

**THE INFLUENCE OF ARABIC EDUCATION
DEPARTMENT STUDENTS' ATTITUDES TOWARD
ENGLISH ON THEIR COMPETENCE OF ENGLISH 1
SUBJECT**

A THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining
The Degree of Bachelor of Education
In English Education Department



By:

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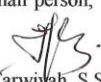
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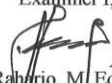
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
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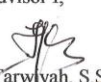
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Assalamu'alaikum Wr. Wb

After correcting it to whatever extent necessary, we state that the final project belongs to student as follow:

Name : **Shafuan Mahmudah**
Student Number : 1503046070
Department : English Education
Title : **The Influence of Arabic Education
Department Students' Attitudes toward
English on Their English Competence of
English 1 Subject**

is ready to be submitted to Education and Teacher Training Faculty of Walisono State Islamic University to be examined at Munaqosyah Session.

Wassalamu'alaikum Wr. Wb

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Wassalamu'alaikum Wr. Wb

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ABSTRACT

Title : **The Influence of Arabic Education
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Attitude is an important thing for a human being who always needs other people in their life. It can be used to understand someone's feeling and someone's personality. Attitudes can be viewed as a tendency to respond positively or negatively towards a certain thing, idea, person, situation, etc. This research discussed the undergraduate students of the Arabic Education Department's attitudes toward English and the influence of the Arabic Education Department students' attitudes toward English on their English competence. This research was a quantitative research type, which specified in regression. The population in this research was the PBA 3C students of UIN Walisongo Semarang. The total populations of the study were 41 students. The data was collected through questionnaire and documentation score of English Final Examination. In this research, the calculating data of students' attitudes toward English that the *mean* was 92,97 located in interval 87 – 98. While the *mean* of students' English competence was 68,09 that located in interval 63 – 72. This result was in the category "fair". It was found that there was a significant influence of students' attitudes toward English and students English competence. It could be seen from Regression result was $F_{\text{reg}} > F_{\text{table}}$ was $18,914 > 3,25$ and $Y = 22,385 + 0,492X$. It meant that students' attitudes towards English had affected students' English competence. Therefore the hypothesis was accepted. It means that there was a significance of the Arabic Education Department students' attitudes toward English on their English competence.

Keywords: *Attitudes, English competence, Quantitative research.*

DEDICATION

No writing project of mine reaches fruition without the patience and support of everyone who actually it is not enough by only writing their name. Finally, this thesis is dedicated to them, but the foremost dedications are to:

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The researcher realizes that this thesis is still far from perfection, so that constructive suggestion and criticism from all side for the perfection of this thesis project are always expected.

Finally, the researcher expects that this thesis would be useful for the further study.

Semarang, December 3rd 2019
The Researcher,

Shafuan Mahmudah
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TABLE OF CONTENT

PAGE OF TITLE	i
THESIS STATEMENT	ii
RATIFICATION	iii
ADVISOR APPROVAL	iv
ABSTRACT	v
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	xi

CHAPTER I: INTRODUCTION

A. Background of the Study.....	1
B. Reasons for Choosing The Topic	8
C. Research Questions	9
D. Research Objectives	9
E. Research Limitation	9
F. Research Significances.....	10

CHAPTER II: REVIEW OF RELATED LITERATURE

A. Previous Research	12
B. Attitudes	19
1. Definition of Attitude	24
2. Components of Attitude.....	25
3. The Importance of Attitudes	27
C. Competence of English 1 Subject	28

D. Hypothesis.....	31
CHAPTER III: RESEARCH METHODOLOGY	
A. Research Design.....	32
B. Research Setting	33
C. Population and Sample.....	32
D. Variable and Indicator	36
E. Method of Collecting Data	38
F. Method of Analyzing Data.....	40
1. Descriptive Analysis	41
2. Hypothesis Analysis	46
3. Advanced Analysis	48
CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION	
A. Research Findings	50
B. Data Analysis	50
1. Students' Attitudes toward English	54
2. Students' Competence of English 1 Subject.....	58
3. The Influence of the Arabic Education	
Department's Attitudes toward English on their	
English Competence	62
a. Test of Normality	62
b. Test of Linearity	63
c. Hypothesis Test.....	64
d. Looking for the Correlation	67
e. Looking for Regression.....	69
C. Discussion of The Research Result.....	73

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion	77
B. Suggestion.....	77
C. Closing	78

REFERENCES

LIST OF APPENDICES

CURRICULUM VITAE

LIST OF APPENDICES

<i>Appendix 1</i>	List of Respondents
<i>Appendix 2</i>	The Result of Arabic Education Department Students' Attitudes toward English
<i>Appendix 3</i>	Scores of Arabic Education Department Students' Attitudes toward English
<i>Appendix 4</i>	Questionnaires Grille
<i>Appendix 5</i>	Instrument for Measuring Students' Attitudes toward English
<i>Appendix 6</i>	Documentation Score of English 1 Subject
<i>Appendix 7</i>	Validity and Reliability Test
<i>Appendix 8</i>	Documentation

CHAPTER I

INTRODUCTION

This chapter discusses background of the research, reasons choosing the topic, research questions, research objectives, research limitations and research significances,

A. Background of the Research

Language is used by people to express and receive some information, messages and emotions. English is an International language that is used by almost all countries in the world as a communication tool. English is widely used throughout the world in all aspects of life, such as diplomacy and international communication, tourism, business, education, science, computer technology, media, and the internet. Therefore, English is an international language used in daily life as a communication tool.

In Indonesia, English is categorized as a second language or foreign language. English is taught to students from elementary school to university. This policy was made by the Department of Education give the importance of English as a lingua franca in this globalization era. Harmer states that:

“Although English is not the language with the largest number of native or ‘first’ language speakers, it has become a lingua franca. A lingua franca can be defined as a language widely

adopted for communication between two speakers whose native language is different from each other's and where one or both speakers are using it as 'second' language.”¹

People all over the world cannot deny that globalization will have a profound impact on the nations of the world. In Indonesia, as one of the countries in the world, it cannot escape the effects of globalization. Indonesia must be ready to face the challenges of globalization by increasing its human resources and maintaining a stable state.

Some researches on teaching and learning in Indonesia have been conducted. Several factors have been considered as important factors in the success of teaching English. These factors are the teacher, students, curriculum, materials, and learning facilities. Talking about students, one part that can indicate the success or failure of learning a foreign language is the attitude of students' languages. Some researchers find that attitudes toward the language being studied by students are in line with the success of language learning.

In A Dictionary of Linguistics and Phonetics which is written by Crystal, language attitude is defined as “the feelings people have about their own language or the other languages”.² The attitude may be positive or negative towards the language.

¹ Jeremy Harmer, *How to Teach English*, (2001), p. 1.

² Made Iwan Indrawan Jendra, *Sociolinguistics: The Study of Societies Languages*, (Yogyakarta: Graha Ilmu, 2010)

When someone learns a language and his attitude is positive, the attitude will be followed by good action and indicate a good result in studying the language. In contrast, the negative attitude is followed by negative action. So, the result of language study will be surely bad.

Attitudes can be viewed as a tendency to respond positively or negatively towards a certain thing, idea, person, situation, etc. Attitudes could highly influence how individuals approach many situations in life, including foreign language learning. It is believed that individuals with positive attitudes usually progress more rapidly in foreign learning.³ Attitude constitutes an important factor of language learning. So, studying students' attitude is important.

Attitude is an important thing for a human being who always needs other people in their life. It can be used to understand someone's feelings and someone's personality. Moreover, according to the Islamic point of view, good attitude and utterance are included in charity. Besides, attitudes are also important in education. It can be used to analyze the text in reading and students' writing. So, a study about an appraisal is needed.

³Aceng Kartubi, "The Correlation between Students' Attitude towards English and their English Proficiency of the Eleventh Grade Students of SMA N 1 Pangkalan Lampam", (Palembang: 2017), p. 4-5.

وَإِذْ تَأَذَّنَ رَبُّكُمْ لَئِنْ شَكَرْتُمْ لَأَزِيدَنَّكُمْ وَلَئِنْ كَفَرْتُمْ إِنَّ عَذَابِي لَشَدِيدٌ

And *remember also the time* when your Lord declared, ‘If you are grateful, I will, surely, bestow more *favors* on you; but if you are ungrateful, *then know that* My punishment is severe indeed.’⁴
(QS. Ibrahim: 7)

The verse explains that our attitude determines our happiness. God will give us mercies if we thank for every single blessing, he will add our blessing. On the contrary, we will get many burdens in our life if we deny it.

Plato distinguishes components of attitude into three parts. They are cognitive, affective, and behavioral or readiness for action.⁶ The cognitive component concerns thoughts and beliefs. For instance, someone learns English because he believes that English is an important language. The affective component refers to feelings towards the attitude object (e.g. English). The feeling may be love or hate to the language. The last component of attitude is readiness for action. It is behavioral intention. A

⁴ Departemen Agama Republik Indonesia, *Al-Qur'an dan Terjemahnya*, (Surabaya: Duta Ilmu, 2009), p. 345.

⁵ Maulawi Sher 'Ali, *The Holy Qur'an: Arabic Text and English Translation*, (UK: Islam International Publication, 2004), p. 284

⁶ Eshreteh, Attitudes of English-Major Students and Teachers towards Using Blended Learning in the English Department at Hebron University. *International Journal of Research in English Education*. Vol. 2.No. 4. 2017. P. 53

person who has good readiness for action in English, for instance, will use English frequently in speaking.

The language attitudes are usually in line between thought and action. In other words, someone who learns a language, for example English and has a positive attitude toward the language will behave positively toward the language such as often speaking English, praising the language, etc. Then it will be a question even when the attitude is positive, but the actions are negative. This case is usually called a gap. Gaps occur due to differences between students' thoughts and behavior. In this case, students might say they are proud to learn English, but they feel embarrassed when they speak English. This phenomenon might occur in the subject of this study.

In this research, the researcher observed the Arabic Education Department's students' attitudes toward English and the influence of Arabic Education Department students' attitudes toward English on their English competence of English 1 subject. The population of the research is students of the Arabic Education Department of Walisongo State Islamic University Semarang. The respondents filled out a questionnaire. The limitation is applied to ease the data analysis. In addition, the sample has shown a representative of student population at Arabic Education Department.

Furthermore, the object of this research, the undergraduate students' attitudes toward English, is chosen because of some

reasons. First, the research was conducted in Arabic Department of Walisongo State Islamic University, because the writer assumes that students who choose language major neither English nor Arabic language, they have language ability better than students in another major. Then the writer has chosen the third semester because they already took English 1 and they will get English 2 subjects.

Second, according to Ahmad Makki Hasan, the vocabulary possessed by Arabic was too much. The number even reaches 12 million more vocabularies. Of course, it cannot be compared to vocabulary in other languages. For example, English only has 600 thousand vocabularies. Therefore Arabic is said to be more difficult than English. So, the writer assumes that students in Arabic education will be more proficient in English because Arabic vocabulary is more than English vocabulary.

However it cannot be used as a reference, so the third reason is not all Arabic language students do not necessarily master English. The researcher assumes that they might choose Arabic Education Department because they avoid English.

Based on these things, the researcher is compelled to do research on the attitudes of Arabic language education students towards English. Do they have a positive or negative attitude.

Besides, this research has a relation to Islamic studies. Islam has taught the learning is a must. Moslems may learn everything (e.g. learning English) as long as it will lead them to be pious.

However, after learning it, they have to practice it properly. “Practice makes different”, a popular expression said. Practicing the knowledge is Islamic values should be based on the purpose, namely to be closer to Allah SWT and to be more pious. Allah SWT has stated in Al-

Qur'an *surah An-Nisa'* verse 66;

... وَلَوْ أَنَّهُمْ فَعَلُوا مَا يُوعَظُونَ بِهِ لَكَانَ خَيْرًا لَهُمْ وَأَشَدَّ تَثْبِيثًا

The meaning is: But if they had done what they were told, it would have been better for them, and would have been strengthened their (faith). (Q.S An-Nisa':66)

The sentence مَا يُوعَظُونَ بِهِ can be meant as something they have learned. Through this verse, Allah clearly states that if they have done what they learned then they should practice what they have got sincerely. It will be better for them because it will make them understand the knowledge well.

Besides, it will strengthen their faith in believing God if they have done it sincerely. God's suggestion through this verse occurs in learning everything including learning a language. For example, when someone has learned English, he should be better to practice the language in daily life especially when he still around the area where he learns English (in English class).

Hence, in this research, the writer is analyzing the English language attitude of Arabic students. The analysis describes what

the English language attitudes of Arabic Education Department students are, and what the impact of students' attitude of the Arabic Education Department toward English competence is. Finally, this research hopefully could picture out the Arabic Education Department students' attitudes toward English as a subject and the influence of students' attitudes of the Arabic Education Department toward English competence of English 1 subject.

B. Reasons for Choosing The Topic

Several reasons below are considered by the writer in choosing the topic of the study:

1. The importance of understanding the students' attitudes toward English for non-English Education Department students especially the Arabic Education Department.
2. The field of language attitudes still needs to be investigated further because it can complement the data needed for the teacher or the educator.
3. This study aims to be a contribution to treating deficits in our knowledge of the field of English attitudes as foreign language students toward learning English.

C. Research Questions

In order to conduct this research, I formulated the problem which emerged in the background of the research and its focus on the questions below:

1. How are the Arabic Education Department students' attitudes toward English?
2. How is the Arabic Education Department students' competence of English 1 Subject?
3. How is the influence of the Arabic Education Department students' attitudes toward English on their English competence of English 1 subject?

D. Research Objectives

Regarding to the problem above, the objectives of this research can be stated as follows:

1. To describe the Arabic Education Department students' attitudes toward English whether it is positive or negative attitudes.
2. To describe the Arabic Education Department students' competence of English 1 Subject
3. To investigate the influence of the Arabic Education Department students' attitudes toward English on their English competence of English 1 subject.

E. Research Limitation

This research is limited in order to maintain the focus of the research itself. The limitations of this study, they are:

1. The research subject of this study is the third semester of Arabic Education Department students in the academic year 2019/2020.
2. It focuses on the Arabic Education Department students' attitudes toward English.
3. This is a regression study about the influence of the Arabic Education Department students' attitudes toward English on their English competence of English 1 subject.

F. Research Significances

The significances of the study are expected by the researcher to be able to give the benefits as follows:

1. Theoretically, the research about the language attitude has been done over the world, but it is still interesting to be discussed considering the people's behavior which is dynamic and different in a different social settings. It can be influenced by some factors whether internal or external.
2. Practically, the significance of the research is important for the following.
 - a. For Arabic Education Department students, this research is significant to help them to know their

attitude rates toward English in order that they can take decisions wisely how they should behave to the English.

- b. For lecturers, the result of the study is aimed to be the reference to lecturers in their teaching plan.
- c. For the English Education Department, the result of the study will be the additional information when they construct a curriculum, a policy, or a teaching plan in the English Department.
- d. For linguists, the research can stimulate them to do more researches relating to the language attitude with a different setting.
- e. For common people, this research can give information or tip to them when they want to learn a foreign language.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses previous research, theoretical framework and action of hypothesis.

A. Previous Research

Many people have conducted researches on students' attitudes toward English. It shows that English students' attitude is an interesting object to study. In this opportunity, the researcher would like to review five previous types of research related study as follow:

- a) The first previous study is the International Journal of Tamador Khalaf Abu-Snoubar. (2017). An Evaluation of EFL Students' Attitudes toward English Language Learning In Terms of Several Variables. *International Journal of English Language Teaching Volume 5 No. 6*. Jordan: Al-Balqa Applied University.¹

This previous study was aimed to find out the behavior of Al-Balqa Applied University students towards learning English as a foreign language. This study also investigated the influence of the sex of students and the field of study on the attitudes they hold.

¹ Tamador Khalaf Abu-Snoubar, "An Evaluation of EFL Students' Attitudes toward English Language Learning In Terms of Several Variables", *International Journal of English Language Teaching*. Vol. 5. No. 6. 2017.

Descriptive and inferential statistics reveal that the sample of students has a positive attitude towards learning English. Gender was found to be an effective variable because women proved to be more positive in their attitudes. There are no differences assigned to students' academic fields of study.

