

**THE LANGUAGE ATTITUDE OF STUDENTS OF  
ENGLISH DEPARTMENT UIN SUNAN KALIJAGA  
TOWARDS ENGLISH**

**A GRADUATING PAPER**

Submitted in Partial Fulfillment of the Requirement for Gaining the Bachelor  
Degree in English Literature



By:

**MOHAMMAD KHOIR**

10150022

**ENGLISH DEPARTMENT  
FACULTY OF ADAB AND CULTURAL SCIENCES  
STATE ISLAMIC UNIVERSITY SUNAN KALIJAGA  
YOGYAKARTA**

**2014**

## **A FINAL PROJECT STATEMENT**

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Yogyakarta, 13 January 2014

The Writer,



**MOHAMMAD KHOIR**

No. Student: 10150022



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SUNAN KALIJAGA  
FAKULTAS ADAB DAN ILMU BUDAYA

Jl. Marsda Adisucipto Yogyakarta 55281 Telp./Fak. (0274) 513949  
Web : <http://adab.uin-suka.ac.id> E-mail : [fadib@uin-suka.ac.id](mailto:fadib@uin-suka.ac.id)

**PENGESAHAN SKRIPSI/TUGAS AKHIR**

Nomor. UIN.02/DA/PP.009/ 216 /2014

Skripsi / Tugas Akhir dengan judul:

THE LANGUAGE ATTITUDE OF STUDENTS OF ENGLISH DEPARTMENT  
UIN SUNAN KALIJAGA TOWARDS ENGLISH

Yang dipersiapkan dan disusun oleh :

Nama : Mohammad Khoir  
NIM : 10150022  
Telah dimunaqosyahkan pada : Senin, 27 Januari 2014  
Nilai Munaqosyah : A

Dan telah dinyatakan diterima oleh Fakultas Adab dan Ilmu Budaya UIN Sunan Kalijaga.

TIM MUNAQOSYAH

Ketua Sidang

Jiah Fauziah, M.Hum  
NIP 19750701 200912 2 002

Penguji I

Fuad Arif Fudiyartanto, S.Pd., M.Hum  
NIP 19720928 199903 1 002

Penguji II

Bambang Hariyanto, M.A  
NIP 19800411 200912 1 003

Yogyakarta, 6 Februari 2014

Dekan Fakultas Adab dan Ilmu Budaya



Dr. Hj. Siti Maryam, M.Ag  
NIP: 19580117 198503 2 001



**Program Studi Sastra Inggris**  
Fakultas Adab dan Ilmu Budaya  
UIN Sunan Kalijaga Yogyakarta

## NOTA DINAS

Hal : Skripsi  
a.n. Mohammad Khoir

Yth.  
Dekan Fakultas Adab dan Ilmu Budaya  
UIN Sunan Kalijaga  
Di Yogyakarta

*Assalamu'alaikum wr.wb.*

Setelah memeriksa, meneliti, dan memberikan arahan untuk perbaikan atas skripsi saudara:

Nama : MOHAMMAD KHOIR  
NIM : 10150022  
Prodi : Sastra Inggris  
Fakultas : Adab dan Ilmu Budaya  
Judul : THE LANGUAGE ATTITUDE OF STUDENTS OF  
ENGLISH DEPARTMENT UIN SUNAN KALIJAGA  
TOWARDS ENGLISH

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Atas perhatian yang diberikan, saya ucapkan terima kasih.

*Wassalamu'alaikum wr. wb.*

Yogyakarta, 15 Januari 2014

Pembimbing,

**Jiah Fauziah, M. Hum**  
NIP. 19750701 200912 2 002

# THE LANGUAGE ATTITUDE OF STUDENTS OF ENGLISH DEPARTMENT UIN SUNAN KALIJAGA TOWARDS ENGLISH

Oleh: Mohammad Khoir

## ABSTRAK

Salah satu indikator yang menunjukkan kesuksesan atau kegagalan dalam mempelajari bahasa asing adalah sikap bahasa mahasiswa terhadap bahasa tersebut. Oleh karena itu, penelitian ini bertujuan menggambarkan sikap mahasiswa terhadap Bahasa Inggris, dan bagaimana mereka menerapkan sikap tersebut dalam kehidupan sehari-harinya. Disamping itu, mengetahui orientasi mahasiswa dalam mempelajari Bahasa Inggris merupakan bagian dari tujuan penelitian ini. Subjek penelitian ini adalah mahasiswa Jurusan Sastra Inggris UIN Sunan Kalijaga Yogyakarta. Jumlah responden dalam penelitian ini adalah 147 mahasiswa. Pengumpulan data dilakukan melalui penyebaran kuesioner yang terdiri dari 38 pernyataan. Skala Likert digunakan untuk mengukur aspek-aspek tersebut yang terdiri atas 5 (lima) skala. Selanjutnya, untuk mendapatkan pemahaman yang lebih mendalam terhadap objek penelitian, peneliti melakukan wawancara semi struktur kepada sejumlah mahasiswa yang terpilih.

Hasil dari penelitian ini menunjukkan bahwa responden cenderung memiliki sikap positif terhadap Bahasa Inggris. Mereka mengetahui pentingnya Bahasa Inggris di era global, bangga mempelajari Bahasa Inggris, dan berkeinginan untuk mempraktekkan Bahasa Inggris secara baik dan benar. Akan tetapi, dalam kehidupan sehari-harinya, mereka condong melakukan kebalikan dari sikap tersebut. Mereka jarang mempraktekkan 4 (empat) ketrampilan Bahasa Inggris- *speaking, listening, reading, dan writing*- di luar kampus. Bahkan, mereka jarang menggunakan Bahasa Inggris sebagai alat komunikasi dengan teman sekelasnya. Hal ini menunjukkan adanya disonansi kognitif, yaitu sikap dan perilaku mereka berbeda. Untuk orientasi responden dalam mempelajari Bahasa Inggris, mereka dipengaruhi oleh orientasi *instrumental* dan orientasi *integrative*.

