"STUDENTS' ATTRIBUTIONS OF SUCCESS AND FAILURE ON THEIR SPEAKING ENGLISH SKILL
(*A descriptive Qualitative Study At IAIN Curup Academic Year 2018/2019*)"

THESIS

This Thesis is Submitted to Fulfill the Requirement
for 'sarjana' Degree in English Language Education

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Assalamu'alaikum. Warahmatullahi Wabarakatuh

Setelah mengadakan pemeriksaan dan perbaikan, maka kami berpendapat bahwa skripsi yang diajukan oleh :

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Judul : **Student's Attributions Of Success And Failure On Their Speaking English Skill (A Descriptive Qualitative Study at Seventh Semester Students on English Tadris Study Program at IAIN Curup Academic Year 2018/2019)**

Sudah dapat diajukan dalam sidang munaqasah di Institut Agama Islam Negeri (IAIN) Curup

Demikian surat permohonan pengajuan skripsi ini dibuat dengan sebenar-benarnya agar dapat dipergunakan sebagaimana mestinya. Atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum. Warahmatullahi Wabarakatuh
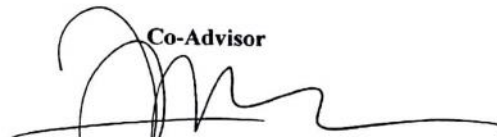
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PREFACE

All praises be to Allah SWT that the researcher had finally finished writing his thesis entitled by "STUDENTS' ATTRIBUTIONS OF SUCCESS AND FAILURE ON THEIR SPEAKING ENGLISH SKILL (A Descriptive Qualitative Study at Seventh Semester Students on English Tadris Study Program at IAIN Curup Academic year 2018/2019)".

This thesis submitted as a part of the completion for undergraduate degree of Strata 1 (S1) in English *Tadris* Study Program of Institute College for Islamic Studies (IAIN) Curup. The researcher realized that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being better in the future.

Finally yet importantly, the researcher hopes this thesis will be useful to those who are interested in this field of study.

Curup, December 2018

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THE STATEMENT OF OWNERSHIP

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This statement is made truly, if in the next day there is any mistake, the writer ready to accept the punishment or the other criticism from IAIN suitable with is regulation.

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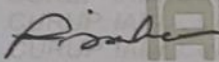
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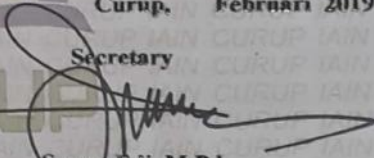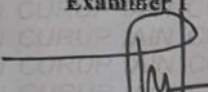
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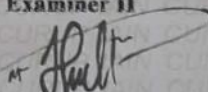NIP 19800306 200212 1 004

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MOTTO AND DEDICATION

Motto

"THERE IS ONLY THING THAT MAKE YOUR DERAM IMPOSSIBLE TO ACHIEVE: THE FEAR OF FAILURE"

"IF YOU DON'T GO AFTER YOU WANT, YOU'LL NEVER HAVE IT, AND IF YOU DON'T ASK, THE ANSWER IS ALWAYS NO, ALSO IF YOU DON'T STEP FORWARD, YOU'RE ALWAYS IN THE SAME PLACE"

"BELIEVE IN YOURSELF AND ALL THAT YOU ARE. KNOW THAT THERE IS SOMETHING INSIDE YOU THAT IS GREATER THAN ANY OBSTACLE"

Dedication

The researcher dedicates this thesis for all her beloved person in my life. They are:

1. For my amazing hero, he is my lovely father and my beloved father (Gusdi) and my super woman, my all, my everything and my lovely mother (Ratna Wati) who always care me, give me support, motivation and everything that I want in my life, specifically everything that I need in life including my education. I GIVE THIS BIG LOVE TO BOTH OF YOU
2. For my my adorable siblings (Wulan Karunia Wati and Dimas Ardiansyah). Thank you for everything, thank you for always caring me. I Love all so much.
3. My great advisor Mr. Bayu Senjahari, M.Pd, M.Ed and my co-advisor Mr. Sarwo Edy, S.Pd.I, M.Pd who gave me guidance, support and suggestion to finish my thesis and also to my validator Mr. Paidi Gusmuliana, M.Pd.
4. For my craziest best friends who always stay beside me, care of me and support me (Ana Zulaiha, Kartika Maryani, Listi Diana, Lia Susilawati and Indah Sri Rezeki)
5. For my amazing senior and my friend who always ready for many questions that I gave and help me to revise my thesis, (Kak Rizki Indra Guci dan Ahmad Mahyudi)

6. For my lovely junior At English Tadris Study Program, that always be there to aid me, make laugh and everything, so thankful to have junior like both of you. I love you guys.

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بِسْمِٱللَّهِٱلرَّحْمَٰنِٱلرَّحِيم

Assalamu'alaikum Wr. Wb.

All praises be to Allah SWT who has given His mercy and blessing to the researcher, so the researcher could be able to finish this thesis entitled, "Students' attributions of success and failure on their speaking English skill "(A Descriptive Qualitative Study of IAIN Curup)". Praying and greeting to Prophet Muhammad SAW and all of his family and buddy who has brought us from ignorance into intelligence as we all feel in this moment.

In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the writer would like to express his deepest appreciation to:

1. Mr. Dr. Rahmat Hidayat, M.Ag, M.Pd, as the Rector of IAIN Curup

2. Mr. Drs. H. Ifnaldi Nurmal, M.Pd as the head of Education (*Tarbiyah*) Department,

3. Mrs. Jummatul Hidayah, M.Pd., as the chief of English *Tadris* Study Program of IAIN Curup,

4. Mr, Bayu Senjahari,M.Pd, M.Ed, as my academic advisor, who always give me support, advices and suggestion in all process of writing this thesis.

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7. My honest and deepest thanks go to my parents, Mr. Gusdi & Mrs. Ratna Wati and also all my siblings Wulan Karuniawati and Dimas Ardiansyah that always support me.

8. My best friends in English *Tadris* Study Program who always stay beside me and support me,

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

Wassalamu'alaikum Wr. Wb

Curup, February 2019
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ABSTRACT

Anggini Lestari, 2019	:**"Students' attributions of success and failure on their speaking English skill (***A Descriptive Qualitative study at IAIN Curup Academic year 2018/2019***)"**
Advisor	: **Bayu Senjahari, M.Pd, M.Ed**
Co-Advisor	: **Sarwo Edy, S.Pd.I, M.Pd**

The objectives of this research were to know what are students'attributions of success and failure on their speaking English skill and what are the reasons of the most attributions for success and failure that students have chosen in speaking skill at English Tadris Study Program at IAIN Curup. In order to answer the research question, this study employed qualitative research design. The subjects of this research were the seventh semester who had joined speaking 1 until speaking 4, and the researcher used *Purposive Sampling* to take the sample, the researcher had some criterion to take the sample. The criterion were students who had taken all speaking parts, speaking 1 until speaking 4 and the students who got different score in speaking. From 38 students, the researcher chose 16 students as a sample of this research who had the criterion based on this research. Then all the data were collected by interview. The first interview in this research to answer what are students' attribution of success and failure on their speaking skill, the participants were specifically asked to provide answers of two questions. The result of this study was shown that there were six attributions for success and nine attributions for failure were found, strategy, interest, effort and ability became the major attributions for success and lack of ability, lack of self-confidence, lack of interest, lack of effort and negative mood became the major attributions for failure in speaking English skill. Then, second interview used to answer the second research question about what are the reasons of the most attributions of success and failure that students have chosen in speaking skill. The result showed that the students had their own strategies to practice and increase their skill in speaking, the topics could influence their interest in speaking, they tried to improve their skill in spekaing, they understood the topics well and they felt that they could not speak English well, often felt nervous to speak English, they were lazy and they were not in good condition.

Key words: attributions of success and failure, speaking English skill

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CHAPTER I

INTRODUCTION

A. Background of the Research

Over the past few decades, English is often qualified to be the "Global Language". English became an influential language by virtue of reaching the power of being spread widely. It is also built as a lingua franca, that is the common language consistently used as a bridge in communication between people who do not share the same language. Commonly, there are four skills that need to be mastered by person or people who want to learn English, specifically for English students who immediately involved in English language environment. There are Speaking, Listening, Reading, and Writing. These skills should be learned to receive a lot of knowledges about English. From those skills speaking is one of skills that important. Speaking is one of skills in English that is used to say something in spoken. Since English is a foreign language in this country, Indonesia, this skill is related to the way you speak and transfer your thought in English. According to Chaney, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts[1].

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[1] Chaney,A. L. And F. L. Burk. *Teaching Oral Communication*, (in Grades, Boston: Allyn & Bacon K:2005), p.13

It relates to Brown who stated that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.[2] From these definitions above we can conclude that speaking is the way people share and transfer their opinion to others. As students of English Department, they learn all skills in English, especially speaking. Speaking is one of skills that must be mastered when learning English. For some students speaking is the most important skill in English foreign language, because by speaking they can easily understand what other people say, they can communicate well and transfer an opinion with others.

Besides speaking is not an easy task. It needs some strategies to fulfill a good speaking skill, so the lecturers must have many strategies in teaching speaking. Moreover, there are some students who feel that speaking is difficult. Because of that, many students fail on their test, or they got low score in speaking, they have no idea when the lecture ask them to speak in English. But not all students feel the same way, there are also some students who think that speaking is not difficult. They think speaking is fun way to learn English. Sometimes failure and success on speaking is based on what they think or believe. It is known as attribution.

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[2] H. Douglas Brown, *Principle of Language Learning & Teaching*, (A Pearson Education Company:2000) p.263

Asonibare defines attributions as a cognitive process by which a person perceives a consequence that is caused by himself or other people, towards what has happened to him.[3] From this statement can be concluded that attribution is closely related to explanations and reasons that people provide for advancement, achievement, and even failure about something they ever experienced. With similar views, attribution theory deals with the reasons that individuals attribute to their perceived success and failures in situations where achievement is considered.[4] Based on this statement, we can conclude that attribution is self-explanation about how individuals observe perceive and explain causes of events of their own behavior.

According to Dornyei attribution theory has importance role in language learning because of the common failure students experience in learning a language or failure in achieving the desired level proficiency[5]. With respect to foreign language learning, attribution theory explains how foreign language learners evaluate their success or failure and consequently, how their perceptions affect their performance.[6] From the statement above can be concluded that attribution is can be used in educational context especially in language learning, this include speaking in English language. The previous research who had taken by Mali showed that attribution can be related to speaking. From his research, He defined the students' speaking

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[3] Asonibare, B. *Attribution of Failures and Success by Nigerian Secondary School Students*. Ilorin Journal of Education 1986, 6, p. 15-22.

[4] Bernard Weiner, *Human Motivation: Metaphors, Theories, and Research*, Sage Newbury Park, CA

[5] Dornyei, Z, *Teaching and Researching Motivation*, 2001, London: Longman

[6] Bernard Weiner, *Intrapersonal and Interpersonal Theories of Motivation from an Attributional Perspective*. Educational Psychology Review, 12 (1)

enhancement into three specific indicators. They are student's ability in doing a monologue using English actively in front of the classroom, in asking their friends using English actively, and in answering the questions proposed by their friends using English actively. From those three indicators, He found that there are two major attributions in speaking from each indicators. They are strategy and need/importance. From the finding above we can conclude that attribution can be related to the speaking.

In this case, researcher found the phenomena at Seventh semester of English Students major in IAIN Curup. There are thirty-eight students. From the data, It is found that most of them have aquired success and failure in speaking skill as can see from the score, whereas they were studying in the same class, with the same lecture and also have the same method. Although they have taken all speaking parts, but they still got low score in speaking. Only few students got high score in speaking. The researcher asked to the students why they got that score. Some of them said that they less of motivation to learn speaking, some said that they felt fear of making mistakes when they did speaking class and some of them said that they did not try to improve their speaking and vice versa. However they have done all parts of speaking skill¸ they still got different score from speaking one until speaking four, not only bit but also many students who exprerienced the same.

From the phenomena above, researcher wants to investigate what are causes that can make the score become different. According to the definition of attribution that how they explain success and failure by contributing causes to them and

achievement is considered, it can be used for this research. Achievement here includes score and how they attribute their success and failures will affect their outcomes of their speaking skill. Then, the researcher wants to investigate what are students' attributions of successes and failures in speaking skill. Based on this phenomenon, researcher wants to make this study in order to add more wisdom relating students' attribution in speaking skill. From the phenomenon above researcher decides to conduct a research with English students major who have taken all parts of SPEAKING Skill and entitle becomes **"Students' Attributions of success and failure on their Speaking English Skill".**

B. **Question of The Research**

1. What are students' attribution of their success and failure on their speaking skill?

2. What are the reasons of the most attributions of success and failure that students have chosen in speaking skill?

C. **Objective of The Research**

1. To investigate the student's attribution for their success and failure in speaking skill

2. To investigate what are student's reason about the most attributions for their success and failure that they have chosen in speaking skill

D. **Limitation of The Research**

The researcher focused on student's attribution in speaking skill. This study is delimited on the area of investigating student's speaking skill and the sample in this research is delimited on students English Tadris Study Progam IAIN Curup at seventh semester academic years 2018-2019.

E. Significant of the Research

This research will be very useful and give some benefits as follow:

1. Practical

   This research hopefully could be the valuable research for academic area, especially in SPEAKING subject. After this study finished by the researcher, this can be used for teachers in teaching SPEAKING and be one of sources for students in doing SPEAKING performance.

2. Theoretical

   The finding of the research hopefully can give some benefits for becoming a reference, and additional knowledge for students and also teacher specifically in English Study Program, and people who learn English as a foreign language.

F. Definition of Key Term

To clear out the topic and also to evade misunderstanding about the concept used by researcher in this research the succinct descriptions below describe about key terms discussed in this research.

1. Speaking

Speaking is the skill that the students will be judged upon most in real-life situation, it is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly.[7] Based on the definition above, the speaking in this research is the way students speak in English, interact with their friends and other people.

2. Attribution theory

According to Weiner attribution theory deals with the reasons that individuals attribute to their perceived success and failures in situations where achievement is considered.[8] Based on the definition above, the attribution theory in this research is self-explanation of how the student's individual perceived about success and failure can affect their outcomes.

G. Organization of Thesis

This part provided the paper organization from chapter one until chapter five. Chapter I was the introduction. This chapter consist of introduction covering background of the study, research question, objective of the research, the delimitation of the research, significance of the research, definition of key terms and organization of thesis.

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[7] Liao, Guoqiang. *Improvement of Speaking Ability through Interrelated Skills*. CCSE Journal, 2009,2, 11-13.
[8] Weiner, *Loc Cit*

Chapter II deals with review of the related literature. It provided theoretical foundation that is related to this research and previous study of the research. Review of related theories consist of definition of research paper, the important of thesis, and the process of writing research paper.

Chapter III is research methodology. It deals with kind of the research, population and sample of the research, the techniques of collecting data, instrument of the research, validity of instrument, reliability of instrument and techniques of analysis data.

Chapter IV deals with findings and discussion. This chapter would answer and discuss the research question. It also provided interpretation of data related to purpose of study and some theories.

Chapter V is conclusion. This chapter showed conclusion of whole study. In addition, suggestion for following studied was present.