This previous research is similar to my research which discusses the students' attitude towards English. The method will be the same with my research namely quantitative. The data collection techniques also will be the same with my research namely using questionnaires adapted from Gardener's (1985) Attitude and Motivation Test Battery (AMTB). However, it has some differences. The subject of this previous research is different from my research. This previous research focused on EFL students, while my research focused on non-English students. It was the Arabic Education Department students.

- b) The second previous study is the research of Setyo Wati. (2018). Language Attitude of Indonesian Undergraduate Students towards English at English Education Department. *Lingtera*. Vol. 5. No. 1. Available online at: <http://journal.uny.ac.id/index.php/litp>. Tasikmalaya: University of Perjuangan.²

² Setyo Wati, "Language attitude of Indonesian undergraduate students towards English at English Education Department", *Lingtera*. Vol. 5. No. 1. 2018.

This previous study was aimed to describe the language attitudes of undergraduate students of English Education Department of Surakarta Muhammadiyah University towards English language in terms of their behavioral, cognitive, and affective aspects; and to investigate the differences in undergraduate language attitudes towards English across gender and length of study in the Department of English Education, Surakarta Muhammadiyah University.

The result showed that undergraduate students have different language attitudes, in terms of the cognitive, behavioral, and affective aspects of language attitudes towards English. There are statistical differences in the language attitudes of undergraduate students towards cross-gender English. The attitude of male undergraduate students towards English is higher than that of female students who show a positive attitude towards English. This means that there is a rejection of the null hypothesis because there are significant differences between the attitudes of male and female undergraduate students towards English. There are differences between the three groups in terms of length of English study. The new group of students showed a slightly higher language attitude compared to the other two groups.

This previous research is similar to my research which discusses the language attitude of Indonesian undergraduate

students towards English. The data collection techniques also will be the same with my research, namely using a questionnaire. However, it has some differences. The subject of this previous research is different from my research. The subject of this research is the English Education Department students, while the subject in my research will be the undergraduate students at Arabic Education Department. The method of this research is different from my research. This previous research used a mixed-method, while my research will use a quantitative method.

- c) The third previous study is the research of AcengKartubi. (2017). The Correlation between Students' Attitude towards English and their English Proficiency of the Eleventh Grade Students of SMA N 1 Pangkalan Lampam. Palembang: RadenPatah State Islamic University.³

This previous study was aimed to empirically investigate the possible correlation between students' attitude towards English and their English proficiency of the eleventh-grade students of SMA N 1 Pangkalan Lampam. The finding of this study was contrasted to Herman that there was no significant correlation between attitude towards English and English proficiency. The result showed that

³Aceng Kartubi. The Correlation between Students' Attitude towards English and their English Proficiency of the Eleventh Grade Students of SMA N 1 Pangkalan Lampam, *Thesis*, Palembang: Raden Patah State Islamic University, 2017.

academic achievement and language proficiency were correlated significantly. The higher the students' academic achievement is the better their language proficiency becomes. This could happen because most of the lectures are delivered in English and also most of the books they read are written in English. It requires the students to understand the books they read, the examination they have. Without ability to fully comprehend what they read, listen, write, and speak, the students will find a problem in their study which will result in their low motivation and disappointing achievement.

This previous research is similar to my research which discusses the students' attitude towards English. The data collection techniques also will be the same with my research, namely using a questionnaire. However, it has some differences. The method of this research was a correlative study, while my research will be a regression.

- d) The fourth previous study is the research of Nuri Ahsanti. (2018). Students' Attitude towards English for Business; The Study of XI Grade Students of SMK N 1 Demak in the Academic Year of 2017/2018. Semarang: Walisongo State Islamic University. ⁴

This previous study was aimed to describe and analyze the students' attitudes towards English for business in

⁴ Nuri Ahsanti, "Students' Attitude towards English for Business; The Study of XI Grade Students of SMK N 1 Demak in the Academic Year of 2017/2018, Thesis: Semarang: 2018.

practice handling telephone by students of office administration at SMK N 1 Demak. The analysis was done by observing the speaking and students' attitude when doing the dialogue to find out the tendency of both positive and negative attitudes, then the impact that had been faced by students. The result showed that there were 37 students whose positive attitude who used more than the negative one with the percentage of Cognitive 81.08%, Affective 91.89%, and Behavioral 80.40%. Students gave priorities to positive attitudes in practice for their learning, but students have a negative impact on their self-confidence, responsible and negative judgment that need extra handling in learning so that students have a good skill when plunged into the business field. The study revealed that the students of office administration have a good enthusiasm or a good learning spirit towards learning English for business.

This previous research is similar to my research which discusses the students' attitude. The differences between this previous research and my research are the research method. This previous research used a qualitative method, while my research will be a quantitative method. The data collection techniques also will be different. This research used observation, while my research will be a questionnaire.

- e) The fifth previous study is the research of Nilufer Kesgin and Mehmet Arslan. (2015). Attitudes of Students towards the English Language in High Schools.⁵

The paper examined the attitudes of high school students towards the English language, the differences in the attitudes regarding their gender, educational status of their parents, monthly revenue of the students' family, and the accommodation unit of the primary education school from which they graduated. A Likert-type scale was used to collect data. The instrument was validated and their liability coefficient was found to be 0.94. Independent t-test, one-way ANOVA, and the Tukey HSD test were used in the analysis of data. Purposive random sampling was used to select 250 students from 7 high schools. The findings revealed that foreign language intensive high schools are better in the English language than in other high schools. There is a meaningful difference between the attitude of a working group to the English language and gender, educational status of parents, and monthly revenue of students' family, however, there is no meaningful difference in the accommodation unit from which they graduated.

This previous research is similar to my research, which discusses the students' attitudes and the data collection

⁵ Nilufer Kesgin and Mehmet Arslan, Attitudes of Students towards the English Language in High Schools, *International Journal of Department of Educational Sciences*, Tokat, Turkey, 2015.

method namely the questionnaire. The differences between this previous research and my research are the research method. This previous research used a qualitative method, while my research was a quantitative method.

B. Literature Review

1. Attitudes

The first thing that must be understood in studying attitudes is the concept of attitude. Several definitions of attitude from different perspectives are considered in the field of language learning. Kreitner and Kinicki define attitude as a tendency to learn to respond consistently well or not with respect to the object given.⁶

The topic of language attitudes was widely discussed in sociolinguistics. Sociolinguistics refers to the study of the relationship between language and society. This is related to several social sciences such as anthropology, sociology, or social psychology. Here sociolinguistics and social psychology combine to analyze how attitude and perceptions are expressed and how behaviors within groups and outside are recognized.⁷ In general, attitude is an individual's reaction

⁶ Robert Kreitner & Angelo Kinicki, *Organizational Behavior* Sixth Edition, (New York: The McGraw-Hill Companies, Inc, 2004), p. 197.

⁷ Mohammad Khoir, "The Language Attitude of Students of English Department UIN Sunan Kalijaga towards English", (Yogyakarta: 2014) p. 11.

or evaluation of a particular situation or object depending on his opinions and beliefs.⁸ Attitude is seen as a "psychological" process in which students like or dislike certain situations.⁹

Attitude is one of the factors that influence foreign language learning because how much student effort is put into language learning depends in part on attitude.¹⁰ Montano and Kasprzyk illustrated that "attitudes can be determined by individuals" thoughts and ideas about trust and trust behavior are given importance by evaluating the nature of those carried out in different situations. In this way, people who have positive beliefs about anything will definitely end up with positive attitudes and positive behaviors and also, people with negative feelings will have negative attitudes and behaviors about anything." According to Spolsky, attitudes toward language might have a positive or negative impact on students' fears, feelings, or prejudices to learn English as a second

⁸Mohamad Jafre Z.A, EFL students' Attitude towards Learning English Language: The Case of Libyan Secondary School Students. *Asian School Science*. Vol 8 No. 2. 2012.

⁹Tamador Khalaf, An Evaluation of EFL Students' Attitudes toward English Language Learning In Terms of Several Variables, *International Journal of English Language Teaching*, Vol. 5. No. 6. 2017. p. 18.

¹⁰ Salem Saleh, "Attitudes of Public and Private Schools' Students towards Learning EFL", *International Journal of Education*, Vol. 9. No. 2. 2017. p. 71.

language.¹¹ In other words, students' attitudes, skills and strategies determine whether students can understand the details of the language.

Gardner defined attitude as *"the total amount of human instincts and feelings, prejudices or prejudices, pre-formed ideas, fears, threats, and beliefs about a particular topic"*. Gardner also points out that: *"Such attitudes are related to one's values and beliefs and promote or prevent choices made in all fields of activity, both academic and informal."*¹² Wenden proposed a broader definition of attitude and classified attitude into three components namely cognitive, affective and behavior. The cognitive part consisted of beliefs and thoughts about attitude objects. The affective component involved the person's emotions towards an object, likes or dislikes, with or towards. Finally, the behavior component referred to a person's actions or tendencies to adopt specific learning behaviors. McGuire argues that these three components are closely interrelated, "that theorists who insist on differentiating them must bear the burden of the condition that differences are beneficial." Learning is considered a

¹¹ Ibnian, "The Language Attitude..." p. 71.

¹² Eshreteh, Mahmood K. M. & Siaj, Azhar Hisham, "Attitudes of English-Major Students and Teachers towards Using Blended Learning in the English Department at Hebron University", *International Journal of Research in English Education* Vol. 2. No. 4, 2017, p. 53.

change in the realm of personality, emotions, and cognitive. The three dimensions of attitude (behavior, cognitive and affective) are appropriate based on the behavioral, cognitive and humanist approaches.¹³

According to Ahmad Shameem, The Longman Dictionary of Applied Linguistics and Language Teaching defines language attitudes as follows: “the attitudes which speakers of different languages or language varieties have towards each other’s languages or to their language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes may affect second language or foreign language learning. The measurement of language attitudes provides information which is useful in language teaching and language learning.”¹⁴

In *A Dictionary of Linguistics and Phonetics*, which is written by Cristal, language attitude is defined as “the feelings

¹³ Hassan Soleimani and Somayeh Hanafi, “Iranian Medical Students’ Attitudes towards English Language Learning”, *International Research Journal of Applied and Basic Sciences*, Vol 4, No 12, 2013, p. 1

¹⁴ Shameem Ahmed, “Attitudes towards English Language Learning among EFL Learners at UMSKAL” *Journal of Education and Practice* Vol 6 No 18, 2015.

people have about their language or the other languages.” The attitude may be positive or negative toward language.¹⁵ When someone learns a language and his attitude is positive, the attitude will be followed by good action and indicate a good result in studying the language. In contrast, the negative attitude is followed by negative action. So, the result of language study will be admittedly bad.

Attitudes are crucial in language learning. Gardner stated that language attitude is an important concept because it plays a key role in language learning and teaching. Attitudes are internal states that influence what the learners likely to do. The internal state is some degree of positive/negative or favorable/unfavorable reaction towards an object. Gardner and Lambert found that attitude and motivation were the two factors most strongly associated with learners’ L2 achievement.¹⁶

According to Daniel Katz, attitude is a hypothetical idea that represents a person's level of liking or dislikes for an item. A general attitude is a positive or negative view of a person, place, object, or event - this is often referred to as the object of attitude. People can also conflict or be ambivalent about an

¹⁵ Shameem Ahmed, “Attitudes towards English Language Learning among EFL Learners at UMSKAL” *Journal of Education and Practice* Vol 6 No 18, 2015

¹⁶ Ellis, R. The study of Second Language Acquisition. Oxford: Oxford University Press. 1994. p. 509

object, which means that they simultaneously have positive and negative attitudes towards objects. Katz also believes that attitude is judgment. They develop models of affective, behavior, and cognition.¹⁷

The attitude referred to in this study is the attitude associated with language, namely the Arabic Education Department students' attitude towards English.

From all the above description, the writer concludes several points as follows:

- a) Attitudes are obtained by learning; attitudes are not obtained from heredity.
- b) Attitudes are obtained from our association with the people around us, both through the behavior we see and through verbal communication.
- c) Attitude is always associated with attitude objects that can be concrete or abstract objects.
- d) Attitude always contains readiness to act in a certain way towards the object of attitude.
- e) Attitude is effective, it means that attitude includes feelings that can be expressed through one's choice of an attitude object (positive, negative or neutral)
- f) Attitude is known through interpretation.

¹⁷Akurugu and Brigandi Michael, *The Attitude and Perceptions of Students about the Study of English Grammar: the Case of Selected Senior High School Students in Northern Region*, (Kwame Nkrumah University of Science and Technology, 2010). p. 26-28.

2. The Components of Attitudes

The concept of attitude is often classified into three aspects or components namely cognitive, affective (or emotional), and behavior. These aspects form what is commonly known as the tripartite attitude model. Ostrom et al. explain:

Affective responses refer to the emotional feelings and psychological consequences of encountering or thinking about an attitude object. These feelings vary from positive to negative or evaluative dimensions.

Cognitive responses refer to the facts, knowledge structures, beliefs, inferences, and assumptions made about the attitude object. They vary from favorable to unfavorable on the evaluative dimension.

Behavioral responses refer to behavioral intentions and overt actions taken regarding the attitude object. They vary from supportive to hostile on the evaluative dimension.¹⁸ The affective component involves the feelings and emotions of language learners. In this case, the language learning process is an emotional process whose consequences are influenced by different psychological factors. A typical example of affective

¹⁸ Mohammad Khoir, “ The Language Attitude of Students of English Department of UIN Sunan Kalijaga towards English”, *Thesis* (Yogyakarta: 2014).

attitude is the statement "I enjoy the time I spend in an English class."

Regarding the cognitive aspect consists of the belief that language learners have about the knowledge they receive and how they understand the language learning process. The statement "I believe learning English is important for getting a good job" is a cognitive attitude.

Concerning behavioral aspects of attitude, this refers to the way students behave and react. The statement "I always practice English with my classmates" is an example of attitude-behavior.¹⁹

The three components can be described as follows:

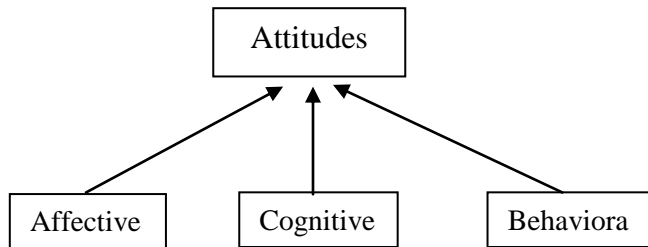


Figure 2.1: The Attitude Components

¹⁹ Arcade Nduwimana, "Pure Sciences Students' Attitude towards Learning English: A Case University of Burundi", Nduwimana *International Journal of Research in English Education* Vol 4 No 2, 2019, p 4.

3. The Importance of Attitudes

Understanding attitude is essential. In the context of language life, language attitudes are crucial to the maintenance, preservation of language, language damage and death.

Attitude surveys also show social indicators of shifting trust and opportunities for success in implementing policies. Concerning minor languages, attitudes like census, provide a measure of the sustainability of a language. E.G Lewis said that any policy towards language, especially in the language education system, must pay attention to attitudes and aspects that are affected.

The status, value, and importance of a language are often and generally measured by attitudes toward that language. Such attitudes can be measured at the individual level or the general attitude of a group of people. In one of these levels, the information obtained is very important to represent democratically (the views of the community).

in this study, the intended attitude is the attitude of the language, namely the attitude towards English. Attitude survey towards English is said to be important because it can contribute important information in assessing a group's attitude towards that language.

4. Competence of English 1 Subject

There were some definitions of English competence. Here the researcher took a definition from Cambridge Advanced Learner's Dictionary. English is the language that is spoken in the UK, the US, and in many other countries. While Competence is the ability to do something well.

As a second language learner, one must be fluent, competent, and accurate in English. This means the ability to speak or express language with enough structural accuracy and vocabulary to participate smoothly and effectively in most formal and informal conversations about practical, social, and professional topics.

The English competence referred to in the study here is competence of English 1 subject. In UIN Walisongo, English 1 subject includes two skills namely listening and speaking.

a. Listening

Listening is one of the subjects studied in the field of language study and in the discipline of conversation analysis. This skill can be improved by practice and there are many rewards to develop your listening skill. It is the active process of receiving and responding to spoken (and sometimes unspoken) messages.

