangat besar, karena ini lah wadah tambahan kita untuk diluar kelas. Karena kita adalah mahasiswa bahasa inggris, kalo nggak kita yg menggunakan bahasa kita, mau siapa lagi. |
|---|--|---|



BIOGRAPHY

Dwi Utari Fransiska was born in Sijantang Koto, West Sumatera on 6th December 1997. She is son of Mr. Erpan and Mrs. Mitra Dewi. She has two brother and one sisters. She is the second one from 4 siblings. She finished her elementary school at SD Negeri Karawaci Baru 6 Tangerang in 2009. Hence, she continued to the junior high school at SMP Negeri 6

Tangerang in 2009 to 2011. Then, when she entered grade 3 of junior high school she moved to lebong, Bengkulu province in 2011 to 2012. After that, She carried on to Senior High School high school at SMA Negeri 01 Lebong Sakti in 2012 to 2015. Then, She decided to continue her education in university level at Institute College for Islamic Studies (IAIN) Curup and chose English Study Program as her department. She graduated her study on 2020.