CHAPTER II

LITERATURE REVIEW

A. **Review of Related Theories**

1. **Speaking**

   a. **Definition of Speaking**

   Speaking has been variously defined since long time ago. So, there are so many various definitions for sure, based on expert's own point of view. And we can use them as the reference to define Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with others.[9] Speaking is interactive process of constructive meaning that involves producing, receiving and processing information. Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making speech.[10] Speaking is the ability to produce articulation sounds, or words to express, to say, to show and to think about ideas taught and feeling.[11] Speaking is the process of building and

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[9] Glenn Fulcher. 2003. *Testing Second Language Speaking*, Britain: Pearson Education Limited, P. 23

[10] A S Hornby. 1987. *Oxford Advanced Learners: Dictionary of Current English,* NY: Oxford University Press, 6th Ed, P. 827.

[11] Guntur Taringan, *Berbicara Sebagai Sarana Perkembangan Berbahasa*, Reneka Angkas: Jakarta, 1996, P.15

sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts from Chaney.

Based on varied definitions provided by some experts above, the researcher conclude that speaking is the process to produce the language. Speaking not only is used in all conversation or communication with others, but also speaking becomes interactive process that includes producing and receiving information. Speaking give crucial role in educational environment. From speaking students can easily to say their opinion, their thought to friends and also their lecture. So, from discussion above the researcher conclude that speaking in this research is the way how students speak by using English language.

To be a good speaker, students must know type of speaking. To make sure they understand well what speaking is and avoid the miss or fault when they do speaking. After they know the type of speaking, they will do well in speaking and can get high score in speaking class. Moreover, speaking is the one of the most important competencies that should be mastered by the language learners specifically English learners besides reading, listening and writing. Further information about the type of speaking would be discussed in the following discussion.

b. **Type of Speaking**

Nunan writes that generally there are two types of spoken language as follow:

1. Monologue

   Brown states that monologue is the speaking where one speaker uses spoken language for any length of time such as in speeches, reading, news, broadcasts, and the like, then the listener have to process the information without interruption and the speech will go on weather not the listeners comprehend what the speaker means.

2. Dialogue

   It is different with monologue; Nunan says that dialogue is the peaking that involves two or more speakers, the interruption may happen in the speech when the interlocutor does not comprehend what the speaker says.[12]

   From the types of the speaking above we will know there are two types of speaking, they are monologue and dialogue. Monologue is the type of speakers must speak with themselves, whereas dialogue is the type of speaking that need two or more people to speak. Than to become the good speaker the students must know well about the factors of speaking. The factors of speaking are divided into two sections. It is effective and hinder factors in speaking. To know more about the factors of speaking will be discussed in this following discussion.

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[12] Ani Dwi Wayuni, *The effectiveness of Using Short Movies to Improve Student's ability in Speaking,*2016 P. 6-7

3. Factor of Speaking Effectiveness

According to Hymes's theory, Canal and Swain communicative competence consist of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence which reflect the use of linguistic system and the functional aspect of communication respectively.

There are six factors of speaking effectiveness:

a. Grammar

According to Scarcella & Oxford grammatical competence in an umbrella concept that includes increasing expertized in grammar (morphology and syntax), vocabulary and sounds of letters and syllable, pronunciation of words intonation and stress. From the definition above can be concluded that grammar is the way students speak English form correctly without any mistake.

b. Discourse

According to Richard & Renandya EFL learners should develop discourse through international relationships. The rules of cohesion and coherence should be applied in each discourse, weather formal or informal to hold the communication together in a meaningful way. From this definition we can conclude that discourse is factor that

c. Sociolinguistic factors

According to Richard & Renandya to achieve to this goal, it is imperative to figure out the sociolinguistic sides of language which enable learners distinguish appropriate comment, how to ask questions during interaction, and how to respond nonverbally according to the aim of the talk. So, can be concluded that sociolinguistic factor is the way students get the information when do speaking with their friends without misunderstanding the meaning.

d. Strategy

According to Richard & Renandya strategic competence means the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation and how to clear up communications breakdown as well as comprehensions problem. From the definition above can be concluded that strategy is the way students speak in English with good comprehension.

e. Interaction

According to Richard & Renandya classroom communication includes meaning-focused activity and learners can learn how to listen and talk to other, how to negotiate meaning in shared context both verbally and non-

verbally with the help of teacher. From this definition ca be concluded that when students do speaking, they need interaction with other to make the conversation is running well.

f. Accuracy and fluency

Nation defines fluency as ability to get across to communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication. Others defines accuracy as the use of correct forms where utterance do not content errors effecting the phonological, syntactic and semantic or other discourse features of a language.[13] From definition above we can concluded that accuracy and fluency is how students speak in English smoothly without any doubt.

4. **Factors That Hinder Students from Speaking**

a. Fear of Mistake

As argued by many theorist, fear of mistake becomes one of the main factors of student's reluctance to speak in English in the classroom it defines from Tsui in Nunan, Yithwe, Robby.

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[13] Faezeh Abbaspour Speaking Competence and Its Components, *International Journal of Research in Linguistics, Language teaching and testing*, 2016, P. 146-147

With respect to the fear of making mistake issue, Aftat adds that this fear is linked to the issue of correction and negative evaluation.

b. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak English in class. This indicates that shyness could be a source of problem in student's learning activities in the classroom specifically in class speaking. Therefore, according to Gebhard paying attention in this is also quite important in order to help students to do their best in their speaking performance in the classroom.

c. Anxiety

According to Horwitz Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a for language. he believes that anxiety about speaking a certain language can affect student's performance.

d. Lack of confidence

Tsui cited Nunan says that students who lack of confidence about themselves and their English necessarily suffer from communication apprehension.

e. Lack of Motivation

Nunan stresses that motivation is important to notice in that it can affect student's reluctance to speak in English. In this case motivation is a key consideration in determining the preparedness of learners to communicate.[14]

From the factors of speaking above, can be concluded that by knowing all those factors can make students become good or bad speaker in speaking skill. All of discussion about speaking above, properly can make student become good or bad speaker and can make they get high or low score in speaking, but sometimes they get low score or have bad in speaking even though they have known about types also the factors of speaking. Only few students got high score in speaking. They feel that they cannot do their best or always feel bad or vise-versa. Sometimes they success and failure based on what they think about themselves and what is the cause can make this happen. It is also known as attribution. To know more about attribution. It would be discussed more about attribution in this following discussion.

2. **Attribution**

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[14] Ahmed Maher Mahmoud Al Nakhalah, Problem and Difficulties of speaking that encounter English Language Students at Al Quds Open University, *International Journal of Humanities and Social Science Invention,* 2016 P. 101-103

a. Definition of attribution

Attribution is a concept in social psychology referring to how individuals observe, perceive and explain causes of events, other's behavior, or their own behavior. Attribution theory (or a group of theories), is concerned with articulating people's attribution processes and shapes their future behavior accordingly. It describes how individuals develop casual explanations for behavior and outcomes, and how their casual explanations influence subsequent reactions.[15] Attribution theories are something like metatheories as they are not concerned with the actual causes of behavior but they focus on the perceived causes of behavior. They explore how individuals "attribute" causes to events and how this cognitive perception affects their behavior. Attribution theorists assume that *individual seek to understand why event have occurred.[16]* In other word, attribution theory deal with reason that individuals attribute to their perceived successes and failures in situations where achievement is considered. Therefore, attribution refers to *a construction imposed by perceivers to account for the relation an action and an outcome.[17]*

From the various definitions of attribution above, can be concluded that attribution makes big deal in individual's perceived about

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[15] M. J. Martinko, *Attribution theory: An organizational perspective.* Delray Beach 1995, FL: St. Lucie Press.

[16] Bernard Weiner, Schuster, F. Forsterlung Perceiving the Causes of Success and Failure: a cross Cultural Examination of Attributional Concepts, Journal of cross-cultural Psychology 20(2) 191-213

[17] Ibid,

their success and failures and doing something in their life. Attribution can be said that the individual explanation about something happen in their life. It is also can affect their behavior. The way they perceived of success and failure can affect their achievement. Attribution is not interested with the actual reasons of behavior, but they focus on the perceived causes of behavior. To make clear and to know more about attribution in academic achievement. It will be discussed in this following discussion.

b. Attribution Theory in Explanation of Academic Achievements

In educational context, the fact that the attribution on student's learning process has been regarded as a key factor that influences their motivation and academic achievement is undeniable. The attributional process becomes an essential determinant of learning and performance in a classroom and it could influence student's motivation. Attribution has been studied mostly in the area of psychology and educational psychology. Form the very early of the attribution theory, Heider hypothesized that since leaners were "naïve psychologist", they would constantly analyze reasons for the success and failure of the tasks related to their academic achievement.

These achievement attributions would affect learner's responses, expectancy to future success, subsequent behaviors, and accordingly.[18] It relates to Weiner hypothesized that attribution or perceived causes of academic outcomes may influence achievement behaviors, expectances and affects.[19] From the statement above, can be concluded that achievement can be affected of individual perceived of their success and failure. That is attribution in academic achievement, we would be discussed more about attribution in foreign language, because in Indonesia English is foreign language. To get more information about attribution in foreign language would be discussed in this following discussion.

c. **Attribution in foreign language learning**

Attribution theory has particular importance in language learning because of the common failure students experience in learning a language or failure in achieving the desired level of proficiency. Here is about speaking English. Speaking is one of important skills in English, speaking become a crucial role in this study. By speaking we can easily to transfer our thought and opinion. It is also related to attribution in

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[18] F. Heider, *The Psychology of Interpersonal Relation,* New York: Wiley
[19] Bernard Weiner, An attributional theory of achievement motivation and emotion. Psychology Review, 92 (40) P.548-573

foreign language learning, because in Indonesia English language is foreign language, so there are not many people understand about English foreign language especially in speaking. Sometimes they feel success and failure in doing speaking. As we know attribution is about how individual perceived about causes of something happen in their life.

From the discussion above can be concluded that attribution can be related to speaking. To know more about how to divide student's attribution it would be discussed in the following discussion.

d. Attributions for success and failure

Originally, Weiner suggested that people in general use four kinds of attributions for explaining why success and failures occur in life: ability, effort, task difficulty and luck.[20] Weiner centers his study on the reasons to which people attribute their success and failures. In William's words, "Weiner has been particularly concerned with the reasons that people attribute to their perceived success and failures in academic and other achievement situations". There were many studies about attributions in education side, there were attribution success and failure in English language learning from Gutel Genc and Peter Gobel, attributions regarding to listening achievement from Xiaohui Lian, attributions success and failure in reading comprehension from Cevdet Yilmaz, student's attributions on their speaking English enhancement from

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[20] Bernard Weiner, *Perceiving the Causes of Success and Failure*, General Learning Press 1971, P. 2-5

Yustinus Calvin Gai Mali. From those studies can be concluded that attributions theory can used in education, here the researcher used in student's attribution success and failure in speaking skill.

Weiner's theory had developed by Vispoel and Austin, based on Weiner stated that the perceived causes of success or failure in life were determined as ability, effort, strategy, interest, task difficulty, luck, family influence, and teacher influence.[21] Vispoel and Austin added four more attributions they were strategy, interest, family influence and teacher influence. Four more attributions added here to gain many information about attributions of success and failure. The attribution divided into two internal and external. See the table 2.1 bellow.

Table 2.1 Internal and external of attributions

Attributions	Locus
Ability	Internal
Effort	Internal
Strategy	Internal
Interest	Internal
Task difficulty	External
Luck	External
Family influence	External
Teacher influence	External

There is no specific theory about attribution of success and failure in speaking skill, but there were many reseachers had done they research about attribution in many aspects, for instance in education, in language

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[21] Vispoel, Walter P.I Austin, James R., *Children's Attributions for Personal Success and Failure experience in English, Math, General Music, and Physical Education Classes*, Chicago IL, 1991, P. 4

learning and in academic achievement. According to Vispoel & Austin conclude about how to find the attribution of success and failure by ask them to fill open-ended questionnaire by categorized the specific experience of the subjects responded. Vispoel & Austin defined two questionnaires with 24 statements. They were I did well on the activity because and I did poorly in the activity because. Vispoel & Austin use quantitative method.[22]

It also related to William and Burden. They defined success operationally as 'doing well' as their previous study showed that students understood this more easily then 'succeeding'. In this article, therefore, the terms 'success' and 'doing well' are used interchangeably, as are 'failure' and 'not doing well'.[23] From William & Burden the statements of questions were from the respondents. The questions were when I do well at learning French the main reasons are and when I do not well at learning French the main reasons are So, they would get varieties of statements in attribution success and failure. These questions will be used in this research as a guidance of data. The term of these questions by William and Burden are chosen and adopted, but in different form. The researcher used these questions in interview form, because it related to

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[22] Vispol, Walter P. Austin, James R, Children's Attributions for personal success and failure experiences in English, Math, General Music, and Physical Education Classes, *American Educational Research Association*, Chicago, 1991, P. 6-7

[23] M. Williams, Robert L. Burden, Gerard M.A Poulet and Ian C. Maun, *Learner's perceptions of their success and failures in foreign language learning. Language Learning Journal,* 30 P. 8-13

this research that want to investigate more about students' attribution of success and failure on their speaking English skill in English Tadris Study Program at IAIN Curup specifically in their speaking skill. The researcher adopted those questions from William and burden to answer what are student's atrributions on Their speaking English skill. The question will describe and divide into a table:

Table 2.2 Attribution success and failure

NO	Attribution success and failure	Description
1	Doing well	The perceived of individual that when do they feel do their best in doing something
2	Not doing well	The perceived of individual that when do they feel they don't do their best in doing something

3. **Review of Related Finding**

There are a lot of researchers discussed about student's attribution which done by plenty researchers before. They discussed various things about Attribution. In line with this to support this research, the researcher was observed some previous research that related to this research and has different with them. Here, the researcher provides a study about Translation

which are related to this research. The results could be taken as examples and guidance for this study.

The previous research is from Yustinus Calvin Gai Mali, his research is entitled *"Student's Attributions on their English Speaking Enhancement"*. After doing so many steps and processes in this study, to investigate what are student's attribution of success in their speaking English. The researcher found it is completely related to this research because both of the researches are in the same view: Speaking. But, the researcher above focused in student's attribution of success in speaking English, while this research is about student's attribution success and failure of speaking English skill.

The second previous research is from Gulten Genc his rerearch in entitled *"Attribution to Success snd Failure in English Language Learning: The Effect of Gender, Age and Perceived Success."* There are plethora steps is taken by researcher to investigate what are attribution success and failure in English language learning. That research is closely related to what the researcher wants to observe here, attribution success and failure, but the difference is this study focused on English language learning and the effect of gender, age and perceived success, moreover the researcher focused on student's attribution in speaking skill.