Helgesen states that listening is an active, purposeful process of making sense of what we hear. More often we hear, more we can understand something. Regarding that

citation, although listening is receptive, it is very active because listeners can think and understand things at higher levels than what they have heard. As they listen, they process not only what they hear but also connect it with other information they have already known. Since listeners combine what they have listened to their existing knowledge and experiences, in a very real sense, they are figuring or creating some kinds of meaning in their own mind.²⁰ From the definition above, it can be concluded that listening is a complex, active process of interpretation in which listeners match what they have heard with what they have already known. It is a process to start mind. We must pay attention first with the listening, then we can easily study the other skills.

b. Speaking

People speak in order to express their idea, their feeling or respond the other's talk. When the others can understand what has been talked, it means that the speaker get the meaning across.

Cameron mentions that "speaking is the active use of language to express meaning, so that other people can make sense of them to speak in the foreign language in order to share understanding with other people requires

²⁰ Helgesen, M. 2003. Listening in Practical Language Teaching. Edited by David Nunan. McGraw-Hill.

attention to precise details of the language”.²¹ A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and also need to organize the discourse, so that a listener will understand.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context”. Speaking is a crucial part in language learning. It needs the speakers to produce the target language in the spoken form. Moreover, it involves the speaker to use speech express meanings to the other people.²² Some people think that if they want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than it. Actually, speakers of English have to be able to speak in different genres and situation.

English has become an international language and a language of global communication for various reasons that are political, economic and technical. Globalization has made English a mandatory element of a successful

²¹ Harmer, J. 2001. How to Teach English. Essex: Pearson Education Ltd.

²² Harmer, J. 2001. How to Teach English...

personality because it is an essential tool widely used in international communication throughout the world.

In the global context, there is economic competition between countries in the world that are independent of progress or under development. Entrepreneurs in the worldwide market now need people who have international experience and good qualifications that are accepted and recognized throughout the world. But high proficiency in spoken and written English is considered the primary prerequisite qualification. So, English is still the number one language in the whole world. This is not only for employment but also for students who want to study higher especially in countries where English is the native language / official language.

It is well known that the role of English language skills/competence is essential to play in driving the export economy, attracting foreign investment, encouraging exports of services, and enabling international business and cultural relations.

C. Hypothesis

According to Sugiyono, a Hypothesis is a temporary answer to the research question. It is mentioned as a brief because it is taken just regarding the theory which is relevant, and it has been considered yet from the empiric facts acquired

through collecting the data. We can also call the hypothesis as a logical answer. Informing this hypothesis, the researcher regards the research question in this study: How the Arabic Education Department students' attitudes toward English are and how the influence of the Arabic Education Department students' attitudes toward English on their English competence of English 1 subject is.

The hypothesis of this study is:

H₁: There is a significant influence of the Arabic Education Department students' attitudes toward English on their competence of English 1 subject.

H₀: There is no significant influence of the Arabic Education Department students' attitudes toward English on their competence of English 1 subject.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research design, research setting, population and sample, variable and indicator, method of collecting data, and method of analyzing data.

A. Research Design

The researcher used a quantitative approach to analyze the data. It is because the data acquired would be expressed in the language of mathematics, evaluated consequently and interpreted by appropriate statistical quantification. According to Christensen, a quantitative research study is one that gathers some numerical data to answer a given research question.¹

The researcher used regression design in the third semester of Arabic Education Department students of Walisongo State Islamic University Semarang in the academic year 2019/2020. The study focused on students' attitudes towards English and the influences on their English competence.

The researcher used statistical analysis to calculate the numerical data which is collected and to analyze them by using predictor analysis. The result of the analysis is interpreted to find out the Arabic Education Department students' attitudes towards English and the impact on their English competence.

¹ Larry B. Christensen, *Research Method, Design and Analysis* 11th Ed., (Boston: Pearson Education, 2011), p. 2

B. Research Setting

1. Subject and Place of the Research

The researcher conducted this study in The Arabic Education Department Students of Walisongo State Islamic University in the academic year 2019/2020.

2. Research Time

The researcher was conducted in a week on the 1st week of October 2019.

C. Population and Sample

The population of this study was the third semester of Arabic education department students in UIN Walisongo Semarang. These three classes; PBA 3A, PBA 3B, and PBA 3C. The researcher took PBA 3C as the sample of the study with several considerations. First, after the researcher observed students' midterm exam scores, then the result was most of the PBA 3C students had problems with their score because only two students got an A score. The majority of them scored B/C. Second, they thought that English was difficult. The technique used by the researcher in taking sample was simple random sampling. In PBA 3C, there are 40 students.

There two designs in taking a sample, probability design and non-probability design. 2 Simple random sampling is included in probability design sampling. The way of taking a sample by using this technique is by giving a different number to every

person in a population, and then the sample will be chosen randomly. In this study, the researcher directly chose PBA 3C as the sample randomly, but then it was strengthened by conducting a survey. The result supports the researcher as it has been mentioned above. The strengths of using this technique are (a) the researcher does not need to know the population's background, (b) the researcher is free from clarification that is possible to happen, (c) the researcher is easier to analyze the data.

Regarding the first strength stated above, the researcher still claims that the background of the population at least students that they will be the sample of this study are essential. The weakness of using this technique are: (a) the researcher cannot maximize the ability to know the population's background and (b) the high possibility error happening in taking the sample is more prominent than using other techniques. The researcher has already anticipated preventing to minimize those possibilities.

Table 3.1
The list of PBA 3C

No	Name
1	Umiatun Amalia
2	Fikrotul Khusniah
3	Muhammad Rizky Ramadhan
4	Muhamad Wahyu Utomo
5	Bahrul Ulum Amali

6	Muhamad Wafa Ibtisam
7	Marsa Nabilah
8	Khofidloturrofiah
9	Suffah Allisa
10	Khusnul Khotimah
11	Siti Shofiyatul Marfu`ah
12	Naila Shofuriya Nu`ma
13	Ratnaning Azzah Imtiyaaz
14	M. Hafis Al Hafshah
15	Ismiyatun Laelatisyiami Rahma
16	Lia Aufa
17	Fina Chairul Maunah
18	Ismatul Izzah
19	Fatchul Hakim
20	Lim`atul Azizah
21	Zainul Mubarak
22	Muhammad Najib Shofi
23	Wahyu Dwi Ramadani
24	M. Ilman Rosyada
25	Qonita Zahida
26	Isna Laily Hidayah
27	Sabilatun Ni`am
28	Rikza Nada Auliya
29	Muhammad Nor Ismail

30	Lila Fidya Elok Yamyuna
31	Abdullah Zulfa Muntafa
32	Hisyam Ali
33	Septi Laely Rahmawati
34	Umi Atikah
35	Muhammad Dimas Ariana
36	Muhammad Yusron Izza
37	Muhammad Alwi Harun
38	Siti Nurhasanah
39	Alfan Aulawi
40	Neyla Wahda Kumala
41	Riayatul Millah

D. Variable and Indicator

A concept that can take on diverse quantitative values such as weight, income, height, age, etc. can be called a variable. Generally, in scientific research, the central focus of the researcher is to analyze the functional influence of the variable. A variable is a quantity that can differ from one person to another person.²

There are two variables used in this study. The variables are; (1) Independent variable or X variable is the Arabic Education Department students' attitudes toward English. The

² Prabhat Pandey and Meenu Mishra Pandey, Research Methodology” Tools and Technique (Romania: Bridge Center, 2015), p. 29.

researcher measured it by giving a questionnaire. The sub variable of this variable is affective, cognitive and behavior. Based on the variable and sub variable above, the indicators of this research are feeling (like or dislike), beliefs or assumptions and students' behavior and reaction, and (2) the Dependent variable or Y variable is students' English competence of English 1 subject. The indicator of the dependent variable is speaking and listening because it is the English 1 subject. The researcher measures it by score documentation of English 1 subject.

In this case, the researcher develops a questionnaire by considering Gardener's (1985) attitude and motivation test battery (AMTB) of Arabic Education Department students' attitudes towards English.

Table 3.2
Research Indicators

Variable	Sub Variable	Indicator	Question Item	Question Number	
				(+)	(-)
Students' attitude	1. Affective responses	Emotional feeling (like or dislike).	15	1-8	19-15
	2. Cognitive	Knowledge	15	16-23	24-30

	responses	structure, beliefs or assumption			
	Behavior responses	Students' behavior and reaction.	15	31-38	39-45
TOTAL			45		

E. Method of Collecting Data

Based on the source of data, data collection divided into two. The first is the primary data. The second is supporting data. The main data is data that directly gives information or data to the researcher.

Meanwhile, supporting data is data that not directly give information or data to the researcher, for example, through another person or document. There are some techniques of data collection; those are an interview, questionnaire, observation.³ The primary data of this research is the questionnaire. Meanwhile, the supporting data is the documentation.

To get accurate data, in this study, the researcher used two ways in collecting data; they were as follows:

³ Sugiyono, *Metode Penelitian...*

a. Questionnaire

According to Brown, Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing solutions. Brown opined that language surveys are any studies “that gather data on the characteristics and views of informants about the nature of language or language learning through the use of oral interviews or written questionnaires.”⁴

A questionnaire is a technique of data collection done by giving some written questions or statements to participants to be answered.⁵ Questionnaires can include closed-ended items (where participants must select from the responses given by researcher) and open-ended items (where participants provide answers in their own words).⁶ There are two types of questionnaires that are structured questionnaire and non-structured questionnaire.

A structured questionnaire is a questionnaire that arranged by providing answer choices, so the participant only

⁴ Shameem Ahmed, “Attitudes towards English Language Learning among EFL Learners at UMSKAL” *Journal of Education and Practice Vol 6 No 18, 2015, p 10*

⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*.

⁶ Larry B Christensen, R Burke Johnson, and Lisa A Turner, ‘Değişkenlerin Ölçülmesi ve Örneklem’, *Araştırma Yöntemleri Deneme Analiz*, 2015, 149–80.

marks the chosen answer. The answer form of a structured questionnaire is closed. It means that on each item, various alternative solutions are available; meanwhile, a non-structured survey in such a way questionnaire that the participant is free to express his opinion. The form of the answer to a non-structured questionnaire is open, which means that each item has not detailed the answer.⁷

b. Documentation

The documentation method is intended to find data on manuscript, book, magazine, newspaper, epigraph, and agenda.⁸ In this study, the researcher used the documentation as the second instrument, namely the student final examination score data of English subject 1.

F. Method of Analyzing Data

The method of analyzing data that was used in this research is quantitative analysis. Analysis of the data was used to determine the influence of Students' attitudes towards English and their English competence.

⁷ Sambas Ali Muhibbin and Maman Abdurrahman, *Analisis Korelasi, Regresi, dan Jalur Dalam Penelitian* (Bandung: CV Pustaka Setia, 2009).

⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu pendekatan Praktek*, (Jakarta: Rineka Cipta, 2006), p. 135.

The aim of analyzing the data is to find out the Arabic Education Department students' attitudes toward English and the influence on their English competence of English 1 subject. In analyzing the data, two steps are used by the writer. The steps are explained as follows:

1) Descriptive Analysis

To analyze the data of this research, the researcher used the statistical analysis techniques in calculating the value and quantity by giving an assessment of the answers to the questionnaire that has been distributed to the respondents, where each item is given the alternative of solutions with an unequal score.

Here are the alternative answers for the positive statements:

- a) For an alternative "Strongly agree" answer was given a score of 4
- b) For an alternative solution "Agree" was assigned a score of 3
- c) For an alternative "less agree" answers were given a score of 2
- d) For an alternative "Disagree" answer was given a score of 1

Meanwhile, for the negative response, the alternative answers are as follow:

- a) For an alternative "Strongly agree" answer was given a score of 1
- b) For an alternative answer "Agree" was given a score of 2
- c) For an alternative "less agree" answers was given a score of 3
- d) For an alternative "Disagree" answer was given a score of 4

Next, this Score made in the form of the table then serves as the basis for calculating statistics in the next step. Research Instrument test includes two things, as follow:

1) Measuring the Validity of Questionnaire

The valid nature is shown by the high validity of a test result. An Invalid tool will provide misinformation about the subject state or individuals subject to the test. If the information is wrongly used as a basis for consideration in making a decision, then the choice is certainly not the right decision.

Measuring the validity and reliability of the instrument, especially the questionnaire, is very important in doing the research because it stands as the tool in proving the hypothesis.⁹

⁹ Suharsimi Arikunto, 2006, p. 168.

The validity of the questionnaire is determined by the indicators related to the kinds of students' attitude. Arikunto's statement that a valid instrument is an instrument that is built based on the indicators related to the variable of the research.¹⁰ Besides, stated that the validity of the instrument could be measured by using the Classical Pure Score Theory formula:

$$r_{xy} = \sqrt{\left(\frac{St^2}{Sx^2}\right)}$$

r_{xy} = validity coefficient

$$St^2 = \frac{\Sigma(students'score)^2}{N}$$

$$Sx^2 = \frac{\Sigma(highest\ score)^2}{N}$$

Validity test was performed using Microsoft Excel 2007: If $r_{arithmetic} > r_{table}$ then the item is considered valid and conversely If $r_{arithmetic} < r_{table}$ Then the item is said to be invalid. The research instrument was

¹⁰ Suharsimi Arikunto, 2006, p. 172.

tested to 20 students (respondent) with a 5% significant level, then got r table 0,444.

After validity items had been done, the next analysis was to test the reliability of the questionnaire. It was done to find out whether a test had a higher critical score and gave the consistency of the questionnaire score or not. In this research, it used Alpha Cronbach using Microsoft Excel.

2) Measuring the Reliability of Questionnaire

To calculate the reliability of the instrument used the alpha Cronbach formula:

$$r_{ac} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma b^2}{\sigma t^2} \right)$$

Explanation:

r_{ac} = Reliability of the instrument

k = Total questions

$\sum \sigma b^2$ = Total variant of each question

σt^2 = Total variants¹¹

The test of students' attitudes towards English variable get r_{ac} = 0.942. Then r table product-moment with significance standard 5% and N= 20 get r table = 0,444. Because $r_{ac} > r$ table, it can be concluded that the questionnaire in this research was reliable.

¹¹ Suharsimi Arikunto, 2006, p. 196.

Then continue determining qualification and interval percentage. The score was put in the table of the score each the data collection. Then, the interval and the quality score in the variable are found in this step:

a. Finding out the highest score (H) and the lowest (L)

b. Interval Total (K)

$$K = 1 + 3.3 \log N^{12}$$

c. Range

$$R = H - L + 1$$

$$R = \text{Range}$$

$$H = \text{Highest score}$$

$$L = \text{Lowest score}^{13}$$

d. Interval Class (i)

$$i = \frac{R}{K}$$

$$i = \text{Interval}$$

e. Look for the Mean with formula $Me = \sum \frac{f \cdot x_i}{n}$

f. Look for the quality of the Arabic Education Department students' attitudes toward English and the students' English competence of English 1 subject.

¹² Sugiono, Statistik untuk Penelitian (Bandung: Alfabeta, 2014), p. 35

¹³ Shodiq, Aplikasi Statistika dalam Penelitian Kependidikan, (Semarang: CV Karya Abadi Jaya, 2016), p. 44

2) Hypothesis Analysis

The hypothesis analysis verification test of this research used regression analysis. The steps in conducting regression analysis are as follow:

- a) Looking for correlations and significance

Looking for the correlation between criterion and predictor is by using the technique of correlation product moment. The formula is as the following:

$$r_{xy} = \frac{\sum xy - \frac{[\sum x][\sum y]}{N}}{\sqrt{\left[\sum x^2 - \frac{(\sum x)^2}{N}\right]\left[\sum y^2 - \frac{(\sum y)^2}{N}\right]}}$$

Pearson Product Moment Formula

Explanation:

X : The students' attitudes toward English

Y : Students' English score

N : The number of students

r_{xy} : The coefficient of correlation between x and y

$\sum x^2$: Total score of x^2

$\sum y^2$: Total score of y^2

After doing the product-moment correlation test, the results obtained was consulted with *tabel* at a significance level of 5% and 1% with the following assumptions:

1. If the result of $r_{xy} > r_{xy}$ table in the significance of 5%, the null hypothesis (H_0) is rejected and the working hypothesis (H_a) is accepted
 2. If the result of $r_{xy} < r_{xy}$ table in the significance of 5%, the null hypothesis (H_0) is accepted and the working hypothesis (H_a) is rejected.
- b) Looking for Regression similarity

Looking for regression equation line with simple regression formula is as the following:

$$\hat{Y} = a + bx$$

Explanation:

Y = the subjects in the dependent variable predicted.

X = Predictor

a = Predictor Coefficient

K = Constant

To look for Y the researcher must look for coefficient a and K with the following formula.

$$b = \frac{n \cdot \sum XY - \sum X \cdot \sum Y}{n \cdot \sum X^2 - (\sum X)^2}$$

$$a = \frac{\sum Y - b \cdot \sum X}{n}$$

Looking for the F score is using deviation score with the following formula:

Varian source	Db	JK	RK	F_{reg}
Regresi (reg)	1	$\frac{(\sum xy)^2}{\sum x^2}$	$\frac{JK_{reg}}{db_{reg}}$	$\frac{RK_{reg}}{RK_{res}}$
Residu (res)	N-2	$\sum y^2 - \frac{(\sum xy)^2}{\sum x^2}$	$\frac{JK_{res}}{db_{res}}$	
Total	N-1	$\sum y^2$		

N = amount of respondent

db = Acquitted quadrate

jk = quadrate amount

RK = mean of quadrate amount

F = score of F in regression

From the result above the researcher interpreted that category based on the following statement:

0,900 – 1,000 means very high correlation

0,700 – 0,899 means high correlation

0,400 – 0,699 means enough correlation

0,200 – 0,399 means low correlation

0,000 – 0,199 means very low correlation¹⁴

3) Advanced Analysis

Advanced analysis is further processing from the analysis hypothesis test. Having obtained the regression equation

¹⁴ Shodiq, Aplikasi Statistik dalam Penelitian Kependidikan, p.114

line between the variables X and Y, then the next step is to connect between $F_{arithmetic}$ with F_{table} Value; both are a significant level of 5% or 1%. If the amount the resulting $F_{arithmetic} \geq F_{table}$ then hypotheses to be submitted is accepted or significant and if $F_{arithmetic} < F_{table}$ So, the obtained result is non-significant; It means that the hypothesis is rejected.¹⁵

¹⁵ Sutrisno Hadi, Analisis Regresi, (Jakarta: Andi Offset, 2001), p. 18

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this chapter, the findings of this research are presented. Firstly, the results of the Arabic Education Department students' attitudes toward the English scale are introduced. Besides, the students' scores documentation of English 1 Subject is shown. In the last part, the influences of these findings are presented.

Before analyzing some problems, the researcher described about profile of the Arabic Education Department.

1. Profile of Arabic Education Department

The Arabic Education Department is one of the departments in the Education and Teacher Training Faculty of Walisongo State Islamic University which is located on Prof. Dr. Hamka Street, Ngaliyan, Semarang.

Vision:

Superior Arabic Language Education Model Based on National Science Unity in 2027.

Mission:

- 1) Organizing Arabic language education that is innovative, creative, and meaningful based on the unity of knowledge and best replica breiitling with local wisdom.
- 2) Carry out research in the field of Arabic-based science unity;

- 3) Carry out community service as the implementation of the results of research and development of swiss audemars piguet replica in the field of Arabic education;
- 4) Collaborating with Arabic language research institutes and Arabic language education at regional, national and international levels;
- 5) Carry out excellent academic services.

Goals:

- 1) Produce graduates who excel in the field of Arabic language education and noble character;
- 2) Producing research and scientific work in the field of Arabic and Arabic language education based on the unitary knowledge of replica breitling watches and local wisdom;
- 3) Producing applicative and useful community service.

Profile of Main Graduates:

- 1) Arabic Education Department Educators / Teachers in formal and non-formal institutions (MI / MTS / MA and equivalent)
 - a. Able to carry out planning, implementing, managing the learning environment, and evaluating Arabic learning integratively with Islamic values and utilizing contextual and cutting-edge media to carry out the learning process in class (KK1)

- b. Mastering pedagogical theory, developmental psychology theory and Arabic concepts to be able to act as prospective educators in primary and secondary education units (P1)
 - c. Able to plan (plan), organize (organization), carry out (action) and control (controlling) the learning process in the classroom integratively with pedagogical knowledge, Arabic concepts and Islamic values (KM1)
- 2) Arabic Education Department Researcher
- a. Able to choose the right research method to overcome problems in education through scientific approaches to produce scientific work publications (KK2).
 - b. Mastering scientific methods to be able to conduct research in the field of Arabic language education (P2).
 - c. Able to plan (plan), organize (organization), carry out (action) and control (controlling) research in the field of Arabic Education systematically and scientifically (KM2).

After the writer has observed and collected some data, the writer did analysis which refers to statistical data analysis to find out the influence of students' attitudes toward English on their English competence. The analysis is as follows:

1. To explain students' attitudes of the third semester of Arabic Education Department of UIN Walisongo Semarang in the academic year of 2019/2020 toward English.
2. To explain students' final examination score of English 1 subject
3. To find out the influence of the Arabic Education Department Students' Attitudes toward English on their English Competence.

B. Data Analysis

Before conducting the research, the researcher measured the validity and the reliability of the questionnaire.

Validity test was performed using Microsoft Excel 2007: If $r_{\text{arithmetic}} > r_{\text{table}}$ then the item is considered valid and conversely If $r_{\text{arithmetic}} < r_{\text{table}}$ Then the item is said to be invalid. The research instrument was tested to 20 students or respondents with a 5% significant level, then got r_{table} 0,444. Data validity test results verified are as follows:

Table 4.1
The validity of the Questionnaire

Criteria	r_{table}	Question Number	Total
Valid	0,444	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 24, 25,	36

		26, 27, 29, 30, 31, 32, 33, 34, 36, 38, 39, 40, 41, 43, 44.	
Invalid	0,444	3, 19, 20, 23, 28, 35, 37, 42, 45.	9

Table 4.2
Detail of Questionnaire Validity

No	Validity		Statement
	r_{hitung}	$r_{table\ 5\%}$	
1	0,523	0,444	Valid
2	0,592	0,444	Valid
3	0,340	0,444	Invalid
4	0,536	0,444	Valid
5	0,494	0,444	Valid
6	0,550	0,444	Valid
7	0,490	0,444	Valid
8	0,701	0,444	Valid
9	0,577	0,444	Valid
10	0,469	0,444	Valid
11	0,717	0,444	Valid
12	0,552	0,444	Valid
13	0,469	0,444	Valid
14	0,573	0,444	Valid

15	0,610	0,444	Valid
16	0,550	0,444	Valid
17	0,726	0,444	Valid
18	0,539	0,444	Valid
19	0,247	0,444	Invalid
20	0,262	0,444	Invalid
21	0,550	0,444	Valid
22	0,469	0,444	Valid
23	0,285	0,444	Invalid
24	0,550	0,444	Valid
25	0,651	0,444	Valid
26	0,458	0,444	Valid
27	0,698	0,444	Valid
28	0,426	0,444	Invalid
29	0,757	0,444	Valid
30	0,719	0,444	Valid
31	0,472	0,444	Valid
32	0,610	0,444	Valid
33	0,622	0,444	Valid
34	0,576	0,444	Valid
35	0,275	0,444	Invalid
36	0,639	0,444	Valid
37	0,063	0,444	Invalid
38	0,610	0,444	Valid

39	0,491	0,444	Valid
40	0,649	0,444	Valid
41	0,610	0,444	Valid
42	0,348	0,444	Invalid
43	0,599	0,444	Valid
44	0,576	0,444	Valid
45	0,289	0,444	Invalid

After validity items had been done, the next analysis was to test the reliability of the questionnaire. It was done to find out whether a test had a higher critical score and gave the consistency of the questionnaire score or not. In this research, it used *Alpha Cronbach* using Microsoft Excel. The test of students' attitudes towards English variable get $r_a = 0.942$.

Then r table product moment with significance standard 5% and $N = 20$ get r table = 0,444. Because $r_{ac} > r$ table, it can be concluded that the questionnaire in this research was reliable.

After conducting this research, the researcher got data results of this field research about students' attitudes toward English. By used questionnaires that were given to students as respondents that amount 41.

1. Students' Attitudes toward English

This data was obtained from a questionnaire that was given to Arabic Education Department students by calculating

the answer score of the respondent questionnaire. For more details can be seen in the table as follows:

Table 4.3
The score of Arabic Education Department Students’
Attitudes toward English

No	Respondent	Score	No	Respondent	Score
1	R-1	88	22	R-22	84
2	R-2	86	23	R-23	85
3	R-3	84	24	R-24	95
4	R-4	95	25	R-25	103
5	R-5	101	26	R-26	71
6	R-6	105	27	R-27	102
7	R-7	100	28	R-28	98
8	R-8	105	29	R-29	102
9	R-9	93	30	R-30	100
10	R-10	97	31	R-31	101
11	R-11	104	32	R-32	106
12	R-12	91	33	R-33	91
13	R-13	94	34	R-34	69
14	R-14	68	35	R-35	117
15	R-15	89	36	R-36	88
16	R-16	94	37	R-37	94
17	R-17	95	38	R-38	94
18	R-18	96	39	R-39	93
19	R-19	103	40	R-40	87
20	R-20	61	41	R-41	101
21	R-21	82			
Total					3812

Based on the data table above that obtained from a questionnaire of Arabic Education Department students' attitudes toward English, then looked for the highest score, the lowest score, and standard deviation, which can be explained as follows:

- 1) Looking for the highest score

The highest score obtained from the result of the questionnaire above is 117.

- 2) Looking for the lowest score

The lowest score obtained from the result of the questionnaire above is 61.

- 3) Looking for interval total

$$K = 1 + 3.3 \log N$$

$$K = 1 + 3.3 \log 41$$

$$= 1 + 3.3 (1.6)$$

$$= 1 + 5.28$$

$$= 6.28$$

- 4) Looking for the range

$$R = H - L$$

$$= 117 - 61$$

$$= 56$$

- 5) Looking for interval class (*i*)

$$i = \frac{R}{K (\text{interval total})}$$

$$= \frac{56}{6.28}$$

$$= 8.91$$

6) Looking for *mean*

This is the formula of *mean*:

$$M = \frac{\sum X}{N}$$

$$= \frac{3812}{41}$$

$$= 92.97$$

7) Standard Deviation

The researcher used SPSS PASW Statistics Data Editor to find out the standard deviation.

Table 4.4
Standard Deviation Result

Statistics		
Data		
N	Valid	41
	Missing	0
Std. Deviation		11.277

From

table above, the result of standard deviation is 11.277.

8) Making conversion score with standard five:

- $M + (1,5 \text{ SD}) = 92.97 + (1,5. 11.277) = 92.97 + 16.915 = 109.885$ rounded 110
- $M + (0,5 \text{ SD}) = 92.97 + (0,5. 11.277) = 92.97 + 5.6385 = 98.6085$ rounded 99

- c. $M - (0,5 \text{ SD}) = 92.97 - (0,5 \cdot 11.277) = 92.97 - 5.6385 = 87.3315$ rounded 87
- d. $M - (1,5 \text{ SD}) = 92.97 - (1,5 \cdot 11.277) = 92.97 - 16.915 = 76.055$ rounded 76
- e. $M - (1,5 \text{ SD}) = 76.055$ down = 76 down

From calculating those score of standard five were obtained interval data and qualification of students' attitudes toward English as follows:

Table 4.5
Quality Category Variable of The Arabic
Education Department Students' Attitudes toward
English

Interval Score	Qualification	Frequency	Percentage
110 to the top	Excellent	1	2.439%
99 – 109	Very Good	13	31.70%
87 – 98	Fair	18	43.90%
76 – 86	Poor	5	12.19%
< 76	Very Poor	4	9.756%
Total		41	100%

From the data above can be known that the *mean* score of students' attitudes toward English is 92,97

that rounded to be 93 that means being in the category “fair” on the interval 87 – 98.

2. Students’ Competence of English 1 Subject

These data were obtained from the documentation score of Arabic Education Department students. For more details can be seen in the table as follows:

Table 4.6
The score of Competence of English 1 Subject

No	Respondent	Score	No	Respondent	Score
1	R-1	67	22	R-22	62
2	R-2	69	23	R-23	74
3	R-3	81	24	R-24	74
4	R-4	80	25	R-25	80
5	R-5	71	26	R-26	45
6	R-6	67	27	R-27	63
7	R-7	75	28	R-28	68
8	R-8	75	29	R-29	72
9	R-9	76	30	R-30	76
10	R-10	75	31	R-31	82
11	R-11	78	32	R-32	75
12	R-12	72	33	R-33	54
13	R-13	68	34	R-34	45
14	R-14	60	35	R-35	68
15	R-15	69	36	R-36	64
16	R-16	67	37	R-37	66
17	R-17	44	38	R-38	73
18	R-18	68	39	R-39	73
19	R-19	65	40	R-40	75

20	R-20	47	41	R-41	68
21	R-21	61			
Total					2792

Based on the data table above that obtained from students' competence of English 1 subject, then looked for the highest score, the lowest score, and standard deviation, which can be explained as follows:

- 1) Looking for the highest score

The highest score obtained from the result of the English 1 final examination above is 82.

- 2) Looking for the lowest score

The lowest score obtained from the result of the English 1 Final Examination above is 44.

- 3) Looking for the range

$$\begin{aligned}
 R &= H-L \\
 &= 82- 44 \\
 &= 39
 \end{aligned}$$

- 4) Looking for interval class (*i*)

$$\begin{aligned}
 i &= \frac{R}{K \text{ (interval total)}} \\
 &= \frac{39}{6.28} \\
 &= 6.21
 \end{aligned}$$

- 5) Looking for *mean*

This is the formula of *mean*:

$$\begin{aligned}
 M &= \frac{\Sigma Y}{N} \\
 &= \frac{2792}{41} \\
 &= 68.09
 \end{aligned}$$

6) Standard Deviation

The researcher used SPSS PASW Statistics Data Editor to find out the standard deviation.

Table 4.7
Standard Deviation Result

Statistics		
Data		
N	Valid	41
	Missing	0
Std. Deviation		9.705
Variance		94.190
Range		38

From the table above, the result of standard deviation is

9,705.

7) Making conversion score with standard five:

a. $M + (1,5 \text{ SD}) = 68.09 + (1,5. 9.705) = 68.09 + 14.557 = 82.647 \text{ rounded } 83$

b. $M + (0,5 \text{ SD}) = 68.09 + (0,5. 9.705) = 68.09 + 4.852 = 72.942 \text{ rounded } 73$

- c. $M - (0,5 \text{ SD}) = 68.09 - (0,5 \cdot 9.705) = 68.09 - 4.852 = 63.238$ rounded 63
- d. $M - (1,5 \text{ SD}) = 68.09 - (1,5 \cdot 9.705) = 68.09 - 14.557 = 53.533$ rounded 54
- e. $M - (1,5 \text{ SD}) = 53.533$ down = 54 down

From calculating those score of standard five were obtained interval data and qualification of students' English competence as follows:

Table 4.8
Quality Category Variable of
Students' English Competence

Interval Score	Qualification	Frequency	Percentage
83 to the top	Excellent	-	-
73 – 82	Very Good	16	39.024%
63 – 72	Fair	17	41,463%
54 – 62	Poor	4	9.756%
< 54	Very Poor	4	9.756%
Total		41	100%

From the data above can be known that the *mean* score of students' English competence is 68.09 that rounded to be 68 that means being in the category “fair” on the interval 63 – 72.

3. The Influence of Arabic Education Department Students' Attitudes toward English on their Competence of English

1 Subject

The requirement test used in this research was like the following steps:

a. Test of Normality

A normality test is a kind of test that aimed to find out a normal or not normal variable. In this test, the researcher used the significance of the *Kolmogorov-Smirnov Test*. And the criteria of the test are:

- 1) The significant number of *Kolmogorov-Smirnov Test* $\text{sig} > 0.05$ shows normal distribution data.
- 2) The significant number of *Kolmogorov-Smirnov Test* $\text{sig} < 0.05$ shows not normal distribution data.