The last related finding is taken by Cevdet Yilmaz, his research is entitled *"An Investigation into Turkish EFL Student's Attribution in Reading Comprehension."* From all the steps is done in this research, he investigated

about what are student's attribution of success and failure in reading comprehension and examine the ways in which these vary according to gender, proficiency and teacher opinions. This finding is completely related to the researcher, but it has different focused. This research focused on student's attribution of their success and failure in reading comprehension, while the researcher focused on student's attribution of their success and failure in speaking English skill.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Kind of The Research

This was descriptive study presented in qualitative way. Descriptive study as explained by Whitney is fact-finding with correct interpretation. Descriptive study is the problems in society, as well as the procedure applicable in the community and specific situations, including relationships, activities, attitudes, views and processes that are ongoing on the effects of the phenomenon.[24] Based on the definition researcher described the problems occurred in society. This research was presented in qualitative way. As Hancock explained that qualitative research is concerned with developing explanations of social phenomena, it describes social phenomena as they occur naturally.[25] As can be seen, that qualitative research would be focusing on describing the phenomenon that occur naturally and useful for answering the question about the particular and the perspective of participants group toward event.

From the explanations above, it was clear that the research used descriptive method and will be presented in qualitative way. Then, the reason

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[24] Whitney E.L and Milholland, M, *A Four Years Continuation Study of a Teachers College Class*, 1933 Education Res.

[25] Beverley Hancock, *Trent Focus for Research and Development in Primary Health Care: an Introduction to Qualitative Research*, (Trent Focus, 1998), Page. 02.

why researcher used this descriptive qualitative research is to investigate and describe about Student's Attribution of success and failure of their Speaking English Skill. There were two questionnaire that can reveal student's attributions in speaking. After the researcher got the data, it was presented in qualitative way.

B. Subject of The Research

The subject in this research was group of individuals from the students in class who participated in this research. The researcher designated the students of 7th semester at English Tadris Study Program at IAIN Curup who have taken all parts of speaking subject. There were thirty-eight students from three classes of speaking class at 7th semester, they were A, B and Non-Regular.

In choosing the subject the researcher used Purposive Sampling to take the sample. Natasha Mack has stated that Purposive sampling is of the most common sampling strategies group or participant according to preselected criteria relevant to a particulate research question. Sample sizes, which may or may not be fixed prior to data collection depend on the resources and time available, as well as the study's objectives.[26] So, from the population that researcher chose before, the researcher mulled the characteristics would had appropriate category as sample of this research.

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[26] Natasha Mack, Cyinthia Woodsong, Kathleen M. MacQueen, Greg Guest, Emily Namey, *Qualitative Research Method: A Data Collector's Field Guide*, Family Health International:2005, P. 5

These are some considerations based on this research characteristics: First, the sample is the students who have done studied in the English Study Program and had faced Speaking 1, 2, 3 and 4, because the researcher regard as the students with that criteria would have more knowledge about speaking skill, and the second sample is students who had experience success and failure in speaking skill as could see from their score in their Speaking, there were 26 of high score and 38 of low score from speaking 1 until speaking 4. This because, the researcher assumed that they have more information and able to speak. Based on the characteristics above the subjects that researcher got from VII semester were: VII A (7 students), VII B (7 students), non-regular (2 students). The total of number students were 16 students.

C. Technique of Collecting Data

In this research, researcher used interview technique for collecting the data needed.

1. Interview

One of excessively techniques of qualitative study in collecting data is interview. Gay has stated that an interview is a purposeful interaction, usually between two people, focus on one person trying to get information from the other person.[27] It means the way to get and assemble information

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[27] L.R Gay, Op,Cit, P 219

through direct interaction and that was used for collecting formation which cannot be acquired from the questionnaire.

The interview used in this research was semi-structured interview. In this type of interview, the researcher wanted to know detail information which can be compared and contrasted with information gained in other interviews.[28] In addition, Carolyne & Palena semi-structured interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation.[29] In other words semi-structured interview was used to take the information from students where the students were not restricted in giving information that they feel important to talk and the researcher just give little directional as a guide. The entire questions constructed based on the theories, the record data changed into written transcript text.

In collecting the data, the researcher did interview with the students based on the criterion in order to know what are students'attributions of success and failure in speaking skill and what are the reasons that they chose attribution of success and failure in speaking English. It was done by using guidance of interview and by using tape recorder to get the result of

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[28] Catherine Dawson, *Practical research Method*, (United Kingdom: Deer Park production, 2000) P. 28

[29] Natasha Mack,Cynthia woodsong, Kathleen M.Macqueen, Greg Guest, Emily Namey, *Qualitative Research Method: A Data Collector's Field Guide,* Family Health International: 2005, P. 29

interview. This interview consists of some questions used to get information from the students.

D. Research Instruments

To support the data the researcher used interview in collecting the complete information about the students' attribution of success and failure on their speaking English skill and what are the reason of the most attributions that students have chosen.

1. Interview Guidance

The researcher must have interview guidance to indicate what questions are to be asked, in what order and how much additional prompting or probing is permitted.[30] It used when the researcher interviewed the students in order to acquire standardized comparable data from each respondent. All interviews must be conducted in basically the same manner. In this research, the researcher used some questions in interview section for the students. The steps of constructing questions were; first, the researcher determined the indicator of each theory.

This interview used to answer both research questions, but with different questions. First, researcher did interview about what are students' attributions of success and failure on their speaking English skill by adopting questions from William and burden. Then, after got the answer for the first

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[30] Ibid, P 292

research questions, the researcher used the theory of students' attributions of success and failure on speaking English skill that the researcher had found in answering the first question. Second, after got the indicator, the researcher determined the question used based on the indicator. Third, to form the question, the researcher formulated the question with validator. This step objectives for checking and classifying the accuracy of the questions. Fourth, during the formulation of the question, the researcher did several improvements to get the most exact question in the content and context of the question. The researcher revised the question for three times to the Validator. This interview consisted of some questions that were used to get information about the reasons about the most attributions that students have chosen in speaking skill.

Table 3.1
Interview Guidance of Attributions of Success and Failure

No	Attributions of success and failure	Questions
1	Doing well	When you do well at speaking, the main reasons are?
2	Not doing well	When you don't do well at speaking, the main reasons are?

Table 3.2
Interview Guidance of The Reasons of The most Attributions of Success and Failure in speaking skill

No	Attributions of success in speaking skill	Indicators	Questions
1	Strategy	Practice speaking	1. Do you practice your English? 2. How do you practice your English?
		Reviewing the material	3. Do you review the material about speaking? 4. How do you review the material?
2	Interest	Liking the subject	1. Do you think the topics influence your interest in speaking? 2. How do the topics influence your interest?
3	Effort	Work hard	1. Do you try to improve your speaking skill? 2. How do you improve your speaking skill?
4	Ability	Can speak English well	1. Do you use English in daily activity? 2. How do you use your English?

		Understand the topic	1. Do you develop the topic with a lot of ideas in speaking class? 2. How do you develop the topic?

No	Attributions of failure in speaking skill	Indicators	Questions
1	Lack of ability	Can speak English well	1. Do you use English in daily activity? 2. Why don't you use your English?
		Understand the topic	3. Do you develop the topic with a lot of ideas in speaking class? 4. Why don't you develop the topics?
2	Lack of self-confidence	Afraid of making mistakes	1. Do you often feel nervous when speaking English? 2. Why do you feel nervous in speaking English?
3	Lack of Interest	Liking the subject	1. Do you think the topics influence your interest in speaking? 2. Why don't the topics influence your interest?
4	Lack of Effort	Work hard	1. Do you try to improve your speaking skill? 2. Why don't you try to improve your speaking skill?

5	Negative Mood	Bad condition	1. Do you think negative mood will affect your speaking? 2. How negative mood will affect your speaking?

E. Technique of Analyzing Data

After the data was collected from the techniques of collecting data, the researcher continued to analyze the data. Creswell states that for analyzing qualitative data, the researcher can do data managing, reading/memoing, describing, classifying, interpreting and representing the findings in a written report.[31] Further, Gay argues those are not the steps that lead to understanding and interpretation, but the researcher ability to think, image, hypothesize, and analyze.

For analyzing the data in this research, the researcher did these steps:

1. Managing

The researcher constructed the interview with two questions. Before asking them to provide their oral responses, the researcher initially explained the participants about the purpose of the study and the meaning of each question on the interview. This aimed to ensure that the participants clearly understood the meaning of the questions to which they responded.

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[31] John W. Creaswell, *Research Design*, (California : SAGE Publications, 2014), p. 247

2. Reading/Memoing

The researcher, afterwards analyzed the oral responses on the interview using the grounded theory approach in that the researcher tried to interpret students' intended views and to allow the resulting categories to emerge from the data. Grounded theory is a methodology that seeks to construct theory about issues of importance in people's lives.[32] Briefly, the approach aims to build a theory that faithfully reflects the evidence or in other words, to build a theory constructed from and grounded in the data.

3. Classifying

In addition, concerning the approach and related ideas by William, this study attempted to interpret the meanings that the participants intended and to allow categories to emerge from the data.

4. Describing

Accordingly, in this study, the researcher interpreted the responses on the interview by coding the responses that could become the attributions on the students' speaking English skill. These possible attributions were subsequently put in some tables in order to help the researcher easily classify the attributions.

5. Interpreting

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[32] Strauss A.L & B.G Glaser, *The discovery of Grounded Theory*, Aldine Publishing Co., New York NY.

After knowing the attributions of success and failure in speaking English skill. The researcher analyzed what are the reasons of the most attributions of success and failure that students have chosen in speaking skill. Then, the researcher saw the reasons of attribution to students' speaking skill by intervwing the students. The researcher led the participants provide further clarification towards what they had answered. The recorded oral information of the interview was the transcribed and analyzed by the researcher.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The research aimed to answer the question; *What are students'*
attributions of success and failure on their speaking English skill? In answering
the research question, the researcher defined the participants into two questions.
The researcher used interview for answering this question, the interview was
done on November, 14th 2018. They were doing well at speaking and not doing
well at speaking. Therefore, in this part, the researcher aimed to display the
research results of the attributions based on each question. Specifically, the
researcher would discuss the research results obtained from the interview data
that would show some attributions categories that the students had for each
question. The attribution's categories shown in some Tables in this part were
adapted and developed from Williams, et al.; Yilmaz. Eventually, the results
would become the answer to the research question stated in this study.

1. Students' attributions of success and failure on their speaking English
   skill

Six attributions for success emerged from the data. Of the sixty-four
statements cited for success almost were concerned with the use of strategy.

    a. The Students' Attributions for Success

1) Strategy

Strategy became the major category frequently mentioned by the students. It was twelve of sixteen students said strategy became their attribution for success. The category consisted of statement "I always look for a new word on dictionary", "I speak in front of mirror", "I practice English well at home", "I practice with my best partner in class", "I imagine a good things before speak", "I apply English language in daily activity", "I find another way to make me easy to understand the topic", "I re-read the material", "I always speak English with my friends".

2) Interest

Another prominent attribution stated by the students was termed interest. It was ten of sixteen students agreed that interest became other attribution for success. This category involved such statements as "the topic is interesting", "the condition of class is comfortable", "I like the topic", "I am interested about the topic", "the topic is important and talking about what I like", I enjoy the class".

3) Effort

Effort became the next attribution that was mentioned frequently by the students (eight of sixteen). The difference between this attribution and the abovementioned attribution

strategy was that statements which reflected a sense of trying to learn but failed to define or clarify how that could be achieved were included in this category. Included in this category were items like "I always prepare the material", "I motivated myself to do the best", "I try to speak what I want to speak in speaking class", " I try to be confident", "I really want to speak English fluently", 'I try to learn regularly", "I prepare myself before speak", "I follow English course".

4) Ability

The next attribution to emerged was ability. It showed from the data that eight of sixteen students stated that ability became another attribution for their success. This category included "I know a lot of vocabulary, so I can easily to speak English", "I can speak English well", "I understand the topic well", "I know the structure well".

5) Positive Mood

The attribution positive mood was six of sixteen. This category consisted of statements "my mind is fresh enough to talk", "I am in my mood to speak", "being able to concentrate on the work".

6) Self-confidence

The resulting of new attribution found namely, self-confidence was not cited very frequently just one of sixteen students said that self-confidence became other attribution for their success. The category was included "I feel so confident when I speak English".

From the data above about students' attributions of success in speaking skill. There were sixth attributions emerged form the data. They were strategy, interest, effort, ability, positive mood and self-confidence. As could see from the data students stated most of attributions for success were strategy, interest, effort and ability. Only few students said that positive mood and self-confidence to be their attributions for success. Then, students' attribution for failure will be seen below.

b. The Students' Attributions for Failure

Sixty-four statements were cited for failure. Nine attributions emerged and six of these attributions corresponded to the categories for success. A new attribution, namely; time and attendance emerged as a new attribution.

1) Lack of ability

Most of students (fifteen of sixteen) said that lack of ability use emerged as the most important category and comprised almost half of the statements for not doing well.

The statements in this category included items like "I'm not understanding what people say", "I don't know the topic well", "I have problem that make me hard to speak", "I have trouble with pronunciation", "I don't understand the topic", "I am poor of vocabulary", "I am missing the material", "I am not listening to the teacher carefully", "I am not memorizing new vocabulary items", "I don't know the grammar well", "hard to find the idea when speaking", "cannot speak English well".

2) Lack of self-confidence

Students stated (eleven of sixteen) that lack of self-confidence became other attribution for failure. Comments in this category were, "I feel nervous when speaking English", "I am not confident", "when I meet people that have a good ability than me", "I feel under pressure", "I am afraid to speak English when the lecture asks me", "I am fear of making mistakes".

3) Lack of Interest

The next prominent attribution stated by the students (eight of sixteen) was termed as lack of interest. This category included, "I feel bored, because the topic is not interesting",

"the condition of class is boring", "the condition of class is not comfortable", "I am not interested about the topic", "the class is too silent", "no curiosity about the topic".

4) Lack of Effort

Another attribution appeared was lack of effort. It showed from the data that seven of sixteen students stated that lack of effort became another attribution for failure. These categories consisted of comments, "I'm lazy", "I don't care about the language errors", "I'm careless", "I'm no good at speaking", "I am forced to speak",

5) Negative Mood

Seven of sixteen students said that negative mood became other attribution for failure. These categories consisted of comments, "I am in bad condition", "I am in my bad mood to speak", "I'm not in mood at talking", "the condition is not well".

6) Lack of Strategy

The next attribution that students (one of sixteen) stated Lack of strategy. The category of this included, "I don't have partner to speak English and to increase my speaking".

7) Lack of time

Other attributions that stated from the students (one of sixteen) was lack of time on the interview. The category of this included "I don't have enough time to verify my idea",

8) Teacher

Teacher became other attributions of failure that students (one of sixteen) said on the interview. The category of this included "I don't like the teacher"

9) Attendance

Surprisingly, attendance became other attributions that students stated. This category consisted of statement, "I miss the subject".

From the data above about students' attributions of failure on their speaking skill. There were ninth attributions emerged from the data. They were lack of ability, lack of self-confidence, lack of interest, lack of effort, negative mood, lack of strategy, lack of time, teacher and attendance. As could see from the data most of students stated that lack of ability, lack of self-confidence, lack of effort and negative mood became the most attributions as could see from the number of the answers. Then, for lack of strategy, lack of time, teacher and attendance each of them only one student who answered it.

2. **The reasons of the most attributions of success and failure that students have chosen in speaking skill**

   To answer the second research question, and the question is the reasons of the most attributions of success and failure that students have chosen in speaking skill, the researcher did an interview to the students then the interview has done on December 5th 2018.

   The investigation towards, the reasons of the most attributions of success and failure that students have chosen in speaking skill of English Study Program at IAIN Curup were done by interview on December, 5th 2018, from the interview, the researcher got the informations about the reasons of the most attributions of success and failure that students have chosen in speaking skill. There are six attributions of success and nine attributions of failure found from this research by the researcher. Here, researcher found that the most attributions of success in speaking skill were strategy, interest, effort, ability and positive mood and the most attributions of failure were lack of ability, lack of self-confidence, lack of interest, lack of effort and negative mood respondents gave reasons about the most attributions of success and failure that students have chosen in speaking skill. The respondents gave varied answers in telling the reasons of the most attributions that they have chosen in speaking skill. To simplify the results, the researcher delivered the data gotten below, the order was according to the number of students answers.

1) **Interview results of the reasons of the most attributions of success that students have chosen in speaking skill**

    a. Strategy

        Most of students stated that strategy became the most attributions of success in speaking skill, the reasons why they chose strategy were because strategy would make them easy to learn about speaking, they could have variated ways to learn English, because English was foreign language. For example, they had their own way to increase their ability in speaking skill with those ways they thought that they would be easy to learn about speaking, the ways were they talked to the mirror by themselves would make them felt confident to speak English, they watched the English video, they listen to English music, they reviewed the material, then they used strategy as many as they can to increase they speaking skill.

    b. Interest

        Most of students said that interest become other most attribution of success in speaking skill because they thought that they knew the topics well, they were interested about the topics that topics made them easily to develop and deliver the topics and the topics were interesting for them.

    c. Effort

The reasons why effort became another most attributions that students chose on their speaking English skill, because they thought that effort would make them success in speaking, they could be easy to improve their skill, they tried hard to improve their skill in speaking, they used many ways to improve their speaking, they paid attention when their friend and their lecturers explained the materials in class.

d. Ability

Most of students chose that ability became another most attributions in speaking skill was because they thought that if they had good ability in speaking, they could speak English well, they also understood the topics well, they would be easy to integrate their sentence well when they spoke in English, then, they could be easy to develop the topics by themselves and make the topics become a paragraph, because they felt that they had good ability in speaking.

Based on result of interview above, students have answered their reasons of the most attributions of success that students have chosen in speaking skill. There were two the most attributions of success in speaking skill. From the result of interview above some of the students have the same answer about the reasons of the most attributions of success that they have chosen in speaking skill. The most reasons that students had same

answered was strategy and interest. It could be seen from the statement of the students about reasons in strategy.

> *"I usually practice my English when I usually memorizes many vocabularies to make me easily to speak in English, because I teach English in school, and vocabularies can make me get a lot of ideas to speak and I review the material using my own way, to make me understand well, all of that strategy will make me success in speaking and make me easy to learn speaking"[33]*

As the second statement mentions:

> *"I try to look for new vocabularies and practice how to pronounce it. Having new vocabularies can make me easy to deliver my speech because I know many vocabularies and I always repeats the material at home to make sure I relay understand about the material"[34]*

From those statements above, the reasons of the most attributions of success and failure that students have chosen in speaking skill become strategy, because they thought that having many vocabularies could make them easy to speak in English, they practice and review the materials to make they speak English fluently. Next reasons of attributions of success were interest. It can be seen from the statement of the students about reasons in interest.

> *"I think that if the topics are interesting, I will be easy for me to understand and interest the topics. If I interest about the topics I will be easy to deliver and develop the topics and the topics can influence my speaking skill"[35]*

As the second statements mentions:

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[33] Student O, interview result on December 5th, 2018.
[34] Student G, interview result on December 5th, 2018.
[35] Student I, interview result on December 5th, 2018.

> *"I think if I know the topics well and the topics is interesting that can make me fun to deliver the topics, because if I know the topics well and have background knowledge about the topics I will be easy to develop the topics and speak about the topics"[36]*

From those statements, the reasons of the most attributions of success that students have chosen in speaking skill was interest, because the students felt that if they knew and familiar about the topics and the topics was interesting. It would make them easily to deliver and develop the topics well, the interesting of the topics would make them easy to speak and develop the topics. Next reasons of attributions of success were effort. It can be seen from the statements below:

> *"I always try to find another way to improve my speaking skill, because variety of ways can make me get easy to learn speaking and can make me speak English fluently."[37]*

Another statement mentions:

> *"I try hard to improve my skill in speaking by using the media, using media will make me easy to learn speaking, I can do anything what I want to improve my speaking skill"[38]*

From those statements, the reasons of the most attributions of success that students have chosen in speaking skill was effort, because the students struggled to learn speaking, they tried hard to improve their skill. Next reasons of attributions of success were ability. It can be seen from the statements below:

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[36] Student M, interview result on December 5th, 2018.
[37] Student E, interview result on December 5th, 2018.
[38] Student J, interview result on December 5th, 2018.

> *"I communicate with my friend and talk about myself by using English, because speaking is the way you speak in English, so if you want to speak English fluently you must use English in your daily life."[39]*

Other statements mention:

> *"I use my English when talking. When I speak in English, I can explore anything to improve my speaking. I know the topics well and easy to develop"[40]*

From those statements, the reasons of the most attributions of success that students have chosen in speaking skill was ability, because the students can speak English well, they feel easy to develop the topics about English. The reasons of the most attributions of failure that students had chosen would be seen in table below.

2) Interview results of the reasons of the most attributions of failure that students have chosen in speaking skill

    a. Lack of Ability

From the data interview the researcher got the answer of second research questions that the reasons of students choosing the most attributions of failure were lack of ability it showed from the data that students said that lack of ability became their most attribution for failure, because they thought that they would be hard to be success in speaking if they did not have good ability, because they thought that they did not use their English well, they could not speak English fluently, they thought that it was hard to speak English, they did not have a good partner to speak, then the environment was not

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[39] Student L, interview result on December 5th, 2018.
[40] Student N, interview result on December 5th, 2018.

allowed them to speak English and they had trouble with their grammar and pronunciation.

b. Lack of Self-confidence

Another most attributions of failure that students have chosen was lack of self-confidence, because most of the students felt nervous when they wanted to speak English, second, they were afraid of making mistakes, third, they were afraid of being corrected from others, fourth they need too much time to speak English and then they were not confident to speak English.

c. Lack of Interest

The reasons of why students chose lack of interest became other most attributions for failure in speaking skill was because they felt that the topics were not interesting, they felt bored and did not know how to develop the topics, then they were not interested about the topics.

d. Lack of Effort

Other attributions that students chose in speaking skill was lack of effort and the reasons why they chose lack of effort, because they felt they did not do best to improve their speaking skill, they were lazy to improve their skill and they never tried hard to increase their ability in speaking.

e. Negative Mood

Most of students chose negative mood became another most attributions in speaking skill, because they were not in good condition to speak in English, they were in bad mood, felt bad mood would make them felt lazy to learn about speaking and would make them missed the material, then, they did not feel well, and they were not in mood to talk in English, so it made them thought that negative mood became another attribution for failure and could make them failed in speaking skill.

Based on the result of interview above, students have answered their reasons of the most attributions of failure that students have chosen in speaking skill. There were five the most attributions of failure in speaking skill. From the result of interview above some of the students had the same answer about the reasons of the most attributions of success that they have chosen in speaking skill. The most reasons that students had same answered was lack of ability, lack of self-confidence, lack of interest, lack of effort and negative mood. It could be seen from the statement of the students about reasons in lack of ability.

I often use english, English is not my language, I usually use English with my friends at campus, so that is way I rarely to practice my speaking skill, because I do not have partner and not allow me to use English in my environment. I

seldom develop the topic with a lot of ideas, because I do not know about the topics[41]

At the other statement mentions:

I speak English only 30 %, because I do not have partner to speak English. I usually speak with myself at home and it will not increase my speaking skill, because I do not have someone to correct my speaking. I sometimes do not know the topics well and do not have background knowledge about the topics, so it will be hard for me to be developed.[42]

From those statements above, the reasons of the most attributions of failure that students have chosen in speaking skill become lack of ability, because they thought that they did not have a good partner to speak English and they were hard to increase their ability in speaking. Next reasons of attributions of failure were lack of self-confidence. It can be seen from the statement of the students about reasons in lack of self-confidence.

I always feel nervous when I speak in English, because I always think too much when I want to speak English, I am experiencing nervous and fear oftenly and I am afraid of making mistakes.[43]

Other statement mentions

I feel nervous when I speak in English, because I am afraid that I will make mistakes and forget about the grammar and the context, then English is not my daily language.[44]

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[41] Student A, interview result on December 5th, 2018.
[42] Student B, interview result on December 5th, 2018.
'[43] Student J, interview result on December 5th, 2018.
[44] Student L, interview result on December 5th, 2018.

From statements above, the reasons of other most attributions of failure that students have chosen in speaking skill become lack of self-confidence, because they felt that they were nervous to speak English and they were afraid of making mistakes. Next attribution for failure was lack of interest. It would be seen below:

> *"I think the topics are not interesting for me, I feel bored when I learn about the topics, it makes me hard to deliver my speaking when I do not like the topics and I don dot know about the topics well"*[45]

Other statements mention:

> *"I am not interested about the topics, the topics are not familiar for me, I cannot find any information about the topics well and it makes me feel upset and lazy to learn about the topics"*[46]

From statements above, the reasons of other most attributions of failure that students have chosen in speaking skill become lack of interest, because they felt that the topics are not interesting to be developed and they were not interested about the topics. Next attribution for failure was lack of effort. It would be seen below:

> *"I think I do not really try hard to improve my ability in speaking, because I am too lazy to do it and I rare to pay attentions when someone is talking in English."*[47]

Another statemen mentions:

> *"I don't want to force myself to improve my speaking skill, if I force too much I will be hard to get the knowledge about speaking. I want to improve my speaking because I want, not because I force too much."*[48]

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[45] Student K, interview result on December 5th, 2018.
[46] Student C, interview result on December 5th, 2018.
[47] Student O, interview result on December 5th, 2018.
[48] Student L, interview result on December 5th, 2018.

From statements above, the reasons of other most attributions of failure that students have chosen in speaking skill become lack of effort, because they felt that they did not try hard to improve their speaking skill, they were lazy to improve their speaking skill. Next attribution for failure was negative mood. It would be seen below:

"I am in bad condition, I don't want to talk something in English. I am not well to do that things"[49]

Other statements mention:

"I am in my bad mood to speak English, and also the condition is not well. I don't want to speak English when I am in my bad mood".[50]

From statements above, the reasons of other most attributions of failure that students have chosen in speaking skill become negative mood, because they felt that they were in bad mood, they would not want to speak in English and the condition was not good for them.

Based on the interview result the researcher concluded that the reasons of students chose attribution of success and failure were varied. Most of the students had same reasons about their reasons of the most attributions of success and failure that they have chosen in speaking skill and some of them were different.

B. Discussion

1. Students attributions of success and failure on their speaking English skill

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[49] Student P, interview result on December 5th, 2018.
[50] Student M, interview result on December 5th, 2018.

From these finding, the researcher would seem to demonstrate that understanding the essence or purpose of doing those two perceived possibly the participant's ability to do the activities well. Williams, et al. as cited in Mali stated that strategy was most frequent attribution category found in his research of attribution on speaking enhancement. It occured in this study.

The use of strategy stands out as the most widely cited attributions for success in speaking skill. We took it for granted that most students had already learnt and practiced the type of speaking strategies ranging from cognitive to metacognitive strategies. In spite of, strategy use was a general term and thus intended to require any of these speaking strategies in this study. Therefore, teachers could help their students to develop more various speaking strategies. In any case, the effective use of speaking strategies proves to be the key to the success in speaking.

Then, the interest turned out to be another most frequently cited attribution for success in this study and at the same time supported the findings by Hasan Ali's study. In contrast, lack of interest became the most widely cited attributions of failure. What emerged in this study, however was the complexity of the term interest in that it can be interpreted as both an external attribute (the topic is interesting) or one that internal (I am interested about the topic). It was also in the same time supported the findings of William's study. Who stated that interest could become internal or external attribution.

Furthermore, the result of this study showed that lack of ability became the major attribution for failure than for success, the students thought that they had less of ability, so they would be failure at speaking. Particularly, by those who saw themselves as less successful language learners. A result worth further investigation here was that this studying speaking appeared to see ability as less important factor for success than for failure.

Afterwards, lack of self-confidence appeared and became most common attribution for failure than for success. This attribution was cited a bit by girls again. In attribution for success, self-confidence appeared as very less attribution to success. It was 1 time cited by the students.

Next effort turned out to be another common attribution cited for success in this study.

A comparative looked at student's attributions for doing well and for not doing well showed that strategy was more often used for explaining success than failure. As for success interest was more often used than lack of interest, at the same time effort was more often used than lack of effort, whereas lack of ability was more often used than ability, and lack of self-confidence became more often used for explaining failure than self-confidence were attributions that were more often used by the students.

2. **The reasons of the most attributions of success and failure that students have chosen in speaking skill**

Based on the findings from interview above, it was explained that the The reasons of the most attributions of success and failure that students have chosen in speaking skill by 16 respondents from TBI 7 A, B, and NON-REGULAR.

a. **The Reasons of The Most Attributions of Success in Speaking Skill**

Based on the data above strategy became the most attributions of success in speaking skill, there were many reasons that occurred from the findings. Most of students had the same reasons for why they chose strategy as their attributions for success. Then, the reasons why they chose strategy were because they had their own way to increase their ability ii speaking, they used strategy as many as they can to increase their speaking skill. It can be concluded that strategy had main role in students' attributions for success.

Next, as could see from the finding, students agreed that the reasons why interest become other most attribution of success in speaking skill was because they thought that they were interested about the topics that topics made them easily to develop and deliver the topics and the topics were interesting for them. The interesting of topics would make them felt interest to learn.

Then, from the findings above the students had the same answer about the reasons why effort became another most attributions that students chose on their speaking English skill, because they tried hard to improve their skill in speaking, they used many ways to improve their speaking, they always struggled to be success in speaking.

Furthermore, the result of the findings above stated that the reasons that student chose ability became another most attributions in speaking skill, because they thought that they can speak English well, they developed the topics and make the topics become a paragraph.

b. **The Reasons of The Most Attributions of Failure in Speaking Skill**

As could see from the findings above about the reasons of students choosing the most attributions of failure were lack of ability. From the findings appeared that the students had same reasons about why they chose lack of ability and the reasons, because they thought that they did not use their English well, they could not speak English fluently, they thought that it was hard to speak English, they had trouble with their grammar and pronunciation.

Next, another most attributions of failure occurred was lack of self-confidence. From the data we could see that most students had same thought about the reasons why they chose lack of self-confidence, because most of the students felt nervous when they

wanted to speak English, second, they were afraid of making mistakes, then they were not confident to speak English.

Then, as could see form the findings above the reasons of why students chose lack of interest became other most attributions for failure in speaking skill, the most reasons that students had answered, because they felt that the topics were not interesting, they felt bored, and they were not interested about the topics.

Afterwards, other attributions that students chose in speaking skill was lack of effort and most of students said that the reasons why they chose lack of effort, because they felt they did not do best to improve their speaking skill, they were lazy to improve their skill and they never tried hard to increase their ability in speaking.

Finally, the last of most attributions that students chose about the reasons why students chose negative mood became another most attributions in speaking skill, because they were not in good condition to speak in English and they were in bad mood.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher concluded the results of this research by answering the research questions and giving some points of suggestion for the parties involved.