Here is the test of normality:

Table 4.9
The Result of Normality Test SPSS

One-Sample Kolmogorov-Smirnov Test		
		Standardized Residual
N		41
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.96539838
Most Extreme Differences	Absolute	.128
	Positive	.098
	Negative	-.128

Kolmogorov-Smirnov Z	.820
Asymp. Sig. (2-tailed)	.512
a. Test distribution is Normal.	
b. Calculated from data.	

Source: Data Primer that was processed 2019

From table 4.7 above can be seen that the score of Kolmogorov-Smirnov of Unstandardized Residual sig $0.512 > 0.05$, then can be concluded that the distribution was normal.

b. Test of Linearity

The test of linearity is a kind of analysis to find out whether the distribution of data tested the same with the distribution of linear. This test is aimed at whether the data that we have in accordance with the linear or not. Then, the increasing or the decreasing of the quality of one variable will be followed linearity by increasing and decreasing the quantity of another variable.

The basic of deciding on the linearity test is as follows:

- 1) If sig. or significance on Deviation From Linearity sig. $> 0,05$, then the relationship between variables is linear.
- 2) If sig. or significance on Deviation From Linearity sig. $< 0,05$ then the relationship between variables is not linear.

Here is the result of the linearity test:

Table 4.10
The Result of Linearity Test SPSS

ANOVA Table						
		Sum of Squares	Df	Mean Square	F	Sig
Between Groups	(Combined)	2348.943	25	93.958		.521
	Linearity	1229.707	1	1229.707	.993	.003
	Deviation from Linearity	1119.236	24	46.635	13.002	.941
Within Groups		1418.667	15	94.578	.493	
Total		3767.610	40			

Source: Data Primer that was processed 2019

From ANOVA table 4.8 above can be seen that the score of *Deviation from Linearity* sig. is 0,941. It means that this score is bigger than 0.05 ($0.941 > 0.05$). It can be concluded that the correlation of students' attitudes toward English on their English Competence was Linear.

c. Hypothesis test

A hypothesis test is a decision taking whether the sample can be accepted to apply on the population where 41 samples obtained. In this case, to prove the strange and the weak of influence and the hypothesis is accepted or no in this research, then will be verified by finding out the score of coefficient regression and the writer used the

formula of simple linear regression, it was between variable students' attitudes towards English (X) and students' English competence (Y).

Based on the result of students' attitudes toward English questionnaire, some data obtained, then those data analyzed and can be seen on the table below:

Table 4.11
Table of Coefficient Performance of The Undergraduate
Students of Arabic Education Department's Attitudes
toward English on their English Competence

NO	X	Y	x^2	y^2	XY
1	88	67	7744	4489	5896
2	86	69	7396	4761	5934
3	84	81	7056	6561	6804
4	95	80	9025	6400	7600
5	101	71	10201	5041	7171
6	105	67	11025	4489	7035
7	100	75	10000	5625	7500
8	105	75	11025	5625	7875
9	93	76	8649	5776	7068
10	97	75	9409	5625	7275
11	104	78	10816	6084	8112
12	91	72	8281	5184	6552
13	94	68	8836	4624	6392
14	68	60	4624	3600	4080
15	89	69	7921	4761	6141

16	94	67	8836	4489	6298
17	95	44	9025	1936	4180
18	96	68	9216	4624	6528
19	103	65	10609	4225	6695
20	61	47	3721	2209	2867
21	82	61	6724	3721	5002
22	84	62	7056	3844	5208
23	85	74	7225	5476	6290
24	95	74	9025	5476	7030
25	103	80	10609	6400	8240
26	71	45	5041	2025	3195
27	102	63	10404	3969	6426
28	98	68	9604	4624	6664
29	102	72	10404	5184	7344
30	100	76	10000	5776	7600
31	101	82	10201	6724	8282
32	106	75	11236	5625	7950
33	91	54	8281	2916	4914
34	69	45	4761	2025	3105
35	117	68	13689	4624	7956
36	88	64	7744	4096	5632
37	94	66	8836	4356	6204
38	94	73	8836	5329	6862
39	93	73	8649	5329	6789
40	87	75	7569	5625	6525
41	101	68	10201	4624	6868
	3812	2792	359510	193896	262089

Based on the table above, can be known:

$$N = 41$$

$$\sum X = 3812$$

$$\sum Y = 2792$$

$$\sum XY = 262089$$

$$\sum x^2 = 359510$$

$$\sum y^2 = 193896$$

$$(\sum X)^2 = 1453134$$

$$(\sum Y)^2 = 7795264$$

d. Looking for the Correlation

a. Looking for the Correlation between X and Y

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum x^2 - (\sum X)^2} \sqrt{N \sum y^2 - (\sum Y)^2}}$$

$$r_{xy} = \frac{(41)(262089) - (3812)(2792)}{\sqrt{(41)(359510) - 1453134} \sqrt{(41)(193896) - 7795264}}$$

$$= \frac{10745649 - 10643104}{\sqrt{14739910 - 14531344} \sqrt{7949736 - 7795264}}$$

$$= \frac{102545}{\sqrt{208566} \sqrt{154472}}$$

$$= \frac{102545}{\sqrt{32217607152}} = \frac{102545}{179492.6382} = 0,571$$

$$r_{xy} = \mathbf{0,571}$$

b. Looking for the coefficient correlation

$$\mathbf{R\ square} = r_{xy}^2 \cdot 100\%$$

$$= 0,571^2 \cdot 100\%$$

$$= 0,326 \cdot 100\%$$

$$= \mathbf{32.6\%}$$

c. Examining the correlation

$$\begin{aligned} t_h &= \frac{r \sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0,571 \sqrt{41-2}}{\sqrt{1-0,326}} \\ &= \frac{0,571 \sqrt{39}}{\sqrt{0,674}} \\ &= \frac{3,565}{0,804} \\ &= \mathbf{4,434} \end{aligned}$$

Table 4.12
Correlation between X and Y

Correlations			
		Students' Attitudes	SEC
Students' Attitudes	Pearson Correlation	1	.571**
	Sig. (2-tailed)		.000
	N	41	41
Students' English Competence	Pearson Correlation	.571**	1
	Sig. (2-tailed)	.000	
	N	41	41
**. Correlation is significant at the 0.01 level (2-tailed).			

e. Looking for Regression

1. Looking for regression similarity

The calculation of coefficient b

$$\begin{aligned} b &= \frac{N \sum XY - \sum X \sum Y}{N \sum X^2 - (\sum X)^2} \\ &= \frac{41(262089) - (3812)(2792)}{41(359510) - (3812)^2} \\ &= \frac{10745649 - 10643104}{14739910 - 14531344} \\ &= \frac{102545}{208566} \\ &= \mathbf{0,492} \end{aligned}$$

The calculation of coefficient a

$$\begin{aligned} a &= \frac{\sum Y - b \sum X}{N} \\ &= \frac{2792 - (0,492)(3812)}{41} \\ &= \frac{2792 - 187169}{41} \\ &= \frac{920,31}{41} \\ &= \mathbf{22,385} \end{aligned}$$

From the computation above, the researcher concluded that the regression similarity is:

$$\begin{aligned} Y &= a + bX \\ &= \mathbf{22,385 + 0,492X} \end{aligned}$$

Table 4.13
The Result of Coefficient Regression

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	22.385	10.591		2.114	.041
Students'_Attitudes	.492	.113	.571	4.347	.000

a. Dependent Variable: Students' English Competence

2. Examining the significant regression

After computing the students' score, the researcher began to investigate the regression significant based on the steps:

$$\begin{aligned}
 \sum X^2 &= \sum X^2 - \frac{(\sum x)^2}{N} \\
 &= 359510 - \frac{14531344}{41} \\
 &= 359510 - 354423 \\
 &= 5087
 \end{aligned}$$

$$\begin{aligned}
 \sum Y^2 &= \sum Y^2 - \frac{(\sum y)^2}{N} \\
 &= 193896 - \frac{7795264}{41} \\
 &= 193896 - 190128 \\
 &= 3768
 \end{aligned}$$

$$\sum XY = \sum XY - \frac{(\sum x)(\sum y)}{N}$$

$$= 262089 - \frac{(3812)(2792)}{41}$$

$$= 262089 - \frac{10643104}{41}$$

$$= 262089 - 259587$$

$$= 2502$$

Looking for Variance of Regression

$$JK_T = \sum Y^2$$

$$= 3768$$

$$JK_{reg} = \frac{(\sum XY)^2}{\sum X^2}$$

$$= \frac{(2502)^2}{5087}$$

$$= \frac{6260004}{5087}$$

$$= 1230,588$$

$$JK_{res} = JK_T - JK_{reg}$$

$$= 3768 - 1230,588$$

$$= 2537,412$$

$$db_T = N - 1$$

$$= 41 - 1$$

$$= 40$$

$$db_{reg} = 1$$

$$db_{res} = N - 2$$

$$= 41 - 2$$

$$= 39$$

$$RK_{reg} = \frac{JK_{reg}}{db_{reg}}$$

$$\begin{aligned}
&= \frac{1230,588}{1} \\
&= 1230,588 \\
RK_{res} &= \frac{JK_{res}}{db_{res}} \\
&= \frac{2537,412}{39} \\
&= 65,061 \\
F_{reg} &= \frac{RK_{reg}}{RK_{res}} \\
&= \frac{1230,588}{65,061} \\
&= 18,914
\end{aligned}$$

It can be seen from the calculation of SPSS

Table 4.14
The Regression Significance

ANOVA ^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1229.707	1	1229.707	18.897	.000 ^a
Residual	2537.903	39	65.074		
Total	3767.610	40			

a. Predictors: (Constant), Students' Attitudes toward English

b. Dependent Variable: Students' English Competence

C. Discussion of The Research Result

The Arabic Education Department is one of the departments in the Education and Teacher Training Faculty of

Walisongo State Islamic University which is located on Prof. Dr. Hamka Street, Ngaliyan, Semarang. The population of this study is the third semester of Arabic Education Department which is divided into three classes. In determining the research sample, researcher used purposive sampling with a sample of 41 students.

Research data that has been obtained through a questionnaire then researcher processed and analyzed it. The data analysis of this study aimed to describe or provide an overview related to the independent variable (X) namely the Arabic Education Department students' attitudes toward English and the dependent variable (Y) namely students' competence of English 1 subject.

The design of this research was quantitative study and focused on analyzing the influence of Arabic Education Department students' attitudes toward English on their competence of English 1 subject. The data were collected by giving Attitudes and Motivation Test Battery (ATMB) by Gardner.

Based on the research result that the researcher has analyzed Arabic Education Department students' attitudes toward English and documentation score of English 1 subject, it was known that the result is in the category "fair." It can be seen in the calculating data of Arabic Education Department students' attitudes toward English that the *mean* is 92,97 that

located in interval 87 – 98. While the *mean* of students' English competence is 68,09, located in interval 63 – 72. This result is in the category “fair.”

To find out the significance of students' attitudes toward English on students' English competence is by comparing the price F_{reg} and F_{table} . If $F_{\text{reg}} < F_{\text{table}}$ so H_0 is not accepted (not significant), but if $F_{\text{reg}} > F_{\text{table}}$ so H_0 is accepted (significant). Then, based on the data obtained F_{reg} In the amount 18,914 with significance level, 5% is 3,25. It means that $F_{\text{reg}} = 18,914 > F_{\text{table}} = 3,25$. It can be concluded that the variable of students' attitudes toward English has a positive influence and significant on students' English competence of English 1 subject.

Based on the analysis above, the result of r_{xy} calculation formulated into a percent (%) called R Square, was 32,6%. It means that the correlation between Arabic Education Department students' attitudes toward English on their competence of English 1 subject is moderate.

After treating the data, the researcher gained some findings. Based on the result of this analysis can be known that Arabic Education Department students' attitudes toward English have a positive. It means that if students had high level of attitudes toward English, they would have high level too in their competence of English 1 subject. The other way, if students had lower level of attitudes toward English, they

would have lower level too in their competence of English 1 subject.

The null hypothesis of this study was there was no significant influence of Arabic Education Department students' attitudes toward English on their competence of English 1 subject. In addition, the alternative hypothesis of the study was there was a significant influence of Arabic Education Department students' attitudes toward English on their competence of English 1 subject. By doing an analysis used SPSS application, the alternative hypothesis was accepted. So, the answer of this hypothesis was there was a significant influence of Arabic Education Department students' attitudes toward English on their competence of English 1 subject.

This analysis was accordance with Gardner who said that attitude is an important concept because it plays a key role in language learning and teaching. Attitudes are internal states that influence what the learners likely to do. The internal state is some degree of positive/negative or favorable/unfavorable reaction towards an object. Gardner and Lambert found that attitude and motivation were the two factors most strongly associated with learners' L2 achievement.¹ The aspects form

¹ Ellis, R. The study of Second Language Acquisition. Oxford: Oxford University Press. 1994. p. 509

what is commonly known as the tripartite attitude model. Ostrom et al. explain:

Affective responses refer to the emotional feelings and psychological consequences of encountering or thinking about an attitude object. These feelings vary from positive to negative or evaluative dimensions.

Cognitive responses refer to the facts, knowledge structures, beliefs, inferences, and assumptions made about the attitude object. They vary from favorable to unfavorable on the evaluative dimension.

Behavioral responses refer to behavioral intentions and overt actions taken regarding the attitude object. They vary from supportive to hostile on the evaluative dimension.² The affective component involves the feelings and emotions of language learners.

Attitudes affect the students' achievement because attitude is an evaluative reaction to some referent or attitude object, inferred based on the individual's belief or opinions about the referent.³ Attitudes are important thing. So,

² Mohammad Khoir, "The Language Attitude of Students of English Department of UIN Sunan Kalijaga towards English", *Thesis* (Yogyakarta: 2014).

³ Eshreteh, Mahmood K. M. & Siaj, Azhar Hisham, "Attitudes of English Major Students and Teachers towards Using Blended Learning in the English Department at Hebron University", *International Journal of Research in English Education* Vol. 2 No. 4, 2017, p. 53

understanding attitudes is essential. The positive attitudes possessed by students during the teaching and learning process is a good sign that the students is interested in participating in learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out at the Arabic Education Department of UIN Walisongo Semarang in the Academic year of 2019/2020, the researcher concludes the previous chapters which have been discussed.

The Arabic Education Department Students' attitudes towards English in the academic year of 2019/2020 were considered enough categories. It can be seen from the average value of students' attitudes towards the English scale is 92,97; it is on interval 87 – 98.

The average of students' English competence in the subject of English 1 is 68,09; it is on interval 63 – 72. Therefore, the quality of the Arabic Education Department students' English competence can be classified at enough categories.

In this research, it was found that there was a significant influence between students' attitudes towards English on their English competence. It can be seen from the Regression result that $F_{\text{reg}} 18,914 > F_{\text{table}} 3,25$ at a significance level of 5%.

B. Suggestion

After all of the discussion of the theme of this thesis, the researcher hoped that thoughts in this thesis could be

beneficial to all parties. Therefore, there are some suggestions proposed by the researcher.

For the students, it is suggested that the students will develop their positive attitudes towards English. They have to be aware and explore themselves in certain learning so that they can achieve more in learning English.

For other researchers who have an interest in this subject and there are possibilities to correlate them with other variables since there are still many unexplained factors that can give a contribution to students' English competence. It is recommended to find out more specifically, the causes of attitude among foreign language learners and provide interventions to reduce the negative effect of attitude on the performance of language students. More importantly, realizing the advantages of approach teacher should still consider their existence in improving students' English competence. The researcher is also suggested that a similar study can be conducted with bigger sample and a large population in order to gain better results in the future.

C. Closing

Alhamdulillah, the true praising is only belonging to Allah who gives faith, strength, and health until this final project can be finished. The researcher is sure that this research is far from perfection; therefore, constructive critics and advice are really expected.

Finally, the researcher hopes that this research can bring a useful contribution to the teachers, students, especially for an educational institution.