A. Conclusion

Based on finding and discussion in the previous chapter, the researcher finally concluded that:

1. After discussing much about the student's attributions of success and failure on their speaking skill. The researcher found what are the students' attributions of success and failure on their speaking English skill. There were six attributions found for success, they were, strategy, interest, effort, ability, positive mood and self-confidence. Strategy, interest, effort and ability became the most attributions for success, then there were nine attributions found for failure, they were lack of ability, lack of self-confidence, lack of interest, lack of effort, negative mood, lack of strategy, lack of time, teacher and attendance. Lack of ability, lack of self-confidence, lack of interest, lack of effort, negative mood became the most attributions for failure in speaking skill

2. The reasons of the most attributions that the students have chosen in their speaking skill. There were strategy, interest, effort and ability the reasons were they had their own way to practice and increase their speaking skill, they felt interested with the topics and the topics could influence their interest in speaking, they felt that they struggle enough to learn English, they knew that could speak English well, then there were lack of ability, lack of self-confident, lack of interest, lack of effort, negative mood became the most attributions for failure and the reasons were they did not speak English well, they felt nervous when they spoke in English and they were not confident to speak English, they felt the topics were not interesting, they were lazy to learn speaking, and they were not in good condition to learn speaking.

B. **Suggestion**

Based on the results of this research entitled by "Students' attributions of success and failure on their speaking English skill", the researcher suggests:

1. For the students, becoming aware of how they conceptualize success and failure in speaking how they make sense of their learning and how they construct notions of success and failure in speaking.

2. For the lecturer, the researcher also suggested for lecturer in speaking class to invite students to share their experience on learning speaking that they usually do in practicing English speaking becomes another

possibility to do and to make students speak English well, then lecturer in speaking skill should create closer relationship with the students, so the students could share their problems when encountering language lack of self-confidence experience in learning process.

3. For the last, the researcher comes with a hope for the next researchers to make a further discussion about this topic, attribution. It might be the study of what are the student's attributions in other skills such as reading, listening and writing or much more ideas could be developed for the next research.

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Catatan dari Wawancara Tentang Alasan Terhadap Attribution Sukses dan Gagal yang Paling Banyak Dipilih Siswa

No	Siswa	Attributions of success and failure	Pertanyaan	Jawaban
1	Siswa A	Strategy	1. Apakah kamu melatih bahasa inggrismu?	Ya
			2. Bagaimana kamu melatih bahasa inggrismu?	Saya biasanya berpidato dengan menggunakan bahasa Inggris dengan tema yang abstrak.
			3. Apakah kamu mereview materi tentang speaking ?	Ya
			4. Bagaimana kamu mereview materi tersebut?	Biasanya saya mereview karena besok ada ujian
		Interest	1. Menurutmu apakah topik dalam pelajaran speaking dapat mempengaruhi ketertarikanmu dalam speaking?	Ya
			2. Bagaimana topik tersebut mempengaruhi ketertarikanmu dalam speaking?	Kalau saya sudah tertarik dengan topik tersebut speaking saya akan saya latih berbicara dengan topik tersebut
		Effort	1. Apakah kamu mencoba untuk meningkatkan kemampuan speakingmu?	Yes
			2. Bagaimana cara kamu meningkatkan kemampuan speakingmu?	I try to improve my speaking skill by speaking with myself using English
		Ability	1. Apakah kamu menggunakan bahasa inggris dalam kegiatan	Ya

			sehari-hari?	
			2. Bagaimana kamu menggunakan bahasa inggris tersebut?	Saya berbicara dengan teman dan diri saya setiap hariI
			3. Apakah kamu mengembangkan topik dengan banyak ide di kelas speaking?	Ya
			4. Bagaimana kamu mengembangkan topik tersebut?	Saya mengembangkan topik dengan banyak ide, karena sya tahu topik itu dengan baik
		Lack of Ability	1. Apakah kamu menggunakan bahasa inggris dalam kegiatan sehari-hari?	Tidak sepenuhnya
			2. Mengapa kamu tidak menggunakan bahasa inggris tersebut?	Lingkungan tempat tinggal saya tidak memungkinkan untuk saya menggunakan bahasa Inggris, mereka tidak akan mengerti
			3. Apakah kamu mengembangkan topik dengan banyak ide di kelas speaking?	Kadang-kadang
			4. Mengapa kamu tidak mengembangkan topik tersebut?	Saya benar-benar tidak tahu topik itu tentang apa
		Lack of Self-confidence	1. Apakah kamu sering merasa gugup saat berbicara bahsa Inggris?	Ya saya sering merasa gugup
			2. Mengapa kamu merasa gugup berbicara bahsa Inggris?	Saya sering merasa gugup saat berbicara bahasa Inggris, karena saya takut untuk membuat kesalahan saat saya berbicara berbahasa Inggris
		Lack of	3. Menurutmu apakah topik	Tidak

		Interest		dalam pelajaran speaking dapat mempengaruhi ketertarikanmu dalam speaking?	
			4.	Mengapa topik tersebut tidak mempengaruhi kemampuan speakingmu?	Karena topik tersebut tidak menarik dan jika aya tertarik dengan topik tersebut saya kan menggunakan topik tersebut pada speaking saya
		Lack of Effort	3.	Apakah kamu mencoba untuk meningkatkan kemampuan speakingmu?	Tidak terlalu
			4.	Mengapa kamu tidak meningkatkan kemampuan speakingmu?	Karena saya malas untuk mengembangkan kemampuan berbahasa Inggris saya dengan berbicara pada diri sendiri menggunakan bahsa Inggris
		Negative Mood	3.	Menurutmu, apakah negative mood dapat mempengaruhi kemampuan berbahasa Inggrismu?	Ya
			4.	Bagaimana negative mood tersebut empengaruhi lemampuan berbicaramu?	Jika saya dalam suasana hati yang buruk, aya tidak akan mempelajari speaking dan akan mambuat kemampuan speaking saya menurun.
2	Siswa B	Strategy	1.	Apakah kamu melatih bahasa inggrismu?	Selalu
			2.	Bagaimana kamu melatih bahasa inggrismu?	Saya melatih bahasa inggris saya dengan melakukan hal yg menarik dan asik untuk dilakukan

			3. Apakah kamu mereview materi tentang speaking ?	Ya
			4. Bagaimana kamu mereview materi tersebut?	Dengan mempraktekan ulang untuk membuat saya lebih paham dengan materi tersebut
		Interest	1. Menurutmu apakah topik dalam pelajaran speaking dapat mempengaruhi ketertarikanmu dalam speaking?	Ummm.....kadang-kadang
			2. Bagaimana topik tersebut mempengaruhi ketertarikanmu dalam speaking?	Jika saya mengetahui tentang topik tersebut, topik tersebut akan mempengaruhi keteratrikan saya terhadap speaking, karena jika saya sudah mengetahui topik tersebut akan lebiha mudah untuk saya kembangkan
		Effort	1. Apakah kamu mencoba untuk meningkatkan kemampuan speakingmu?	Yes
			2. Bagaimana cara kamu meningkatkan kemampuan speakingmu?	I try to improve speaking skill by speaking with herself using English
		Ability	1. Apakah kamu menggunakan bahasa inggris dalam kegiatan sehari-hari?	Ya
			2. Bagaimana kamu menggunakan bahasa inggris tersebut?	Saya biasanya bebricara bahsa Inggris dalam kegiatan sehari-hari. Saya menggunakan bahasa Inggris saya di rumah, dengan teman dan dengan

				diri saya sendiri.
			3. Apakah kamu mengembangkan topik dengan banyak ide di kelas speaking?	Ya
			4. Bagaimana kamu mengembangkan topik tersebut?	Saya mengembangkan topik dengan mencari sumber lain untuk memudahkan saya dalam mengambangkan topik jika saya mengetahui informasi tentang topik tersebut.
		Lack of Ability	1. Apakah kamu menggunakan bahasa inggris dalam kegiatan sehari-hari?	Not really
			2. Mengapa kamu tidak menggunakan bahasa inggris tersebut?	Karena saya rasa saya tidak mampu berbicara bahsaa inggris dengan baik
			3. Apakah kamu mengembangkan topik dengan banyak ide di kelas speaking?	Saya tidak terlalu sering mengembangkan topik
			4. Mengapa kamu tidak mengembangkan topik tersebut?	Dengan alasan cukup susah dalam mengembangkannya namun dalam beberapa kejadian mengembangkan topik itu sendiri merupakan hal yang diperlukan.
		Lack of Self-confidence	1. Apakah kamu sering merasa gugup saat berbicara bahsa Inggris?	Ya
			2. Mengapa kamu merasa gugup berbicara bahasa Inggris?	Saya merasa gugup, ketika berbicara bahasa Inggris, karena saya pikir sya tidak percaya diri

					untuk berbicara berbahsa Inggris
		Lack of Interest	1.	Menurutmu apakah topik dalam pelajaran speaking dapat mempengaruhi ketertarikanmu dalam speaking?	Tidak terlalu
			2.	Mengapa topik tersebut tidak mempengaruhi kemampuan speakingmu?	Karena jika topik tersebut tidak menarik saya tidak akan mudah untuk mengembangkan topik tersebut.
		Lack of Effort	1.	Apakah kamu mencoba untuk meningkatkan kemampuan speakingmu?	Saya jarang
			2.	Mengapa kamu tidak meningkatkan kemampuan speakingmu?	Karena saya terlalu malas untuk mengembangkan kemampuan saya dan saya tidak mempunyai rekan yang baik untk memebantu saya meningkatkan kemampuan saya.
		Negative Mood	1.	Menurutmu, apakah negative mood dapat mempengaruhi kemampuan berbahasa Inggrismu?	Ya tentu saja
			2.	Bagaimana negative mood tersebut empengaruhi lemampuan berbicaramu?	Jika saya dalam kondisi yang buruk, it akan membuat saya susah untuk mempelajari speaking dan akan membuat saya sulit untuk memahami topik tersebut.
3	Siswa C	Strategy	1.	Apakah kamu melatih bahasa inggrismu?	Ya

			2. Bagaimana kamu melatih bahasa inggrismu?	Saya berbicara sendiri, saat sedang mengendarai motor atau mobil saya melihat sekeliling apapun yang saya lihat saya jadikan bahan untuk berbicara bahasa Inggris
			3. Apakah kamu mereview materi tentang speaking ?	Kadang-kadang
			4. Bagaimana kamu mereview materi tersebut?	Saya tidak membaca ulang materi, melainkan mengambil satu atau dua poin dimateri tersebut yang saya masukkan dalam kegiatan sehari-hari
		Interest	1. Menurutmu apakah topik dalam pelajaran speaking dapat mempengaruhi ketertarikanmu dalam speaking?	Yes
			2. Bagaimana topik tersebut mempengaruhi ketertarikanmu dalam speaking?	Topik yang sesuai dengan kebiasaan, jadi menyenangkan untuk dikerjakan dan pasti mempengaruhi kemampuan speaking serta ketertarikan saya pada materi tersebut
		Effort	1. Apakah kamu mencoba untuk meningkatkan kemampuan speakingmu?	Ya
			2. Bagaimana cara kamu meningkatkan kemampuan speakingmu?	Saya biasanya memberi banyak perhatian jika dosen dan teman saya sedang menjelaskan materi di depan kelas.
		Ability	1. Apakah kamu menggunakan bahasa inggris dalam kegiatan	Ya

				sehari-hari?	
			2. Bagaimana kamu menggunakan bahasa inggris tersebut?		Saya berbicara bahsa Inggris dengan teman dan diri saya
			3. Apakah kamu mengembangkan topik dengan banyak ide di kelas speaking?		Ya
			4. Bagaimana kamu mengembangkan topik tersebut?		Saya mengembangkan topik dengan banyak ide di dlam pikiran saya dan saya membuatnya menjadi sebuah paragraf.
		Lack of Ability	1. Apakah kamu menggunakan bahasa inggris dalam kegiatan sehari-hari?		Tidak selalu
			2. Mengapa kamu tidak menggunakan bahasa inggris tersebut?		Karena saya tidak memiliki rekan untuk berbicara bahasa Inggris
			3. Apakah kamu mengembangkan topik dengan banyak ide di kelas speaking?		Kadang-kadang
			4. Mengapa kamu tidak mengembangkan topik tersebut?		Karena saya merasa bosan dan saat itu saya tidaka memahami tentnag topik tersebut
		Lack of Self-confidence	1. Apakah kamu sering merasa gugup saat berbicara bahsa Inggris?		Ya
			2. Mengapa kamu merasa gugup berbicara bahsa Inggris?		Saya merasa gugup, ketika saya bebricara dengan orang baru dan dosen saya, karena saya takut dikoreksi dan takut

				untuk membuat kesalahan ketika berbicara bahsa Inggris dengan mereka
		Lack of Interest	1. Menurutmu apakah topik dalam pelajaran speaking dapat mempengaruhi ketertarikanmu dalam speaking?	Kadang-kadang
			2. Mengapa topik tersebut tidak mempengaruhi kemampuan speakingmu?	Jika saya tidak mengetahui tentang topik tersebut, akan membuat saya sulit untuk meningkatkan kemampuan speaking saya.
		Lack of Effort	1. Apakah kamu mencoba untuk meningkatkan kemampuan speakingmu?	Tidak terlalu
			2. Mengapa kamu tidak meningkatkan kemampuan speakingmu?	Karena saya tidak mempunyai rekan yang bagus untuk membantu saya meningkatkan kemampuan saya.
		Negative Mood	1. Menurutmu, apakah negative mood dapat mempengaruhi kemampuan berbahasa Inggrismu?	Ya
			2. Bagaimana negative mood tersebut empengaruhi lemampuan berbicaramu?	Jika saya dakam keadaan yang tidak baik, akan membuat saya sulit untuk melakukan speaking dan membuat saya berpikir terlalu lama untuk berbicara bahasa Inggris.
4	Siswa D	Strategy	1. Apakah kamu melatih bahasa inggrismu?	Ya
			2. Bagaimana kamu melatih bahasa inggrismu?	Dengan berbicara sendiri, menonton youtube tentang tutorial make up yang menggunakan

					bahasa Inggris atau menonton film
			3.	Apakah kamu mereview materi tentang speaking ?	Sering
			4.	Bagaimana kamu mereview materi tersebut?	Misalnya diberi topik hari ini dan saya mencoba menjelakan kembali diwaktu senggang mencari pengetahuan lebih tentang itu
		Interest	1.	Menurutmu apakah topik dalam pelajaran speaking dapat mempengaruhi ketertarikanmu dalam speaking?	Ya
			2.	Bagaimana topik tersebut mempengaruhi ketertarikanmu dalam speaking?	Apabila topik tersebut kita suadah familiar dan menarik jadi kita berusaha untuk menikuti topik tersebut
		Effort	1.	Apakah kamu mencoba untuk meningkatkan kemampuan speakingmu?	Ya
			2.	Bagaimana cara kamu meningkatkan kemampuan speakingmu?	Saya mencoba untuk meningkatkan kemampuan speaking saya dengan cara saya sendiri yang saya pikir itu menyenagkan untuk dilakukan.
		Ability	1.	Apakah kamu menggunakan bahasa inggris dalam kegiatan sehari-hari?	Ya
			2.	Bagaimana kamu menggunakan bahasa inggris tersebut?	Saya menggunakan bahasa Inggris ketika saya ingin berbicara. Saya

				menggunakan bahasa Inggris dengan teman dan diri saya sendiri.
			3. Apakah kamu mengembangkan topik dengan banyak ide di kelas speaking?	Kadang-kadang
			4. Bagaimana kamu mengembangkan topik tersebut?	Saya mengembangkan topik dengan menggunakan banyak ide dalam pikiran saya.
		Lack of Ability	1. Apakah kamu menggunakan bahasa inggris dalam kegiatan sehari-hari?	Tidak selalu
			2. Mengapa kamu tidak menggunakan bahasa inggris tersebut?	Karena tidak mengoleksi banyak vokabulary dan orang disekitar tidak mengetrti bahasa Inggris
			3. Apakah kamu mengembangkan topik dengan banyak ide di kelas 4. speaking?	Kadang-kadang
			Mengapa kamu tidak mengembangkan topik tersebut?	Karena kurang pengetahuan tentang topik tersebut
		Lack of Self-confidence	1. Apakah kamu sering merasa gugup saat berbicara bahsa Inggris?	Ya sering
			2. Mengapa kamu merasa gugup berbicara bahsa Inggris?	Saya merasa gugup, ketika berbicara bahsa Inggris, karena saya tidak percaya diri, saya merasa bingung ketika memikirkan grammarnya dan sya memiliki kosa kata yang sedikit
		Lack of	1. Menurutmu apakah topik	Ya

		Interest	dalam pelajaran speaking dapat mempengaruhi ketertarikanmu dalam speaking?	
			2. Mengapa topik tersebut tidak mempengaruhi kemampuan speakingmu?	Karena jika saya tidak memiliki pengetahuan sebelumnya tentang topik tersebut, akan sukit bagi saya untuk memahami dan akan sulit untuk saya berbicara dalam bahasa Inggris.
		Lack of Effort	1. Apakah kamu mencoba untuk meningkatkan kemampuan speakingmu?	Tidak terlalu
			2. Mengapa kamu tidak meningkatkan kemampuan speakingmu?	Karena saya tidak memiliki cukup waktu untuk meningkatkan kemampun speaking saya, saya terlalu sibuk mengerjakan tugas-tugas saya.
		Negative Mood	1. Menurutmu, apakah negative mood dapat mempengaruhi kemampuan berbahasa Inggrismu?	Ya tentu saja
			2. Bagaimana negative mood tersebut empengaruhi lemampuan berbicaramu?	Jika kondisi saya tidak baik, saya akan sulit untuk menerima materi tentang speaking dan saya akan sulit untuk mengutarakan ide saya.
5	Siswa E	Strategy	1. Apakah kamu melatih bahasa inggrismu?	Ya
			2. Bagaimana kamu melatih bahasa inggrismu?	Saya biasanya menyanyi bahsa Inggris dengan teman saya dan berbicara dengan topik yang diberikan teman saya menggunakan bahasa Inggris.

			3. Apakah kamu mereview materi tentang speaking ?	Ya, kadang-kadang
			4. Bagaimana kamu mereview materi tersebut?	Dengan membaca dan memahami lagi materinya
		Interest	1. Menurutmu apakah topik dalam pelajaran speaking dapat mempengaruhi ketertarikanmu dalam speaking?	Ya
			2. Bagaimana topik tersebut mempengaruhi ketertarikanmu dalam speaking?	Jika kita sudah tertarik dengan topik tersebut kita akan tertarik untuk membicarakan topik tersebut
		Effort	1. Apakah kamu mencoba untuk meningkatkan kemampuan speakingmu?	Ya
			2. Bagaimana cara kamu meningkatkan kemampuan speakingmu?	Saya mencoba untuk meningkatkan kemampuan speaking saya denagn bermain game dan menonton you tube.
		Ability	1. Apakah kamu menggunakan bahasa inggris dalam kegiatan sehari-hari?	Kadang-kadang
			2. Bagaimana kamu menggunakan bahasa inggris tersebut?	Saya menggunakan bahasa Inggris saya dengan teman saya dan ketika sya berbicara dengan dosen saya.
			3. Apakah kamu mengembangkan topik dengan banyak ide di kelas speaking?	Ya, kadang-kadang
			4. Bagaimana kamu mengembangkan topik	Saya mengembangkan topik dengan membuat

				tersebut?	nya kedalam bentuk paragraf.
			Lack of Ability	1. Apakah kamu menggunakan bahasa inggris dalam kegiatan sehari-hari?	Jarang
				2. Mengapa kamu tidak menggunakan bahasa inggris tersebut?	Karena saya tidak bisa berbahasa Inggris dengan baik.
				3. Apakah kamu mengembangkan topik dengan banyak ide di kelas speaking?	Jarang
				4. Mengapa kamu tidak mengembangkan topik tersebut?	Karena topiknya tidak saya pahami
			Lack of Self-confidence	1. Apakah kamu sering merasa gugup saat berbicara bahasa Inggris?	Ya
				2. Mengapa kamu merasa gugup berbicara bahsa Inggris?	Saya gugup ketika berbicara bahasa Inggris, karena saya takut untuk membuat kesalahan saat berbicara bahasa Inggris dan saya takut berbicara bahasa Inggris dengan dosen saya
			Lack of Interest	1. Menurutmu apakah topik dalam pelajaran speaking dapat mempengaruhi ketertarikanmu dalam speaking?	Tidak terlalu
				2. Mengapa topik tersebut tidak mempengaruhi kemampuan speakingmu?	Karena saya tidak tahu topik tersebut dan topik tersebut tidak menarik.
			Lack of Effort	1. Apakah kamu mencoba untuk meningkatkan kemampuan speakingmu?	Tidak

			2. Mengapa kamu tidak meningkatkan kemampuan speakingmu?	Because saya terlalu malas untuk meningkatkan kemampuan speaking saya.
		Negative Mood	1. Menurutmu, apakah negative mood dapat mempengaruhi kemampuan berbahasa Inggrismu?	Ya
			2. Bagaimana negative mood tersebut empengaruhi lemampuan berbicaramu?	Jika saya dlam keadaan yang tidak baik, saya akan sulit untuk memahami materi yang diberikan
6	Siswa F	Strategy	1. Apakah kamu melatih bahasa inggrismu?	Ya pasti, karena sebagai mahasiswa bahasa Inggris tidak melatih bahasa Inggris itu tidaklah benar
			2. Bagaimana kamu melatih bahasa inggrismu?	Dengan cara membaca berita, berta bola karena saya suka sekali dengan bola jadi saya mencari materi bahasa Inggris yang berkatina dengan bola sehingga saya senang dan gampang untuk memahaminya
			3. Apakah kamu mereview materi tentang speaking ?	Ya, sering
			4. Bagaimana kamu mereview materi tersebut?	Ketika merasa kesulitan saya akan mereview materi tersebut
		Interest	1. Menurutmu apakah topik dalam pelajaran speaking dapat mempengaruhi ketertarikanmu dalam speaking?	Ya
			2. Bagaimana topik tersebut mempengaruhi	Dengan topik tersebut saya mampu

				ketertarikanmu dalam speaking?	menegmbangkan ide dan saya mmapu berbicara bahsa Inggris. Ide-de tersebut dapat meningkatkan kemampuan saya.
		Effort	1. Apakah kamu mencoba untuk meningkatkan kemampuan speakingmu?		Ya
			2. Bagaimana cara kamu meningkatkan kemampuan speakingmu?		Saya mencoba untuk meningkatkan kemmapuan saya denagn berbicara dengan teman menggunakan bahasa Inggris dan membuat group speaking.
		Ability	1. Apakah kamu menggunakan bahasa inggris dalam kegiatan sehari-hari?		Ya
			2. Bagaimana kamu menggunakan bahasa inggris tersebut?		Saya menggunakan bahasa Inggris saya ketika saya berbicara dengan teman, dosen dan diri sya sendiri.
			3. Apakah kamu mengembangkan topik dengan banyak ide di kelas speaking?		Kadang-kadang
			4. Bagaimana kamu mengembangkan topik tersebut?		Saya mengembangkan topik dengan mencari informasi tentang topik tersebut.
		Lack of Ability	1. Apakah kamu menggunakan bahasa inggris dalam kegiatan sehari-hari?		Jika full bahasa Inggris tidak, hanya sekitar 30%
			2. Mengapa kamu tidak menggunakan bahasa		Tidak memiliki partner untuk berbicara bahasa Inggris

			inggris tersebut?	
		3.	Apakah kamu mengembangkan topik dengan banyak ide di kelas speaking?	Kadang-kadang
		4.	Mengapa kamu tidak mengembangkan topik tersebut?	Karena tidak mempunyai latar belakang pengetahuan mengenai topik tersebut
	Lack of Self-confidence	1.	Apakah kamu sering merasa gugup saat berbicara bahsa Inggris?	Ya
		2.	Mengapa kamu merasa gugup berbicara bahsa Inggris?	Saya merasa gugup, ketika saya kehilanagn ide saat berbicara bahasa Inggris dan rekan yang saya pikir memiliki kemampuan yang bagus dalam berbahsa Inggris
	Lack of Interest	1.	Menurutmu apakah topik dalam pelajaran speaking dapat mempengaruhi ketertarikanmu dalam speaking?	Kadang-kadang
		2.	Mengapa topik tersebut tidak mempengaruhi kemampuan speakingmu?	Karena topik tersebut tidak menarik dan saya tidak pernah dengar tentang topik tersebut.
	Lack of Effort	1.	Apakah kamu mencoba untuk meningkatkan kemampuan speakingmu?	Kadang-kadang
		2.	Mengapa kamu tidak meningkatkan kemampuan speakingmu?	Karena saya tidak memiliki rekan yang baik untuk memabantu saya meningkatkan kemampuan speaking saya.
	Negative Mood	1.	Menurutmu, apakah negative mood dapat	Ya tentu saja

				mempengaruhi kemampuan berbahasa Inggrismu?	
			2.	Bagaimana negative mood tersebut empengaruhi lemampuan berbicaramu?	Jika saya dalam kondisi yang tidak baik, saya akan sulit untuk memahami materi tersebut.
7	Siswa G	Strategy	1.	Apakah kamu melatih bahasa inggrismu?	Ya
			2.	Bagaimana kamu melatih bahasa inggrismu?	Dengan rajin mendengar baik lagu atau apapun itu, berbicara sendiri
			3.	Apakah kamu mereview materi tentang speaking ?	Kadang-kadang
			4.	Bagaimana kamu mereview materi tersebut?	Saya memperisapkan membaca dari jauh-jauh hari
		Interest	1.	Menurutmu apakah topik dalam pelajaran speaking dapat mempengaruhi ketertarikanmu dalam speaking?	Ya
			2.	Bagaimana topik tersebut mempengaruhi ketertarikanmu dalam speaking?	Dengan topik yang kita sudah tahu isinya bagaimana dan kita tertarik dengan topik tersebut, kita semangat untuk memahaminya
		Effort	1.	Apakah kamu mencoba untuk meningkatkan kemampuan speakingmu?	Ya
			2.	Bagaimana cara kamu meningkatkan kemampuan speakingmu?	Saya biasanya meningkatkan kemampuan speaking saya denagn berbicara denagn diri saya dan memaks diri saya untuk berbicara bahasa Inggris.

		Ability	1. Apakah kamu menggunakan bahasa inggris dalam kegiatan sehari-hari?	Ya
			2. Bagaimana kamu menggunakan bahasa inggris tersebut?	Saya menggunakan bahasa Inggris saya dengan teman ketika saya sendiri dirumah dan saya berbicara menggunakan bahasa Inggris.
			3. Apakah kamu mengembangkan topik dengan banyak ide di kelas speaking?	Kadang-kadang
			4. Bagaimana kamu mengembangkan topik tersebut?	Saya mengembangkan topik denagn mencari sumber lain untuk memudahkan saya untuk membuatnya kedalam bentuk paragraf.
		Lack of Ability	1. Apakah kamu menggunakan bahasa inggris dalam kegiatan sehari-hari?	Tidak
			2. Mengapa kamu tidak menggunakan bahasa inggris tersebut?	Karena lingkungan yang tidak mendukung untuk saya berbicara bahasa Inggris
			3. Apakah kamu mengembangkan topik dengan banyak ide di kelas speaking?	Kadang-kadang
			4. Mengapa kamu tidak mengembangkan topik tersebut?	Karena saya malas untuk berpikir dan mencari tahu tentang topik tersebut
		Lack of Self-confidence	1. Apakah kamu sering merasa gugup saat berbicara bahsa Inggris?	Ya sering
			2. Mengapa kamu merasa gugup berbicara bahsa	Saya merasa gugup saat sya berbicara bahasa

				Inggris?	Inggris, karena jika saya mendapatkan materi yang baru yang tidak saya ketahui, saya akan merasa gugup untuk berbicara tentang materi tersebut
		Lack of Interest	1.	Menurutmu apakah topik dalam pelajaran speaking dapat mempengaruhi ketertarikanmu dalam speaking?	Tidak terlalu
			2.	Mengapa topik tersebut tidak mempengaruhi kemampuan speakingmu?	Karena saya pikir semua topik itu tidak menarik dan sulit bagi saya untuk mengembangkannya.
		Lack of Effort	1.	Apakah kamu mencoba untuk meningkatkan kemampuan speakingmu?	Tidak selalu
			2.	Mengapa kamu tidak meningkatkan kemampuan speakingmu?	Karena saya tidak terlalu rajin untuk meningkatkan kemampuan speaking saya
		Negative Mood	1.	Menurutmu, apakah negative mood dapat mempengaruhi kemampuan berbahasa Inggrismu?	Ya
			2.	Bagaimana negative mood tersebut empengaruhi lemampuan berbicaramu?	Jika saya dalam suasana hati yang buruk, itu akan mempengaruhi perasaan saya dan meyulitkan saya untuk memahami apapun.
8	Siswa H	Strategy	1.	Apakah kamu melatih bahasa inggrismu?	Ya
			2.	Bagaimana kamu melatih bahasa inggrismu?	Mencoba menemukan kosakata baru dan melatihnya dengan pengucapan
			3.	Apakah kamu mereview materi tentang speaking ?	Ya
			4.	Bagaimana kamu	Dengan cara mengulang materi yang sudah

				mereview materi tersebut?	dipelajari dan diucapkan berulang-ulang
			Interest	1. Menurutmu apakah topik dalam pelajaran speaking dapat mempengaruhi ketertarikanmu dalam speaking?	Ya
				2. Bagaimana topik tersebut mempengaruhi ketertarikanmu dalam speaking?	Jika topik itu say ketahui dengan baik dan ada dalam pikiran saya, akan membantu saya untuk berbicara bahasa Inggris.
			Effort	1. Apakah kamu mencoba untuk meningkatkan kemampuan speakingmu?	Ya
				2. Bagaimana cara kamu meningkatkan kemampuan speakingmu?	Saya meningkatkan kemampuan sepaking saya dengan memotivasi diri saya untuk berlatih dan meningkatkan kemampuan saya dan saya memperhatikan ketika materi tersebut menarik
			Ability	1. Apakah kamu menggunakan bahasa inggris dalam kegiatan sehari-hari?	Ya
				2. Bagaimana kamu menggunakan bahasa inggris tersebut?	Saya berbicara bahasa Inggris dengan temans saya, dengan diri saya dirumah
				3. Apakah kamu mengembangkan topik dengan banyak ide di kelas speaking?	Ya