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Appendix 1

**LIST OF RESPONDENTS OF ARABIC EDUCATION
DEPARTMENT LEVEL 2018 C**

NO	NIM	NAME
1	1803026085	Umiatun Amalia
2	1803026086	Fikrotul Khusniah
3	1803026087	Muhammad Rizky Ramadhan
4	1803026088	Muhamad Wahyu Utomo
5	1803026089	Bahrul Ulum Amali
6	1803026090	Muhamad Wafa Ibtisam
7	1803026091	Marsa Nabilah
8	1803026092	Khofidloturrofiah
9	1803026093	Suffah Allisa
10	1803026094	Khusnul Khotimah
11	1803026095	Siti Shofiyatul Marfu`ah
12	1803026096	Naila Shofuriya Nu`ma
13	1803026097	Ratnaning Azzah Imtiyaaz
14	1803026098	M. Hafis Al Hafshah
15	1803026099	Ismiyatun Laelatisyiami Rahma
16	1803026100	Lia Aufa
17	1803026101	Fina Chairul Maunah
18	1803026102	Ismatul Izzah
19	1803026103	Fatchul Hakim
20	1803026105	Lim`atul Azizah
21	1803026106	Zainul Mubarak
22	1803026107	Muhammad Najib Shofi
23	1803026108	Wahyu Dwi Ramadani
24	1803026109	M. Ilman Rosyada
25	1803026110	Qonita Zahida

26	1803026111	Isna Laily Hidayah
27	1803026112	Sabilatun Ni`am
28	1803026113	Rikza Nada Auliya
29	1803026114	Muhammad Nor Ismail
30	1803026115	Lila Fidya Elok Yamyuna
31	1803026116	Abdullah Zulfa Muntafa
32	1803026117	Hisyam Ali
33	1803026118	Septi Laely Rahmawati
34	1803026119	Umi Atikah
35	1803026120	Muhammad Dimas Ariana
36	1803026122	Muhammad Yusron Izza
37	1803026123	Muhammad Alwi Harun
38	1803026124	Siti Nurhasanah
39	1803026125	Alfan Aulawi
40	1803026126	Neyla Wahda Kumala
41	1803026127	Riayatul Millah

Appendix 2

ARABIC EDUCATION DEPARTMENT STUDENTS' ATTITUDES TOWARD ENGLISH

NO	CODE	Q1	Q2	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	R-1	2	2	2	2	2	3	2	2	2
2	R-2	2	2	3	3	2	3	2	2	2
3	R-3	3	3	3	3	2	4	2	3	2
4	R-4	4	4	3	3	3	3	3	3	4
5	R-5	3	3	3	3	3	3	3	3	3
6	R-6	4	4	3	3	3	2	2	3	3
7	R-7	4	3	3	3	3	3	3	3	3
8	R-8	3	3	3	3	3	3	4	4	2
9	R-9	3	3	3	3	3	2	3	2	3
10	R-10	3	3	3	3	3	3	3	3	3
11	R-11	3	3	4	3	4	3	3	3	4
12	R-12	4	3	2	2	2	2	2	2	2
13	R-13	2	3	3	3	3	3	3	3	3
14	R-14	2	2	1	2	2	1	1	2	2
15	R-15	3	2	3	3	3	3	2	2	2
16	R-16	3	3	3	3	2	3	3	3	2
17	R-17	3	3	2	4	2	4	2	3	2
18	R-18	3	3	3	3	2	3	3	3	2
19	R-19	3	3	3	2	3	3	2	3	3
20	R-20	2	2	2	3	1	1	2	2	2

Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q21	Q22
2	3	3	2	3	2	2	3	3	2
2	3	2	2	3	2	3	3	3	2
3	4	3	3	2	2	2	3	2	2
4	3	3	3	3	3	3	2	2	2
3	3	3	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	2	2
3	2	2	2	2	3	3	3	3	3
2	2	3	3	3	3	3	3	2	2
2	3	3	2	3	3	3	3	3	3
3	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	2	2	2
2	3	3	3	3	3	2	2	2	3
3	3	2	2	2	2	2	2	2	3
1	3	2	2	2	2	2	2	1	2
2	3	2	1	3	2	2	3	3	3
2	3	3	2	3	2	2	3	3	3
2	3	2	1	3	2	3	3	4	3
2	3	2	2	3	2	3	3	3	3
3	4	3	4	3	3	3	3	2	3
2	2	2	2	2	2	2	2	2	2

Q24	Q25	Q26	Q27	Q29	Q30	Q31	Q32	Q33	Q34
4	4	3	3	2	1	2	2	1	3
3	2	2	3	2	2	2	2	2	2
2	2	2	2	2	2	1	2	2	2
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	2	2	3	3	3
2	3	3	3	3	3	3	3	3	3
3	3	3	2	2	2	2	2	2	4
3	3	3	3	3	3	3	3	3	3
3	2	2	2	2	2	3	3	2	2
3	3	3	3	3	2	2	2	3	3
2	2	2	3	3	3	2	3	2	3
3	3	3	3	2	2	2	2	2	2
3	2	3	2	2	3	2	3	2	2
1	2	2	2	2	3	2	2	2	2
3	2	3	3	2	2	2	2	3	2
3	2	3	3	2	2	2	2	3	2
4	1	2	2	2	3	2	2	2	2
3	2	3	2	3	3	2	2	2	3
3	3	4	3	4	3	2	1	1	1
1	1	1	1	2	2	2	2	1	1
4	1	2	2	2	2	2	2	2	3

Q36	Q38	Q39	Q40	Q41	Q43	Q44	TOTAL
3	3	3	3	2	3	2	88
2	3	2	3	2	3	3	86
2	2	2	2	2	2	2	84
2	2	2	2	3	3	3	95
3	3	3	3	3	4	4	101
3	3	3	3	3	3	3	105
3	3	3	3	3	3	3	100
3	3	3	3	3	3	3	105
2	3	3	2	2	2	3	93
4	3	3	3	3	3	3	97
3	4	3	3	3	3	3	104
2	3	3	3	3	3	3	91
2	3	3	3	3	3	4	94
3	2	2	2	1	2	2	68
3	3	3	2	2	2	3	89
3	3	3	2	2	3	3	94
4	4	2	3	1	4	4	95
3	3	3	2	3	3	3	96
2	2	4	4	4	3	3	103
1	3	1	1	1	2	1	61
1	2	3	2	3	3	3	82

21	R-21	3	3	2	2	2	3	3	2	1
22	R-22	3	3	3	3	3	3	2	1	1
23	R-23	3	2	3	3	3	3	2	2	3
24	R-24	3	3	3	3	3	3	1	2	2
25	R-25	3	3	3	3	3	4	4	3	3
26	R-26	3	2	2	3	3	2	2	2	2
27	R-27	4	4	4	4	4	4	4	3	3
28	R-28	3	3	3	2	2	3	3	3	3
29	R-29	3	3	3	3	3	3	3	3	3
30	R-30	2	3	3	3	3	3	3	3	3
31	R-31	3	3	1	4	4	3	3	3	3
32	R-32	3	3	3	2	3	4	4	4	2
33	R-33	2	2	3	3	3	4	2	1	1
34	R-34	3	2	2	2	2	3	3	2	2
35	R-35	2	3	3	3	2	3	2	3	3
36	R-36	3	2	3	2	3	2	1	3	3
37	R-37	3	3	3	3	2	2	3	2	2
38	R-38	3	3	3	3	3	3	3	3	2
39	R-39	4	3	2	3	3	3	2	3	2
40	R-40	3	2	3	3	2	3	2	3	2
41	R-41	3	2	3	3	3	4	3	3	2

2	2	3	1	1	2	2	3	4	2
2	3	2	2	2	2	2	3	3	3
3	2	3	3	3	3	3	2	2	2
2	2	2	3	3	2	2	2	4	2
3	3	3	3	3	2	2	1	2	2
2	2	2	3	3	2	2	1	2	2
3	3	3	2	3	3	3	2	2	3
3	3	4	4	3	3	3	3	3	3
3	3	3	3	3	3	2	2	3	3
3	4	4	3	3	3	3	3	3	3
3	3	2	3	2	2	2	2	3	3
4	3	3	3	4	2	2	4	4	4
1	4	3	1	4	2	2	4	4	3
3	1	3	1	1	2	2	2	2	2
3	3	3	3	3	2	3	2	3	3
2	3	2	2	3	2	3	2	3	2
2	2	2	3	3	3	3	2	3	2
2	2	3	3	3	3	3	3	3	3
2	3	3	3	3	2	2	3	2	3
1	3	3	2	3	2	3	2	2	2
3	3	2	3	4	2	2	3	3	3

4	1	2	2	2	2	2	2	2	3
3	2	2	2	1	2	2	2	1	2
2	2	2	2	2	2	3	2	2	2
2	2	3	3	3	3	2	2	3	3
2	2	3	3	3	4	3	4	4	2
2	2	2	2	1	2	2	1	1	2
3	3	3	3	3	2	3	2	2	3
3	3	3	1	3	3	3	3	3	2
4	3	3	3	3	3	2	2	2	2
2	2	2	2	1	2	2	3	3	3
2	2	2	2	3	4	3	3	3	3
4	2	3	2	3	2	2	2	2	3
4	2	4	1	1	1	2	2	1	2
2	1	2	2	2	1	2	2	2	2
3	2	3	3	2	2	3	2	2	2
4	3	2	3	3	2	2	2	2	2
3	3	3	3	2	2	2	2	2	2
3	3	2	2	2	2	2	2	2	3
2	3	3	2	2	2	2	3	3	3
3	2	2	3	2	2	2	2	1	2
3	2	2	3	3	3	2	2	2	3

1	2	3	2	3	3	3	82
4	2	3	3	1	3	3	84
2	2	2	2	2	2	2	85
2	3	3	4	4	3	3	95
2	3	3	3	3	3	3	103
2	2	2	2	1	1	2	71
3	2	2	2	2	2	1	102
4	2	2	1	1	2	2	98
2	3	3	3	3	3	3	102
2	2	3	3	3	3	4	100
4	3	3	3	3	3	3	101
3	4	3	2	2	3	3	106
2	4	3	3	3	3	4	91
2	2	1	2	2	1	1	69
3	3	3	2	3	2	3	117
2	2	3	2	3	2	3	88
3	3	3	3	3	3	4	94
3	3	2	2	2	2	3	94
3	2	3	2	2	2	3	93
3	3	4	2	2	3	3	87
3	4	4	3	2	2	4	101

Appendix 3

SCORES OF THE ARABIC EDUCATION DEPARTMENT
STUDENT'S ATTITUDES TOWARD ENGLISH

No	Respondent	Score	No	Respondent	Score
1	R-1	88	22	R-22	84
2	R-2	86	23	R-23	85
3	R-3	84	24	R-24	95
4	R-4	95	25	R-25	103
5	R-5	101	26	R-26	71
6	R-6	105	27	R-27	102
7	R-7	100	28	R-28	98
8	R-8	105	29	R-29	102
9	R-9	93	30	R-30	100
10	R-10	97	31	R-31	101
11	R-11	104	32	R-32	106
12	R-12	91	33	R-33	91
13	R-13	94	34	R-34	69
14	R-14	68	35	R-35	117
15	R-15	89	36	R-36	88
16	R-16	94	37	R-37	94
17	R-17	95	38	R-38	94
18	R-18	96	39	R-39	93
19	R-19	103	40	R-40	87
20	R-20	61	41	R-41	101
21	R-21	82			
Total					3812

Appendix 4

Instrument for measuring students' attitudes towards English

Nama :

NIM :

Petunjuk pengisian:

1. Bacalah baik-baik setiap item skala dan alternative jawaban
2. Isilah semua item skala dan jangan sampai ada yang terlewatkan
3. Pilih alternatif jawaban yang sesuai dengan keadaan anda
4. Alternative jawaban adalah

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

Contoh:

No	Pernyataan	Respon			
		SS	S	TS	STS
1	Saya suka pelajaran Bahasa Inggris	√			

No	Statements	Responses			
		SA	A	D	SD
	Affective Positively Worded Items				
1	I feel happy when I learn English.				
2	Studying English is enjoyable.				
4	I feel proud when studying English.				
5	I feel excited when I communicate in English with others.				
6	I am interested in studying English.				
7	I wish I could speak English fluently.				
8	Knowing English is an important goal in my life.				
	Affective Negatively Worded Items				
9	I do not like studying English.				
10	I do not get anxious when I have to answer a question in my English class.				
11	To be honest, I really have little interest in my English class.				
12	I feel bored when I listen to others while they speak English.				
13	I look forward to the time I spend in English class.				
14	I prefer studying in my mother tongue rather than any other foreign language.				
15	I do not care with my English score.				
	Cognitive Positively Worded Items				
16	English is one of my favorite subjects.				

17	I am able to think and analyze the content in English language.				
18	Studying English is important because it will make me more educated.				
21	Being good in English helps me communicate in English effectively.				
22	Speaking English increase my self-confidence.				
	Cognitive Negatively worded Items				
24	Learning English is not important.				
25	In my opinion, English language is difficult and complicated to learn.				
26	Learning English is not an important goal in my life.				
27	I cannot understand what others say in English.				
29	I cannot apply the knowledge from English subject in my real life.				
30	To tell the truth, I study English just to pass the exam.				
	Behavioral Positively Worded Items				
31	I speak English to my classmates during English lessons.				
32	I give opinions during English lessons.				
33	I am able to make myself pay attention during studying English.				
34	When I hear a student in my class speaking English well, I like to practice speaking with him/her.				
36	I like to practice English the way native speakers do				
38	I wish I could have many English speaking friends.				

	Behavioral Negatively Worded Items				
39	Speaking English anywhere makes me feel worried.				
40	I put off my English homework as much as possible.				
41	I am not relaxed whenever I have to speak in my English class.				
43	When I miss the class, I never ask my friends or lecturer for the homework on what has been taught.				
44	I do not pay any attention when my English teacher is explaining the lesson.				

No	Pernyataan	Respon			
		SS	S	TS	STS
	Affective Positively Worded Items				
1	Saya merasa senang ketika belajar Bahasa Inggris.				
2	Belajar Bahasa Inggris itu menyenangkan.				
4	Saya merasa bangga ketika belajar Bahasa Inggris.				
5	Saya merasa senang ketika saya berkomunikasi dengan orang lain menggunakan bahasa Inggris.				
6	Saya sangat tertarik untuk belajar bahasa Inggris.				
7	Saya berharap saya bisa berbicara bahasa Inggris dengan lancar.				
8	Mengenal bahasa Inggris lebih dalam termasuk tujuan penting dalam hidup saya.				

	Affective Negatively Worded Items				
9	Saya tidak suka belajar bahasa Inggris.				
10	Saya tidak merasa cemas ketika harus menjawab pertanyaan di kelas bahasa Inggris.				
11	Sejujurnya, saya tidak terlalu minat mengikuti kelas bahasa Inggris.				
12	Saya merasa bosan ketika mendengarkan orang lain berbicara bahasa Inggris.				
13	Saya merasa bosan ketika berada di kelas bahasa Inggris.				
14	Saya lebih suka belajar bahasa Indonesia daripada bahasa asing (Inggris).				
15	Saya tidak peduli dengan nilai bahasa Inggris saya.				
	Cognitive Positively Worded Items				
16	Bahasa Inggris adalah salah satu mata kuliah favorit saya.				
17	Saya dapat memahami tulisan dalam bahasa Inggris.				
18	Belajar bahasa Inggris itu penting, karena itu akan membuat saya terlihat lebih berpendidikan.				
21	Orang yang mahir berbahasa Inggris akan mudah berkomunikasi dengan bahasa Inggris secara efektif.				
22	Berbicara dalam Bahasa Inggris meningkatkan kepercayaan diri saya.				
	Cognitive Negatively worded Items				
24	Belajar bahasa Inggris itu tidak penting.				
25	Menurut saya, bahasa Inggris itu sulit dan rumit untuk				

	dipelajari.				
26	Belajar bahasa Inggris bukanlah tujuan penting dalam hidup saya.				
27	Saya tidak paham apa yang orang lain katakan ketika mereka berbicara dalam bahasa Inggris.				
29	Saya tidak bisa menerapkan pengetahuan dari pelajaran Bahasa Inggris di kehidupan nyata saya.				
30	Sejujurnya, saya belajar bahasa Inggris hanya supaya lulus ujian.				
	Behavioral Positively Worded Items				
31	Saya berbicara bahasa Inggris kepada teman sekelas saya selama pelajaran bahasa Inggris.				
32	Saya suka memberikan pendapat selama pelajaran bahasa Inggris.				
33	Saya mengatur gadget saya dalam mode bahasa Inggris.				
34	Ketika saya mendengar seorang teman di kelas saya berbicara bahasa Inggris dengan baik, saya akan mencoba berbicara dengannya.				
36	Saya suka berlatih bahasa Inggris seperti yang dilakukan native speaker.				
38	Saya berharap saya bisa memiliki banyak teman yang pandai berbahasa Inggris.				
	Behavioral Negatively Worded Items				
39	Berbicara bahasa Inggris di mana saja membuat saya merasa khawatir.				