			4. Bagaimana kamu mengembangkan topik tersebut?	Saya mengembangkan topik dengan melihat kontek dan mengembangkan dengan ide saya sendiri.
		Lack of Ability	1. Apakah kamu menggunakan bahasa inggris dalam kegiatan sehari-hari?	Tidak
			2. Mengapa kamu tidak menggunakan bahasa inggris tersebut?	Karena sya tidak bisa bebricara bahsa Inggris dengn baik dan situasi tidak memungkinkan untuk berbicara bahasa Inggris
			3. Apakah kamu mengembangkan topik dengan banyak ide di kelas speaking?	Kadang-kadang
			4. Mengapa kamu tidak mengembangkan topik tersebut?	Karena saya tidak mengetahui topik tersebut
		Lack of Self-confidence	1. Apakah kamu sering merasa gugup saat berbicara bahsa Inggris?	Ya
			2. Mengapa kamu merasa gugup berbicara bahasa Inggris?	Saya masih merasa gugup ketika saya berbicara bahsa Inggris, karesa saya tidak percaya diri untuk berbicara bahasa Inggris dan faktor dari teman serta lingkungan
		Lack of Interest	1. Menurutmu apakah topik dalam pelajaran speaking dapat mempengaruhi ketertarikanmu dalam speaking?	Tidak terlalu
			2. Mengapa topik tersebut	Saya pikir ketika saya

			tidak mempengaruhi kemampuan speakingmu?	tidak mengetahui topik dengan baik, saya kan sulit untuk mengembangkan topik tersebut dan tidak akan mempengaruhi kemampuan speaking saya.
		Lack of Effort	1. Apakah kamu mencoba untuk meningkatkan kemampuan speakingmu	Tidak
			2. Mengapa kamu tidak meningkatkan kemampuan speakingmu?	Saya pikir saya tidak terlalu mencoba untk meningkatkan kemampuan speaking saya, karena saya malasa untuk memperhatikan.
		Negative Mood	1. Menurutmu, apakah negative mood dapat mempengaruhi kemampuan berbahasa Inggrismu?	Ya
			2. Bagaimana negative mood tersebut empengaruhi lemampuan berbicaramu?	Jika saya dalam kondisi yang tidak bagus, akan membuat saya sulit untuk memahami materi dan akan mempengaruhi kemampuan speaking saya.

The Transcript of The Interview of The Reasons of The Most Attributions for Success and Failure

No	Students	Attributions of success and failure	Questions	Answers
1	Student A	Strategy	5. Do you practice your English?	Yes
			6. How do you practice your English?	I usually speech English with many themes
			7. Do you review the material about speaking?	Yes
			8. How do you review the material?	I usually review the material if tomorrow there is a test
		Interest	3. Do you thing the topics influence your interest in speaking?	Yes
			4. How do the topics influence your interest?	If I'm interested about the topics, I will practice my speaking skill using that topics
		Effort	3. Do you try to improve your speaking skill?	Yes
			4. How do you improve your speaking skill?	I try to improve my speaking skill by speaking with myself using English
		Ability	3. Do you use English in daily activity?	Yes
			4. How do you use your English?	I speak with my friend and myself every day

			5. Do you develop the topic with a lot of ideas in speaking class?	Yes
			6. How do you develop the topic?	I develop the topic with a lot of ideas, because I know the topics well
		Lack of Ability	5. Do you use English in daily activity?	Not at all
			6. Why don't you use your English?	In my environment is not possible for me to use my English, because they will not know what I'm saying and will not understand.
			7. Do you develop the topic with a lot of ideas in speaking class?	Sometimes
			8. Why don't you develop the topics?	I really do not know about the topics well
		Lack of Self-confidence	3. Do you often feel nervous when speaking English?	Yes
			4. Why do you feel nervous in speaking English?	I often feel nervous when I speak in English, because I'm afraid of making mistakes
		Lack of Interest	5. Do you think the topics influence your interest in speaking?	No
			6. Why don't the topics influence your interest?	Beacuse the topic is nos interesting. If I have interested about that topics I will use that topic in my speaking
		Lack of Effort	5. Do you try to improve your speaking skill?	Not really
			6. Why don't you try to improve your speaking skill?	Because I'm lazy to improve my speaking skill by speaking with

					myself using English
		Negative Mood	5. Do you think negative mood will affect your speaking?		Yes
			6. How negative mood will affect your speaking?		If I am in bad mood, I will not learn speaking and it will make me decrease my speaking skill.
2	Student B	Strategy	1. Do you practice your English?		Always
			2. How do you practice your English?		I practice my English with interesting ways and fun to do to increase my speaking skill
			3. Do you review the material about speaking?		Yes
			4. How do you review the material?		I re-practice my speaking skill, to make sure that I really understand and to increase my skill
		Interest	1. Do you thing the topics influence your interest in speaking?		Sometimes
			2. How do the topics influence your interest?		If I knew the topics well, it will influence my interest about the topics
		Effort	1. Do you try to improve your speaking skill?		Yes
			2. How do you improve your speaking skill?		I try to improve speaking skill by speaking with herself using English

			Ability	1. Do you use English in daily activity?	Yes
				2. How do you use your English?	I usually speak English in daily life. I use my speaking at home, with my friend and with me myself
				3. Do you develop the topic with a lot of ideas in speaking class?	Yes
				4. How do you develop the topic?	I develop the topic by look for the other source to make me easy to develop the topic if I know the information about the topics
			Lack of Ability	1. Do you use English in daily activity?	Not really
				2. Why don't you use your English?	Because I cannot speak English well
				3. Do you develop the topic with a lot of ideas in speaking class?	Seldom
				4. Why don't you develop the topic in speaking class?	Because, I cannot develop my idea in speaking class. I neet much time to think
			Lack of Self-confidence	1. Do you often feel nervous when speaking English?	Yes
				2. Why do you feel nervous in speaking English?	I feel nervous when speak in English, I think that I'm not confident to speak English
			Lack of Interest	1. Do you think the topics influence your interest in speaking?	Not really

			2. Why don't the topics influence your interest?	Because if the topics are not interesting. I will not be easy to develop the topics
		Lack of Effort	1. Do you try to improve your speaking skill?	I rarely to improve it
			2. Why don't you try to improve your speaking skill?	Because I am too lazy to improve my skill and I don't have good partner to help me improve my skill in speaking
		Negative Mood	1. Do you think negative mood will affect your speaking?	Yes of course,
			2. How negative mood will affect your speaking?	If I am in bad condition, it will be hard for me to learn speaking and it will make me hard to understand the topics
3	Student C	Strategy	1. Do you practice your English?	Yes
			2. How do you practice your English?	I speak by myself, when I ride my motorcycle or drive my car, I see around and all I see I make it to be my topics to speak English
			3. Do you review the material about speaking?	Often
			4. How do you review the material?	I don't re-read the material, but I practice about the material. I take one or two points about the material and I practice in my daily activity
		Interest	1. Do you thing the topics influence your interest in speaking?	Yes

				2. How do the topics influence your interest?	If the topics is about my hobby and interesting to do it will influence my interest in speaking
			Effort	1. Do you try to improve your speaking skill?	Yes
				2. How do you improve your speaking skill?	I usually give more attention if my lecturers or my friends explain something or the material in front of class.
			Ability	1. Do you use English in daily activity?	Yes
				2. How do you use your English?	I speak English with my friends and myself
				3. Do you develop the topic with a lot of ideas in speaking class?	Yes
				4. How do you develop the topic?	I develop the topic with a lot of ideas in my mind and I make it in =to paragraph
			Lack of Ability	1. Do you use English in daily activity?	Not always
				2. Why don't you use your English?	Because I don't have partner to speak English
				3. Do you develop the topic with a lot of ideas in speaking class?	Sometimes
				4. Why don't you develop the topics?	Because I feel bored and I don't know about the topics well

		Lack of Self-confidence	1. Do you often feel nervous when speaking English?	Yes
			5. Why do you feel nervous in speaking English?	I feel nervous when I speak with new people and with my lecturer, because I'm afraid that I will be judged and I'm afraid to make mistakes doing my speaking
		Lack of Interest	1. Do you think the topics influence your interest in speaking?	Sometimes
			2. Why don't the topics influence your interest?	If I don't know about the topics it will be hard for me to improve my speaking skill
		Lack of Effort	1. Do you try to improve your speaking skill?	Not really
			2. Why don't you try to improve your speaking skill?	Because I don't have good partner to help me improve my speaking skill
		Negative Mood	1. Do you think negative mood will affect your speaking?	Yes
			2. How negative mood will affect your speaking?	If I am not well, it will be hard for me to do speaking and make my mind think too much to speak in English
4	Student D	Strategy	1. Do you practice your English?	Yes
			2. How do you practice your English?	I talk with myself, I watch you tube about make up tutorial which use English
			3. Do you review the material about speaking?	Often

			4. How do you review the material?	If I have topics today and I try to learn in another time to search more knowledge about that topics
		Interest	1. Do you thing the topics influence your interest in speaking?	Yes
			2. How do the topics influence your interest?	If the topics I have the topics that are familiar and interesting, so I will try to follow the topics well
		Effort	1. Do you try to improve your speaking skill?	Yes
			2. How do you improve your speaking skill?	I try to improve my speaking skill with my own way that he thinks fun to do
		Ability	1. Do you use English in daily activity?	Yes
			2. How do you use your English?	I use my English when I want to speak. I use English with my friends and myself
			3. Do you develop the topic with a lot of ideas in speaking class?	Sometimes
			4. How do you develop the topic?	I develop the topics using many ideas in my mind
		Lack of Ability	1. Do you use English in daily activity?	Not always
			2. Why don't you use your English?	Because I don't collect many vocabularies and people around me doesn't

					use English
			3.	Do you develop the topic with a lot of ideas in speaking class?	Seldom
			4.	Why don't you develop the topics?	Because I don't know about the topics well
		Lack of Self-confidence	1.	Do you often feel nervous when speaking English?	Yes
			2.	Why do you feel nervous in speaking English?	I feel nervous when I speak in English, because I'm not confident, I'm confused when think about the grammar, and I have poor vocabularies
		Lack of Interest	1.	Do you think the topics influence your interest in speaking?	Yes
			2.	Why don't the topics influence your interest?	Because if I don't have background knowledge about the topics. It will be hard for me to understand and will be hard for me to speak in English
		Lack of Effort	1.	Do you try to improve your speaking skill?	Not really
			2.	Why don't you try to improve your speaking skill?	Because I don't have much time to improve my speaking skill I am too busy to do my assignments
		Negative Mood	1.	Do you think negative mood will affect your speaking?	Yes of course
			2.	How negative mood will affect your speaking?	If my condition is not well. I will be hard to receive the material about speaking and I will be hard to say my ideas
5	Student E	Strategy	1.	Do you practice your English?	Yes

			2. How do you practice your English?	I usually sing about English songs with my friends and talk with the topics that my friends give to me
			3. Do you review the material about speaking?	Sometimes
			4. How do you review the material?	I re-read and understand the material well
		Interest	1. Do you thing the topics influence your interest in speaking?	Yes
			2. How do the topics influence your interest?	If I have interested about the topics, I will interest to talk about the topics
		Effort	1. Do you try to improve your speaking skill?	Yes
			2. How do you improve your speaking skill?	I try to improve my speaking skill by playing video game and watching you tube
		Ability	1. Do you use English in daily activity?	Sometimes
			2. How do you use your English?	I use my speaking with my friend and when I speak with my lecturers
			3. Do you develop the topic with a lot of ideas in speaking class?	Yes, sometimes
			4. How do you develop the topic?	I develop the topics by making it into paragraph

		Lack of Ability	1. Do you use English in daily activity?	Seldom
			2. Why don't you use your English?	Because I cannot speak English well
			3. Do you develop the topic with a lot of ideas in speaking class?	Seldom
			4. Why don't you develop the topics?	Because I don't understand about the topics
		Lack of Self-confidence	1. Do you often feel nervous when speaking English?	Yes
			2. Why do you feel nervous in speaking English?	I'm nervous when I speak in English, because I'm afraid of making mistakes, I'm afraid of speaking with my lecturers
		Lack of Interest	1. Do you think the topics influence your interest in speaking?	Not really
			2. Why don't the topics influence your interest?	Because I don't know the topics well and the topics are not interesting for me
		Lack of Effort	1. Do you try to improve your speaking skill?	No
			2. Why don't you try to improve your speaking skill?	Because I am too lazy to improve my speaking skill
		Negative Mood	1. Do you think negative mood will affect your speaking?	Yes
			2. How negative mood will affect your speaking?	If I am not well, I will be hard to understand the materials
6	Student F	Strategy	1. Do you practice your English?	Yes, because as a student English must practice English

				2. How do you practice your English?	I read news about football, because I like football, so I search material in English about football then I will be happy and will be easy to understand
				3. Do you review the material about speaking?	Often
				4. How do you review the material?	If I feel difficult about the material, I will review the material
			Interest	1. Do you thing the topics influence your interest in speaking?	Yes
				2. How do the topics influence your interest?	With that topics I can develop ideas and I can speak English. Those ideas can increase my skill
			Effort	1. Do you try to improve your speaking skill?	Yes
				2. How do you improve your speaking skill?	I try to improve my speaking skill by speaking with my friends make group of speaking
			Ability	1. Do you use English in daily activity?	Yes
				2. How do you use your English?	I use my English when I speak with my friends, my lecturers and me myself
				3. Do you develop the topic with a lot of ideas in speaking class?	Sometimes

			4. How do you develop the topic?	I develop my the topics by look for the information about the topics
		Lack of Ability	1. Do you use English in daily activity?	Just 30%
			2. Why don't you use your English?	I don't have partner to speak English
			3. Do you develop the topic with a lot of ideas in speaking class?	Sometimes
			4. Why don't you develop the topics?	Because I don't have background knowledge about the topics
		Lack of Self-confidence	1. Do you often feel nervous when speaking English?	Yes
			2. Why do you feel nervous in speaking English?	I ever feel nervous, when I have lost ideas when I speak in English and the partner that I think have good ability in speaking than me
		Lack of Interest	1. Do you think the topics influence your interest in speaking?	Sometimes
			2. Why don't the topics influence your interest?	Because the topics are not interesting and I never heard about the topics before
		Lack of Effort	1. Do you try to improve your speaking skill?	Sometimes
			2. Why don't you try to improve your speaking skill?	Because I don't have good partner to help me improve my skill in speaking
		Negative	1. Do you think negative	Yes of course

		Mood	mood will affect your speaking?	
			2. How negative mood will affect your speaking?	If I am not in good condition, I will be hard to understand the material well
7	Student G	Strategy	1. Do you practice your English?	Yes
			2. How do you practice your English?	I am diligent to listen to the music and speak English with myself to increase my speaking skill
			3. Do you review the material about speaking?	Sometimes
			4. How do you review the material?	I have prepared about the material and re-read the material
		Interest	1. Do you thing the topics influence your interest in speaking?	Yes
			2. How do the topics influence your interest?	With the topics that I know before and I interest about the topics, I will be enthusiasm to understand the topics
		Effort	1. Do you try to improve your speaking skill?	Yes
			2. How do you improve your speaking skill?	I usually improve my speaking skill by speaking with myself and force myself to speak in English
		Ability	1. Do you use English in daily activity?	Yes