40	Saya suka menunda mengerjakan PR bahasa Inggris saya.				
41	Saya merasa tidak nyaman setiap kali saya harus berbicara bahasa Inggris.				
43	Ketika saya absen mata kuliah Bahasa Inggris, saya tidak pernah bertanya kepada teman atau dosen saya tentang pelajaran apa yang telah diajarkan.				
44	Saya tidak memperhatikan ketika dosen bahasa Inggris saya menjelaskan pelajaran.				

Appendix 5

Universitas Islam Negeri
"WALISONGO" Semarang
PUSAT PENGEMBANGAN BAHASA

BLANKO NILAI AKHIR SEMESTER PIB

Tahun Akademik : 2018/2019
Semester : Genap

Kelas : PBA-2C
Mata Kuliah : Bahasa Inggris I (UIN-6212)(2 SKS)
Pengajar : Daviq Rizal, M.Pd.

NO	NIM	NAMA MAHASISWA	Presensi		Kehadiran		UTS		UAS		KURVA	EKUVALENSI		
			Nilai Abs	10%	Nilai Abs	20%	Nilai Abs	30%	Nilai Abs	40%		BOBOT	SKORUL	
1	1803026085	Umiatun Amalia	100	10	75	15	75	23	49	20	67.23	2.7	C+	
2	1803026086	Fikrotul Khusniah	100	10	73	15	73	22	56	22	68.9	2.8	C+	
3	1803026087	Muhammad Rizky Ramadhan	94	9.4	85	17	85	26	73	29	81.23	4.0	A	
4	1803026088	Muhamad Wahyu Utomo	88	8.8	80	16	80	24	77	31	79.73	3.9	B+	
5	1803026089	Bahrul Ulum Amali	88	8.8	75	15	75	23	63	25	71.37	3.1	B	
6	1803026090	Muhamad Wafa Ibtisam	94	9.4	75	15	75	23	52	21	67.7	2.7	C+	
7	1803026091	Marsa Nabilah	88	8.8	75	15	75	23	72	29	75.1	3.5	B+	
8	1803026092	Khofidloturrofiah	100	10	75	15	75	23	69	28	75.23	3.5	B+	
9	1803026093	Suffah Allisa	100	10	80	16	80	24	67	27	76.67	3.6	B+	
10	1803026094	Khusnul Khotimah	100	10	80	16	80	24	64	26	75.6	3.5	B+	
11	1803026095	Siti Shofiyatul Marfu'ah	94	9.4	80	16	80	24	73	29	78.73	3.8	B+	
12	1803026096	Naila Shofuriya Nu'ma	100	10	73	15	73	22	65	26	72.63	3.2	B	
13	1803026097	Ratnaning Azzah Imtiyaz	100	10	75	15	75	23	52	21	68.3	2.8	C+	
14	1803026098	M. Hafis Al Hafshah	63	6.3	75	15	75	23	0	43.8	0.0	E		
15	1803026099	Ismiyatun Laelatitsyami Rahma	94	9.4	75	15	75	23	55	22	68.77	2.8	C+	
16	1803026100	Lia Aupa	100	10	70	14	70	21	55	22	66.87	2.6	C+	
17	1803026101	Fina Chairul Maunah	94	9.4	70	14	70	21	0	44.4	0.0	E		
18	1803026102	Ismatul Izzah	94	9.4	75	15	75	23	52	21	67.7	2.7	C+	
19	1803026103	Fatchul Hakim	100	10	75	15	75	23	44	18	65.1	2.5	C+	
20	1803026105	Lim'atul Azizah	94	9.4	75	15	75	23	0	46.9	0.0	E		
21	1803026106	Zaenal Mubarak	100	10	70	14	70	21	41	17	61.53	2.1	C	
22	1803026107	Muhammad Najib Shofi	88	8.8	70	14	70	21	47	19	62.47	2.2	C	
23	1803026108	Wahyu Dwi Ramadan	100	10	80	16	80	24	60	24	74	3.4	B	
24	1803026109	M. Ilman Rosyada	82	8.2	70	14	70	21	76	30	73.6	3.3	B	
25	1803026110	Qonita Zahida	100	10	80	16	80	24	73	29	79.33	3.9	B+	
26	1803026111	Isna Laily Hidayah	100	10	70	14	70	21	0	45	0.0	E		
27	1803026112	Sabilatun Ni'am	82	8.2	80	16	80	24	36	14	62.6	2.2	C	
28	1803026113	Rikza Nada Auliya	94	9.4	70	14	70	21	59	23	67.87	2.7	C+	
29	1803026114	Muhammad Nor Ismail	94	9.4	70	14	70	21	69	28	72.13	3.2	B	
30	1803026115	Lila Fidyah Elok Yamyuna	88	8.8	80	16	80	24	69	28	76.53	3.6	B+	
31	1803026116	Abdullah Zulfa Muntafa	82	8.2	80	16	80	24	85	34	82.33	4.0	A	
32	1803026117	Hisyam Ali	100	10	75	15	75	23	68	27	74.7	3.4	B	
33	1803026118	Septi Laely Rahmawati	100	10	75	15	75	23	17	6.9	54.43	1.4	D	
34	1803026119	Umi Atikah	82	8.2	60	12	60	12	0	63	25	45.27	0.0	E
35	1803026120	Muhammad Dimas Ariana	100	10	75	15	75	23	51	20	67.77	2.7	C+	
36	1803026122	Muhammad Yusron Izza	75	7.5	75	15	75	23	47	19	63.67	2.3	C	
37	1803026123	Muhammad Alwi Harun	100	10	75	15	75	23	47	19	66.17	2.6	C+	
38	1803026124	Siti Nurhasanah	75	7.5	75	15	75	23	71	28	73.27	3.3	B	
39	1803026125	Alfan Aulawi	100	10	75	15	75	23	64	26	73.1	3.3	B	
40	1803026126	Neyla Wahda Kumala	88	8.8	80	16	80	24	65	26	74.93	3.4	B	
41	1803026127	Riyatul Millah	94	9.4	75	15	75	23	52	21	67.7	2.7	C+	

Dosen Pengampu,

Semarang,
Kepala PPP,

Daviq Rizal, M.Pd.

Dr. H. Muhammad Saifullah, M.Ag.
NIP. 19700321 199603 1 003

Appendix 6

VALIDITY AND REALIBILITY TEST

analisis validitas dan reliabilitas																																
No	Kode	No Butir																														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29		
1	UC-01	3	3	3	3	3	3	3	3	2	1	2	2	1	2	1	2	2	3	2	2	3	1	3	2	2	2	2	2	2		
2	UC-02	3	2	3	3	3	3	3	3	3	2	3	1	2	2	1	2	2	3	2	2	3	2	3	2	2	2	2	3	3		
3	UC-03	3	3	2	2	3	2	3	2	3	2	2	2	2	1	1	2	2	3	2	2	3	2	4	2	1	2	2	1	2		
4	UC-04	4	3	3	3	3	3	3	2	3	2	3	2	2	2	3	1	2	2	3	2	2	3	2	2	2	3	3	2	2		
5	UC-05	3	2	3	3	3	3	4	3	3	2	3	2	2	2	2	3	3	3	3	3	3	2	3	2	2	2	2	2	3		
6	UC-06	2	2	2	2	3	3	3	3	2	1	1	1	2	1	1	2	2	2	3	2	2	3	1	4	2	2	4	1	2		
7	UC-07	3	3	3	3	3	4	3	3	3	2	3	3	2	2	2	2	3	3	2	2	3	2	2	2	2	2	2	3	3		
8	UC-08	3	3	2	3	3	3	3	3	3	2	3	3	2	2	3	2	3	3	3	3	3	3	2	3	2	2	3	3	3		
9	UC-09	2	3	3	3	3	3	3	3	3	2	3	4	2	2	2	2	3	3	2	2	3	2	2	2	2	2	2	1	1		
10	UC-10	2	3	3	2	3	2	3	2	3	2	3	3	2	2	2	2	3	3	2	2	3	2	3	2	2	3	3	1	2		
11	UC-11	3	3	3	3	3	3	3	3	3	2	3	3	2	2	2	3	3	3	2	2	4	2	4	3	3	3	3	3	3		
12	UC-12	3	3	3	3	3	3	3	3	3	2	3	3	2	2	2	2	3	3	2	2	3	2	4	2	3	3	3	1	3		
13	UC-13	3	3	3	3	3	3	3	1	2	1	2	2	1	2	2	2	3	3	2	2	3	1	2	2	2	3	3	3	3		
14	UC-14	3	3	2	2	3	2	3	3	3	2	3	3	2	2	2	2	3	3	2	2	3	2	3	2	3	3	1	2	3		
15	UC-15	3	3	3	3	3	3	3	4	3	2	3	3	2	3	2	3	3	3	3	3	4	2	4	3	4	4	4	4	4		
16	UC-16	3	3	3	2	3	2	3	3	3	2	2	3	2	2	2	2	3	3	3	3	3	3	2	3	2	2	3	2	3		
17	UC-17	3	3	2	3	3	3	3	2	1	1	2	3	1	2	2	2	3	3	3	3	3	1	3	2	2	2	2	2	1		
18	UC-18	4	4	3	3	4	4	4	4	4	2	4	4	2	3	2	2	4	4	3	2	3	2	4	2	3	4	4	2	4		
19	UC-19	3	3	3	3	3	3	4	1	2	2	2	2	2	3	2	2	3	4	2	2	3	2	2	2	2	2	3	2	3		
20	UC-20	4	4	3	4	3	4	4	4	3	2	3	3	2	2	3	3	3	4	1	2	4	2	4	3	3	3	3	2	3		
Validitas	ΣX	60	59	55	56	61	59	64	54	54	36	52	53	36	42	38	43	56	63	45	45	63	36	62	43	47	56	51	43	52		
	ΣX^2	186	179	155	162	187	181	208	160	156	68	144	151	68	94	78	95	162	201	107	105	201	68	204	95	119	166	143	105	150		
	ΣY	4923	6811	6315	6463	6989	6819	7355	6320	6272	4158	6061	6155	4158	4875	4424	4959	6489	7240	5170	5365	7241	4158	7133	4959	5477	6473	5970	4997	6108		
	$(\Sigma Y)^2$	3600	3481	3025	3136	3721	3481	4096	2916	2916	1296	2704	2809	1296	1764	1444	1849	3136	3969	2025	2025	3969	1296	3044	1849	2209	3136	2601	1849	2704		
	r_{xy}	0.523	0.592	0.340	0.536	0.494	0.550	0.490	0.701	0.577	0.469	0.717	0.552	0.469	0.573	0.610	0.550	0.726	0.539	0.247	0.262	0.550	0.469	0.285	0.550	0.651	0.458	0.498	0.426	0.757		
	r-table	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444		
	Kriteria	valid	valid	invalid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	invalid	invalid	valid	valid	invalid	valid	valid	valid	valid	valid	invalid	valid
	Reliabilitas	k	45																													
k-k-1		1																														
VAR		0.300	0.248	0.188	0.260	0.048	0.348	0.160	0.710	0.510	0.160	0.440	0.528	0.160	0.290	0.290	0.128	0.260	0.128	0.288	0.188	0.128	0.160	0.590	0.128	0.428	0.460	0.648	0.628	0.740		
ΣY^2		15.505																														
ΣY^3		188.7785																														
r_{xx}		0.339																														
Kriteria		Reliabel																														

4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	180	32	
30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	X			
2	3	1	2	2	3	3	3	1	3	2	1	2	2	2	3	100	10000		
3	3	1	2	2	3	2	3	1	3	2	1	3	2	2	3	107	11449		
3	2	1	2	2	2	2	3	1	2	2	1	1	2	2	3	94	8836		
2	2	1	2	3	3	2	3	1	2	2	1	2	2	3	3	105	11025		
3	2	2	2	3	3	2	3	2	2	2	2	2	2	3	4	115	13225		
1	2	2	2	2	3	2	3	2	2	2	2	1	3	2	4	94	8836		
4	3	2	2	3	4	2	4	2	2	3	2	3	3	3	2	119	14161		
3	3	3	4	3	3	3	3	3	2	3	3	3	3	3	4	128	16384		
2	2	2	2	3	3	3	2	2	2	3	2	1	3	3	4	109	11881		
2	3	2	2	2	3	2	2	2	2	3	2	2	2	2	3	106	11236		
3	2	2	2	2	2	2	2	2	2	3	2	3	3	2	3	119	14161		
3	2	2	3	2	2	2	2	2	2	3	2	3	3	2	3	115	13225		
3	2	2	3	3	2	2	2	2	2	3	2	3	3	3	3	108	11664		
3	3	2	3	2	2	2	4	2	2	3	2	3	2	2	2	111	12321		
4	3	2	3	3	3	3	3	2	2	3	2	4	3	3	4	138	19044		
3	2	2	3	3	3	3	3	2	2	3	2	2	3	3	3	116	13456		
2	2	2	3	2	4	2	3	2	2	3	2	2	3	2	2	104	10816		
4	3	2	3	3	4	4	2	2	4	3	2	2	4	3	4	143	20449		
3	2	2	3	3	2	3	2	2	2	3	2	2	3	3	3	113	12769		
3	3	3	4	3	3	3	4	3	4	4	3	1	3	3	3	138	19044		
56	49	38	52	51	57	49	56	38	46	55	38	45	54	51	63	2282	263982		
168	125	78	144	135	171	127	166	78	114	157	78	115	152	135	207	(Y ₀) ²	5207524		
6534	5654	4424	6044	5896	6552	5692	6401	4424	5333	6369	4424	5212	6251	5896	7239				
3136	2401	1444	2704	2601	3249	2401	3136	1444	2116	3025	1444	2025	2916	2601	3969				
0.719	0.472	0.610	0.622	0.576	0.275	0.639	0.063	0.610	0.491	0.649	0.610	0.348	0.599	0.576	0.289				
0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444				
valid	valid	valid	valid	valid	invalid	valid	invalid	valid	valid	valid	valid	invalid	valid	valid	invalid				
0.560	0.248	0.290	0.440	0.248	0.428	0.348	0.460	0.290	0.410	0.288	0.290	0.688	0.310	0.248	0.428	15.505			
																189.7789			
																0.0817			
																0.9183			
																0.93917			

ANGKET PENELITIAN
"THE UNDERGRADUATE STUDENTS' ATTITUDE TOWARDS ENGLISH"

Angket ini bertujuan untuk mendapatkan gambaran umum tentang bagaimana sikap mahasiswa (Pendidikan Bahasa Arab) terhadap Bahasa Inggris. Anda diharapkan memberikan jawaban dengan jujur sesuai dengan kondisi yang anda rasakan. Angket ini tidak mempengaruhi nilai Bahasa Inggris anda.

Petunjuk Pengisian:

Pada lembar berikut ini dikemukakan sejumlah pertanyaan yang berhubungan dengan sikap mahasiswa Pendidikan Bahasa Arab terhadap bahasa Inggris. Anda diminta untuk mengisi jawaban yang telah disediakan dengan cara memberikan tanda centang (✓) pada kolom yang ada pada sebelah kanan. Pilihan jawaban yang diberikan adalah SS (**Sangat Setuju**) jika anda merasa sangat setuju dengan pernyataan, S (**Setuju**) jika anda merasa setuju dengan pernyataan, TS (**Tidak Setuju**) jika anda merasa tidak setuju dengan pernyataan, dan STS (**Sangat Tidak Setuju**) jika anda merasa sangat tidak setuju dengan pernyataan. Berilah setiap pernyataan dengan sekama dan teliti sebelum memberikan pilihan jawaban!

Contoh:

No	Pernyataan	Kepon			
		SS	S	TS	STS
1	Saya suka mata kuliah Bahasa Inggris	✓			

1

NAME : **Amisa Aqmalia**
 NIM : **1603016122**
 CLASS : **PBA**

138

No	Pernyataan	Respon			
		SS	S	TS	STS
Affective Positively Worded Items					
1	Saya merasa senang ketika belajar Bahasa Inggris.	✓			
2	Belajar Bahasa Inggris itu menyenangkan.	✓			
3	Belajar Bahasa Inggris membuat perasaan saya baik.	✓			
4	Saya merasa bangga ketika belajar Bahasa Inggris.	✓			
5	Saya merasa senang ketika saya bisa berkomunikasi dengan orang lain menggunakan Bahasa Inggris.	✓			
6	Saya sangat tertarik untuk belajar Bahasa Inggris.	✓			
7	Saya berharap saya bisa berbicara menggunakan Bahasa Inggris dengan lancar.	✓			
8	Mengetahui Bahasa Inggris termasuk tujuan penting dalam hidup saya.	✓			
Affective Negatively Worded Items					
9	Saya tidak suka belajar Bahasa Inggris.			✓	
10	Saya merasa cemas ketika harus menjawab pertanyaan di kelas Bahasa Inggris.			✓	
11	Sejujurnya, saya tidak terlalu minat mengikuti kelas Bahasa Inggris.			✓	
12	Saya merasa bosan ketika mendengarkan orang lain berbicara Bahasa Inggris.			✓	
13	Saya merasa bosan ketika berada di kelas Bahasa Inggris.			✓	
14	Saya lebih suka belajar Bahasa Indonesia daripada bahasa asing (Inggris).	✓			
15	Saya tidak peduli dengan nilai bahasa Inggris saya.	✓			
Cognitive Positively Worded Items					
16	Bahasa Inggris adalah salah satu mata kuliah favorit saya.	✓			
17	Saya mampu memahami tulisan dalam Bahasa Inggris.	✓			

2

18	Belajar Bahasa Inggris itu penting, karena akan membuat saya terlihat lebih berpendidikan.	✓				4
19	Belajar Bahasa Inggris membantu saya meningkatkan kehidupan saya.				✓	1
20	Belajar Bahasa Inggris membantu saya memiliki hubungan yang baik dengan teman-teman saya.			✓		2
21	Orang yang mahir dalam Bahasa Inggris akan mudah berkomunikasi dengan Bahasa Inggris secara efektif.	✓				4
22	Berbicara dalam Bahasa Inggris meningkatkan kepercayaan diri saya.	✗		✓		2
23	Belajar Bahasa Inggris membuat saya mampu menciptakan pemikiran baru.	✓				4
Cognitive Negatively worded Items						
24	Belajar Bahasa Inggris itu tidak penting.			✓		3
25	Menurut saya, Bahasa Inggris itu sulit dan rumit untuk dipelajari.			✓		3
26	Belajar Bahasa Inggris bukanlah tujuan penting dalam hidup saya.			✓		3
27	Saya tidak paham apa yang orang lain katakan ketika mereka berbicara dalam Bahasa Inggris.			✓		3
28	Menurut saya, menulis menggunakan Bahasa Inggris itu tidak mudah.	✓				2
29	Saya tidak mampu menerapkan ilmu yang saya dapatkan dari kelas Bahasa Inggris ke kehidupan nyata saya.			✓		3
30	Sejujurnya, saya belajar Bahasa Inggris supaya lulus ujian.			✓		3
Behavioral Positively Worded Items						
31	Saya suka berbicara Bahasa Inggris kepada teman sekelas saya selama pelajaran Bahasa Inggris berlangsung.			✓		3
32	Saya suka memberikan pendapat ketika di kelas Bahasa Inggris.			✓		3
33	Saya mengubah tampilan gadget saya ke dalam mode Bahasa Inggris.	✓				4
34	Ketika saya mendengar seorang teman kelas saya	✓				3

3

	berbicara Bahasa Inggris dengan baik, saya akan mengajarkannya berbicara dengan saya.	✓				3
35	Belajar bahasa Inggris membuat saya lebih percaya diri dalam mengekspresikan diri.	✓				3
36	Saya suka menonton percakapan native speaker untuk melatih kemampuan Bahasa Inggris saya.	✓				4
37	Saya mencari materi di kelas Bahasa Inggris menggunakan Bahasa Inggris.	✓				3
38	Saya berharap saya bisa memiliki banyak teman yang pandai dalam Bahasa Inggris.	✓				4
Behavioral Negatively Worded Items						
39	Berbicara menggunakan Bahasa Inggris di mana saja membuat saya merasa tidak percaya diri.			✓		4
40	Saya suka menunda waktu untuk mengerjakan tugas Bahasa Inggris saya.	✗		✓		4
41	Saya tidak nyaman setiap kali saya harus berbicara Bahasa Inggris.	✗		✓		3
42	Saya merasa malu untuk berbicara Bahasa Inggris di depan teman-teman saya.	✓		✗		1
43	Ketika saya absen mata kuliah Bahasa Inggris, saya tidak pernah bertanya kepada teman atau dosen saya tentang pelajaran apa yang telah diajarkan.			✓		3
44	Saya tidak memperhatikan ketika dosen Bahasa Inggris saya menjelaskan pelajaran.			✓		3
45	Saya tidak antusias untuk mengikuti mata kuliah Bahasa Inggris.			✓		3

4

Appendix 8

103

**RESEARCH QUESTIONNAIRE OF
"THE UNDERGRADUATE STUDENTS' ATTITUDE TOWARDS ENGLISH
AT THE ARABIC EDUCATION DEPARTMENT"**

Nama : Ronita Zahida

NIM : 180302 6110

Petunjuk pengisian:

1. Bacalah baik-baik setiap item skala dan alternative jawaban
2. Isilah semua item skala dan jangan sampai ada yang terlewatkan
3. Pilih alternatif jawaban yang sesuai dengan keadaan anda
4. Alternative jawaban adalah
 SS : Sangat Setuju
 S : Setuju
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju

Contoh:

No	Pernyataan	Respon			
		SS	S	TS	STS
1	Saya suka pelajaran Bahasa Inggris	√			

No	Pernyataan	Respon			
		SS	S	TS	STS
	Affective Positively Worded Items				
1	Saya merasa senang ketika belajar Bahasa Inggris.		✓		3
2	Belajar Bahasa Inggris itu menyenangkan.		✓		3
4	Saya merasa bangga ketika belajar Bahasa Inggris.		✓		3
5	Saya merasa senang ketika saya berkomunikasi dengan orang lain menggunakan bahasa Inggris.		✓		3
6	Saya sangat tertarik untuk belajar bahasa Inggris.		✓		3
7	Saya berharap saya bisa berbicara bahasa Inggris dengan lancar.	✓			4

8	Mengenal bahasa Inggris lebih dalam termasuk tujuan penting dalam hidup saya.	✓				4
Affective Negatively Worded Items						
9	Saya tidak suka belajar bahasa Inggris.			✓		3
10	Saya tidak merasa cemas ketika harus menjawab pertanyaan di kelas bahasa Inggris.			✓		3
11	Sejujurnya, saya tidak terlalu minat mengikuti kelas bahasa Inggris.			✓		3
12	Saya merasa bosan ketika mendengarkan orang lain berbicara bahasa Inggris.			✓		3
13	Saya merasa bosan ketika berada di kelas bahasa Inggris.			✓		3
14	Saya lebih suka belajar bahasa Indonesia daripada bahasa asing (Inggris).			✓		3
15	Saya tidak peduli dengan nilai bahasa Inggris saya.			✓		3
Cognitive Positively Worded Items						
16	Bahasa Inggris adalah salah satu mata kuliah favorit saya.			✓		2
17	Saya dapat memahami tulisan dalam bahasa Inggris.			✓		2
18	Belajar bahasa Inggris itu penting, karena itu akan membuat saya terlihat lebih berpendidikan.				✓	1
21	Orang yang mahir berbahasa Inggris akan mudah berkomunikasi dengan bahasa Inggris secara efektif.			✓		2
22	Berbicara dalam Bahasa Inggris meningkatkan kepercayaan diri saya.			✓		2
Cognitive Negatively worded Items						
24	Belajar bahasa Inggris itu tidak penting.		✓			2
25	Menurut saya, bahasa Inggris itu sulit dan rumit untuk dipelajari.		✓			2
26	Belajar bahasa Inggris bukanlah tujuan penting dalam hidup saya.			✓		3
27	Saya tidak paham apa yang orang lain katakan ketika mereka berbicara dalam bahasa Inggris.			✓		3
29	Saya tidak bisa menerapkan pengetahuan dari pelajaran Bahasa Inggris di kehidupan nyata saya.			✓		3
30	Sejujurnya, saya belajar bahasa Inggris hanya supaya lulus ujian.				✓	4

	Behavioral Positively Worded Items				
31	Saya berbicara bahasa Inggris kepada teman sekelas saya selama pelajaran bahasa Inggris.		✓		3
32	Saya suka memberikan pendapat selama pelajaran bahasa Inggris.	✓			4
33	Saya mengatur gadget saya dalam mode bahasa Inggris.	✓			4
34	Ketika saya mendengar seorang teman di kelas saya berbicara bahasa Inggris dengan baik, saya akan mencoba berbicara dengannya.			✓	2
36	Saya suka berlatih bahasa Inggris seperti yang dilakukan native speaker.			✓	2
38	Saya berharap saya bisa memiliki banyak teman yang pandai berbahasa Inggris.		✓		3
	Behavioral Negatively Worded Items				
39	Berbicara bahasa Inggris di mana saja membuat saya merasa khawatir.			✓	3
40	Saya suka menunda mengerjakan PR bahasa Inggris saya.			✓	3
41	Saya merasa tidak nyaman setiap kali saya harus berbicara bahasa Inggris.			✓	3
43	Ketika saya absen mata kuliah Bahasa Inggris, saya tidak pernah bertanya kepada teman atau dosen saya tentang pelajaran apa yang telah diajarkan.			✓	3
44	Saya tidak memperhatikan ketika dosen bahasa Inggris saya menjelaskan pelajaran.			✓	3







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Jl. Prof. Dr. Hamka Km 2 Telp. (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : B-6242/un.10.3/J4/PP.00.9/9/2019
Lamp : -
Hal : **Penunjukan Pembimbing Skripsi**

24 September 2019

Yth:

1. Dr. Siti Tarwiyah, S.S, M. Hum.
2. Dra. Nuna Mustikawati Dewi, M.Pd.

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama : Shafuan Mahmudah

NIM : 1503046070

Judul : ***THE UNDERGRADUATE STUDENTS' ATTITUDE TOWARDS ENGLISH***

Dan menunjuk saudara

1. Dr. Siti Tarwiyah, S.S. M.Hum. sebagai pembimbing I
2. Dra. Nuna Mustikawati Dewi, M.Pd. sebagai pembimbing II

Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya diucapkan terima kasih.

Wassalamu'aikum Wr. Wb.



A.n Dekan,
Jurusan Pendidikan Bahasa Inggris

Muhammad Fadlilah, M. Pd
NIP. 198109082007102001

Tembusan:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Ketua Jurusan Pendidikan Bahasa Inggris
3. Dosen Pembimbing
4. Mahasiswa yang bersangkutan
5. Arsip



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Nomor: B-6293/un.10.3./J4/PP.00.9/9/2019

30 September 2019

Lamp : -

Hal : Mohon Izin Riset

a.n. : Shafuan Mahmudah

NIM : 1503046070

Yth.

Dekan FITK UIN Walisongo

Di Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Shafuan Mahmudah

NIM : 1503046070

Alamat : Jl. Serayu Unit X RT. 048 RW. 014 Ds. Wanareja Kec. Rimbo Ulu
Kab. Tebo Prov. Jambi

Judul Skripsi : THE UNDERGRADUATE STUDENTS' ATTITUDE TOWARDS
ENGLISH

Pembimbing :

1. Dr. Siti Tarwiyah, S.S, M. Hum.
2. Dra. Nuna Mustikawati Dewi, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas, selama satu minggu (1 – 7 Oktober 2019).

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



Dekan Bidang Akademik

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. DR. Hamka Km.01 Ngaliyan Tambak Ajl Semarang, 50815 Telp. 024-7608786 fax. 024-7619177 email : baakalsm@yahoo.com

PENELITI : Shafuan Mahmudah
NIM : 1503046070
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : THE UNDERGRADUATE STUDENTS OF ARABIC EDUCATION
DEPARTMENTS'S ATTITUDES TOWARD ENGLISH

HIPOTESIS:

a. Hipotesis Korelasi

H_0 : Tidak ada hubungan yang signifikan antara sikap terhadap kompetensi Bahasa Inggris

H_1 : Ada hubungan yang signifikan antara sikap terhadap kompetensi Bahasa Inggris

b. Hipotesis Uji F

H_0 : Tidak ada pengaruh yang signifikan antara sikap terhadap kompetensi Bahasa Inggris

H_1 : ada pengaruh yang signifikan antara sikap terhadap kompetensi Bahasa Inggris

c. Hipotesis Uji t (Parsial)

H_0 : Koefisien regresi tidak signifikan

H_1 : koefisien regresi signifikan

HASIL DAN ANALISIS DATA

Correlations

		X	Y
X	Pearson Correlation	1	.571**
	Sig. (2-tailed)		.000
	N	41	41
Y	Pearson Correlation	.571**	1
	Sig. (2-tailed)	.000	
	N	41	41

**. Correlation is significant at the 0.01 level (2-tailed).

Keterangan:

Sig. = $0.000 \leq 0.05$, maka H_0 ditolak artinya terdapat hubungan antara sikap terhadap kompetensi Bahasa Inggris. Nilai koefisien korelasi sebesar 0.571 artinya hubungan antara sikap terhadap kompetensi Bahasa Inggris **Sedang**.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.571 ^a	.326	.309	8.06687

a. Predictors: (Constant), X

Keterangan:

Kontribusi sikap terhadap kompetensi Bahasa Inggris adalah sebesar 32.6% dan sisanya dipengaruhi oleh faktor lain.



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERCURUAN TINGGI (BAN-PT)
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. DR. Harnika Km.01 Ngaliyan Tawakul Aji Semarang, 50815 Telp. 024-7628185 Fax. 024-7619172 email : baaisem@yahoo.com

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1229.707	1	1229.707	18.897	.000 ^a
	Residual	2637.903	39	65.074		
	Total	3767.610	40			

a. Predictors: (Constant), X

b. Dependent Variable: Y

Keterangan:

Sig. = 0.000 \leq 0.05, maka H_0 ditolak artinya terdapat pengaruh signifikan sikap terhadap kompetensi Bahasa Inggris.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.385	10.591		2.114	.041
	X	.492	.113	.571	4.347	.000

a. Dependent Variable: Y

Keterangan:

Persamaan regresi adalah $Y = 22.385 + 0.492X$

Uji koefisien variabel sikap (0.492): sig. = 0.000 maka H_0 ditolak artinya sikap Signifikan dalam mempengaruhi variabel Y (kompetensi Bahasa Inggris)

Semarang, 12 Desember 2019

Kepala Laboratorium



Deden Istiawan, S.Si., M.Kom



Scanned with
CamScanner

CURRICULUM VITAE

A. Personal Identity

Name : Shafuan Mahmudah
Place & time of birth : Rimbo Bujang, January 20th 1997
Address : Jl. Serayu Unit x RT/RW 048/14
Wanareja, Rimbo Ulu, Tebo, Jambi
Phone Number : 082324001564
Email : shofuan.mahmudah@gmail.com

B. Educational Background

1. Formal Education:
 - a. SDN 183/ VIII Wanareja, Rimbo Ulu, Tebo (2003-2009)
 - b. MTs Raudhatul Mujawwidin, Tirta Kencana, Tebo (2009-2012)
 - c. MA Perguruan Islam Mathali'ul Falah, Kajen, Pati (2012-2015)
 - d. UIN Walisongo Semarang (2015-2019)
2. Non-Formal Education:
 - a. Madrasah Diniyyah YPIQ (Yayasan Pendidikan Ilmu Al-Qur'an) Raudhatul Mujawwidin, Tirta Kencana, Tebo (2009-2012)
 - b. Pondok Pesantren Raudhatul Mujawwidin, Tirta Kencana, Tebo (2009-2012)
 - c. Pondok Pesantren Nurul Qur'an (PPNQ) Kajen, Pati (2012)
 - d. Pondok Pesantren Majlis Ta'lim Al-Hikmah (PERMATA) Kajen, Pati (2012-2015)
 - e. Ma'had Al-Jami'ah Walisongo, Semarang (2015-2017)