			2. How do you use your English?	I use my English with my friend when I am alone at home I speak by using English
			3. Do you develop the topic with a lot of ideas in speaking class?	Sometimes
			4. How do you develop the topic?	I develop the topics by looking for the othwr source to make me easy to make it into paragraph
		Lack of Ability	1. Do you use English in daily activity?	No
			2. Why don't you use your English?	Because my environment is not possible for me to use my English
			3. Do you develop the topic with a lot of ideas in speaking class?	Sometimes
			4. Why don't you develop the topics?	Because I feel lazy to think and search about the topics
		Lack of Self-confidence	1. Do you often feel nervous when speaking English?	Yes
			2. Why do you feel nervous in speaking English?	I feel nervous when I speak English, because if I get new material that I do not know, I will be nervous to speak English about the topics
		Lack of Interest	1. Do you think the topics influence your interest in speaking?	Not really
			2. Why don't the topics influence your interest?	Because I think all the topics are not interesting for me and it will be hard for me to develop it
		Lack of	1. Do you try to improve	Not always

		Effort		your speaking skill?	
			2. Why don't you try to improve your speaking skill?	Because I am not too diligent to improve my speaking skill
		Negative Mood	1. Do you think negative mood will affect your speaking?	Yes
			2. How negative mood will affect your speaking?	If I am in bad mood it will affect my feeling and it will make me hard to understand anything
8	Student H	Strategy	1. Do you practice your English?	Yes
			2. How do you practice your English?	I try to look for new vocabularies and practice how to pronounce it
			3. Do you review the material about speaking?	Yes
			4. How do you review the material?	I re-read the material and I talk it as often as I can
		Interest	1. Do you thing the topics influence your interest in speaking?	Yes
			2. How do the topics influence your interest?	If the topics I know well and there is in my mind. It will help me to talk in English
		Effort	3. Do you try to improve your speaking skill?	Yes
			4. How do you improve your speaking skill?	I improve my speaking skill by motivating myself to practice and increase my ability and I pay attention when the material is interesting
		Ability	1. Do you use English in daily activity?	Yes

				2. How do you use your English?	I speak English with my friends, talk in English with myself at home
				3. Do you develop the topic with a lot of ideas in speaking class?	Yes
				4. How do you develop the topic?	and I develop the topics by looking the context and developing with his own ideas
			Lack of Ability	1. Do you use English in daily activity?	No
				2. Why don't you use your English?	Because I cannot speak English well and the situations is not comfortable to speak English
				3. Do you develop the topic with a lot of ideas in speaking class?	Sometimes
				4. Why don't you develop the topics?	Because I don't know about the topics well
			Lack of Self-confidence	1. Do you often feel nervous when speaking English?	Yes
				2. Why do you feel nervous in speaking English?	I still feel nervous when I speak in English, because I am not confident to speak English and factors from friends and environment
			Lack of Interest	1. Do you think the topics influence your interest in speaking?	Not really
				2. Why don't the topics influence your interest?	I think when I do not know about the topic well I will be hard to develop

			and will not influence my ability
Lack of Effort		1. Do you try to improve your speaking skill?	No
		2. Why don't you try to improve your speaking skill?	I think I do not really try hard to improve my skill in speaking, because I am lazy to pay attention
Negative Mood		1. Do you think negative mood will affect your speaking?	Yes
		2. How negative mood will affect your speaking?	If I am in not well. It will be hard for me to understand the material and will affect my speaking skill

Interview Guidance of Attributions of Success and Failure

No	Attributions of success and failure	Questions
1	Doing well	When you do well at speaking, the main reasons are?
2	Not doing well	When you don't do well at speaking, the main reasons are?

Interview Guidance of The Reasons of The most Attributions of Success and Failure in speaking skill

No	Attributions of success in speaking skill	Indicators	Questions
1	Strategy	Practice speaking	5. Do you practice your English? 6. How do you practice your English?
		Reviewing the material	7. Do you review the material about speaking? 8. How do you review the material?
2	Interest	Liking the subject	3. Do you think the topics influence your interest in speaking? 4. How do the topics influence your interest?
3	Effort	Work hard	5. Do you try to improve your speaking skill? 6. How do you improve your speaking skill?
4	Ability	Can speak English well	7. Do you use English in daily activity? 8. How do you use your English?
		Understand the topic	3. Do you develop the topic with a lot of ideas in speaking class? 4. How do you develop the topic?

No	Attributions of failure in speaking skill	Indicators	Questions
1	Lack of ability	Can speak English well	5. Do you use English in daily activity? 6. Why don't you use your English?
		Understand the topic	7. Do you develop the topic with a lot of ideas in speaking class? 8. Why don't you develop the topics?
2	Lack of self-confidence	Afraid of making mistakes	3. Do you often feel nervous when speaking English? 4. Why do you feel nervous in speaking English?
3	Lack of Interest	Liking the subject	7. Do you think the topics influence your interest in speaking? 8. Why don't the topics influence your interest?
4	Lack of Effort	Work hard	7. Do you try to improve your speaking skill? 8. Why don't you try to improve your speaking skill?
5	Negative Mood	Bad condition	7. Do you think negative mood will affect your speaking? 8. How negative mood will affect your speaking?

The Transcript of The Interview of What are Students' Attributions for Success and Failure on their Speaking Skill

No	Students	Questions	Answers
1	Student A	When you do well at speaking, the main reasons are?	I feel confident at speaking, I have many vocabularies to support my speaking, I have a good partner to speak in English, and when I am not very aware about structure.
		When you don't do well at speaking, the main reasons are?	I don't have enough vocab, a ma not mastering what I speak, when I feel nervous, I don't know the topics.
2	Student B	When you do well at speaking, the main reasons are?	When the topic is interesting or I know the topics well, I had practiced speaking before, I had prepared my speaking at home, and I motivated myself to do best.
		When you don't do well at speaking, the main reasons are?	When I have big problem that made me losing my mind, I was in bad condition or sick, when the teacher was bored and the situation of class was noisy, and I don't know the topics well.
3	Student C	When you do well at speaking, the main reasons are?	When I know a lot of vocabularies on the topics, so I can speak English well, I had practiced well at home, I force my self to do the best, and I am in my mood to speak in English.
		When you don't do well at speaking, the main reasons are?	When I have trouble with my pronunciation, I have bad nervous, I don't know well the topics, and the condition of the class is not comfortable for me.
4	Student D	When you do well at speaking, the main reasons are?	When I have practiced my speaking in front of mirror, I have a lot of vocabularies when I speak, and when I really want to speak in English.
		When you don't do well at speaking, the main	When I am not confident, my pronunciation is not good, I usually

			reasons are?	feel nervous and I don't know well about the topics
5	Student E	When you do well at speaking, the main reasons are?	When I feel interested with the topics, I can understand what is the talking about, I get a good situation in class and I can enjoy the class
		When you don't do well at speaking, the main reasons are?	When I feel bored with the topics, I am missing the material, I feel nervous and I lose my concentration
6	Student F	When you do well at speaking, the main reasons are?	When I feel that the topic is interesting, I understand the topic, I feel comfortable in the classroom, and I enjoy the class
		When you don't do well at speaking, the main reasons are?	When I feel bored with the material, I am missing the subject, I feel nervous and I lose my concentration
7	Student G	When you do well at speaking, the main reasons are?	Before I practice in front of people, I have practice at my house, I always prepare the material that I will perform, I always look for a word on dictionary before practice, I speak in front of mirror.
		When you don't do well at speaking, the main reasons are?	I don't try to practice before, I sometimes don't understand what people say, I feel bored, because suddenly my partner asks me about something that I don't know
8	Student H	When you do well at speaking, the main reasons are?	When I am in good condition, I am in good mood, when I talk with my best friend, and when people around me speak in English
		When you don't do well at speaking, the main reasons are?	When I feel under pressure, I am in bad mood, people around me don't speak in English and when I meet people that have good ability better than me
9	Student I	When you do well at speaking, the main reasons are?	When I talk about my favorite things, I know the topics well, the topic is important and can increase my ability, I always practice before

			talk or speak in English
		When you don't do well at speaking, the main reasons are?	When my condition is not well, I don't understand the topic, the mood of my lecture is not good and when I lost my vocabularies
10	Student J	When you do well at speaking, the main reasons are?	When I am in good mood, before I come to speaking class, I try to speak English with randomly themes, the condition of the class is well, the topic is interesting
		When you don't do well at speaking, the main reasons are?	When I am in bad mood, I don't know the topics well, the condition of the class is boring and when I am feel sleepy
11	Student K	When you do well at speaking, the main reasons are?	When I know a lot of vocabularies, I apply my English in daily activity, I like to find the new vocabulary, and I learn from mistakes about the language I say.
		When you don't do well at speaking, the main reasons are?	When I rarely to use my Speaking, I am not curiosity, I don't care about the language error and I am lazy
12	Student L	When you do well at speaking, the main reasons are?	I have practice before I perform in front of class, I practice with my friends, I follow the English course
		When you don't do well at speaking, the main reasons are?	I am afraid to speak, because I am afraid of making mistakes, I feel hard to find the idea when I want to speak English and I cannot speak English fluently
13	Student M	When you do well at speaking, the main reasons are?	I have prepared the material, I always search new vocabulary, I like the topic, and I understand the topics well
		When you don't do well at speaking, the main reasons are?	I am afraid to speak English, when my lecture asks me, I have poor vocabulary, I don't have enough time to verify my idea and I am careless, no good in speaking
14	Student N	When you do well at speaking, the main	I understand the topic well before I do speaking, I find another way to

		reasons are?	make me easy to understand the topic, I re-read the material and I prepare myself before speaking
		When you don't do well at speaking, the main reasons are?	I don't understand the topics, I cannot speak English spontaneously, I cannot speak in under pressure, and I am lazy
15	Student O	When you do well at speaking, the main reasons are?	When I talk about my hobbies, I am interested about the topic, when my partner is easygoing and friendly and when my mind is fresh enough to talk
		When you don't do well at speaking, the main reasons are?	When I am not mood at talking, I don't understand the topic, I am forced to speak English, and I am not interested to the topics
16	Student P	When you do well at speaking, the main reasons are?	When I talk about music, I prepare well before I speak in English, I am in good condition and when I imagine a good thing
		When you don't do well at speaking, the main reasons are?	When I am under pressure, I don't understand the topic, I am in bad condition and when the class is to quit

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : 1317 /Sti.02/I/PP.00.9/12/2017
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) 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.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
		Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
	2.	Keputusan Menteri Agama RI Nomor 1 Tahun 2001 Tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi dan Tata Kerja Kementerian Agama RI ;
	3.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	4.	Keputusan Menteri Agama RI Nomor 31 Tahun 2016 tentang STATUTA STAIN Curup ;
	5.	Surat Keputusan Menteri Agama RI Nomor B. II/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

MEMUTUSKAN :

Menetapkan		
Pertama	: 1.	**Bayu Senjahari, M.Pd., M.Ed** 19800306 200212 1 004
	2.	Sarwo Edi, M.Pd 2001038702

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	Anggini Lestari
N I M	:	14551014
JUDUL SKRIPSI	:	Students Strategies In Answering Structure And Written Expression Section In Toefl Test Of High Score Students.

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ; Terjadi perubahan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus dan telah melakukan perbaikan 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 STAIN 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, 22 Desember 2017
a.n. Ketua STAIN Curup
Wakil Ketua I,

Hendra Harmi

Tembusan :
1 Pembimbing I dan II;
2 Bendahara STAIN Curup;
3 Kasubbag AK;
4 Kepala Perpustakaan STAIN;
5 Mahasiswa yang bersangkutan;
6 Arsip/Jurusan Tarbiyah

Nomor : 1778 /In.34/I/10/2018
Lampiran : Proposal Dan Instrumen
Hal : **Rekomendasi Izin Penelitian**

08 Nopember 2018

Kepada Yth.
Rektor IAIN Curup
Cq. Pengelola Prodi PBI
Di
Tempat

Assalamu'alaikum Wr.Wb.

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri (IAIN)
Curup :

Nama	:	Anggini Lestari
NIM	:	14551014
Jurusan/Prodi	:	Tarbiyah/ Pendidikan Bahasa Inggris (PBI)
Judul Skripsi	:	Student's Attributions Of Success And Failure On Their Speaking English Skill
Waktu Penelitian	:	08 Nopember s.d 08 Februari 2019
Tempat Penelitian	:	IAIN Curup

Mohon kiranya Bapak berkenan memberim izin penelitian pada mahasiswa yang bersangkutan

Demikian atas izinnya diucapkan terima kasih

A.n. Rektor
Kabiro AUAK,

Muhammad Abdu, S.Pd.I.,MM.
NIP 19690810 199503 1 002

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Anggini Lestari
NIM : 19771014
JURUSAN/PRODI : Tarbiyah / TBI
PEMBIMBING I : Bayu Senjahari, M.Pd., M.Ed
PEMBIMBING II : Sarwo Edy, S.Pd.I., M.Pd
JUDUL SKRIPSI : Students' Attribution of Success and Failure on their Speaking English Skill

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

Pembimbing I,

Bayu Senjahari, M.Pd., M.Ed
NIP. 19800306 200212 1 004

Pembimbing II,

Sarwo Edy, S.Pd.I., M.Pd
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KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Anggini Lestari
NIM : 19771014
JURUSAN/PRODI : Tarbiyah / TBI
PEMBIMBING I : Bayu Senjahari, M.Pd., M.Ed
PEMBIMBING II : Sarwo Edy, S.Pd.I., M.Pd
JUDUL SKRIPSI : Students' Attribution of Success and Failure on their Speaking English Skill

Table 1 (Pembimbing II)

No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	06/08-18	Discussing about background		
2.	8/10-18	Discussing about thesis in literature review		
3.	24/10-18	Reviewing about the theory		
4.	29/10-18	Discussing about research methodology		
5.	30/11-18	Discussing about Finding		
6.	5/12-18	Discussing about finding		
7.	18/12-18	Discussing about chapter Five		
8.	21/12-18	Discussing about Chapter 1 until chapter 5		

Table 2 (Pembimbing I)

No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	17/10-18	Discussing about the theory		
2.	16/17-18	Discussing about research methodology		
3.	22/11-18	Discussing about Finding		
4.	09/12-18	Discussing about Discussion		
5.	19/12-18	Discussing about Conclusion		
6.	19/12-18	Discussing about Data interview and questioner		
7.	20/12-18	Discussing chapter four and chapter five		
8.				

Documentation

BIOGRAPHY

The researcher name is **Anggini Lestari** she was born on August 15th 1996 in Curup. She is a daughter of Mr. Gusdi and Mrs. Ratna Wati. She has one brother and one sister. She lives in Tempel Rejo. She had finished her elementary school in elementary school number 6 in 2008. Then she continued her study in junior high school number 2 Curup Kota, but today become junior high school number 5 Rejang Lebong and finished her study in 2011. Next, she was graduated from vocational high school number 1 Curup Timur in 2014. After that, she decides to enter IAIN Curup and chose English Tadris Study Program as her faculty.