**Kata kunci:** sikap, perilaku, disonansi kognitif, orientasi

# **THE LANGUAGE ATTITUDE OF STUDENTS OF ENGLISH DEPARTMENT UIN SUNAN KALIJAGA TOWARDS ENGLISH**

By: Mohammad Khoir

## **ABSTRACT**

One part that can indicate the successful or unsuccessful learning of foreign language is students' language attitude towards the language. Therefore, this research aims to portray the students' attitude towards English, and how they apply their attitude in their daily life. In addition, it tries to find out the students' orientation in studying English. Subject of this research is the students of English Department UIN Sunan Kalijaga Yogyakarta. The total number of respondents is 147 students. Collecting data is done through five-point Likert scale questionnaire survey. The questionnaire consists of 38 statements. Furthermore, to gain better understanding to the object, the researcher applies a semi structure interview to some selected participants.

The result of the study shows that the respondents tend to have positive attitude towards English. They know the importance of English in globalization era, learn English proudly, and intend to practice English well and correctly. However, in their daily life, they tend to do the opposite of the attitude. They rarely practice 4 (four) English skills – speaking, listening, reading, and writing- outside the campus. Moreover, they seldom use English as a communication tool with their classmates. It indicates that the cognitive dissonance happens; their attitude and behavior are different. For respondents' orientation in learning English, they are influenced by both instrumental orientation and integrative orientation.

**Key words:** attitude, behavior, cognitive dissonance, orientation

## MOTTO

Life is struggle,

Struggle to BE BETTER and BETTER.

and I believe,

ALONG EVERY HARDSHIP IS RELIEF.

*(QS. Al-Insyiroh : 5)*

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا



## DEDICATION

This final project I dedicated to:

- ❖ **My beloved mother and father**
- ❖ My big family
- ❖ All of my beloved friends in English Department
- ❖ The beloved institution, **English Department UIN Sunan Kalijaga**





## ACKNOWLEDGMENT

*Assalamu'alaikum wr. wb.*

All praises be to Allah who has created the heavens and the earth, who has been giving me mercies and blessings to complete the graduating paper. Peace be upon to the prophet Muhammad SAW who introduced Islamic religion. During process and finish of this research, I really give thanks and appreciation for people who have helped me; they are:

1. My big family; *Simbok, Bapak, Cacak, Mbak Yu - Mbak Yu*, my nephews, and my nieces.
2. The Dean of Adab and Cultural Sciences Faculty, Dr. Hj. Siti Maryam, M. Ag.
3. The Chairman of English Department, Mr. Fuad Arif Fudiyartanto, S.Pd, M. Hum. M, Ed.
4. Mr. Dwi Margo Yuwono, M. Hum., as my academic advisor.
5. Mrs. Jiah Fauziah, M. Hum., my advisor, who has given her best guidance to finish this research.
6. Mrs. Febriyanti Dwiratna, M.Hum., Mr. Danial Hidayatullah, M.Hum., Mrs. Ulyati Retnosari, M.Hum., Mrs. Witriyani, M.Hum., Mr. Arif Budiman, M.A., Mr. Ubaidillah, M. Hum., Mr. Bambang Hariyanto, M.A., and other lecturers of English Department UIN Sunan Kalijaga for their guidance.
7. HIMASI (Himpunan Mahasiswa Sastra Inggris) which tries to establish a good academic environment by *English Mode On* (EMO) program.

8. Someone who makes my world to be more colorful; and she is Ida Nurrokhimah, my future life.
9. All crew and instructors of *Banyu Sumilir Java Outbound Center* especially the manager, *Om Frans*. Thanks for giving me chance to improve my skill.
10. My partners in community development under PINBUK-DIY (Pak Dwi Kuswanto, Mas Agus, Mas Amik, Mas Adnan, Mas Yandi, Mas Herman, Mba Titik, and others) and LKM KUBE *Sejahtera 23 Imogiri, Bantul* which has just been established in November 2013. Thanks for inspiring me to care and share with others.
11. Pak Paridi, the owner of *Fajar bookstore*. Thank you very much. You really help me in the beginning of my study.
12. My Jogja family (Bu Am, Mas Arif, Mas Candra, Mba Kunti, Mas Yono, Mba Rina, Mba Titik, Bude Mina, Mbah Moch, Umi and Al-Fathon camp, Sem, Duha, Mufti).
13. The students of English Department who participate as respondents in this research, and the participants of interview (Zulfan, Ari W., Ifa, Vivi, Habib, Deni, Safrina, Novi, Amel, Ela, Irfan, and Fuad). Thanks for your cooperation.

Finally, I realize that *nobody's perfect*. Thus, I really allow all readers to give critics and suggestions for this graduating paper in order to be better and better.

*Wassalamu'alaikum wr. wb.*

Yogyakarta, January 13, 2014

## TABLE OF CONTENTS

TITLE .....	i
FINAL PROJECT STATEMENT .....	ii
PENGESAHAN .....	iii
NOTA DINAS .....	iv
ABSTRAK .....	v
ABSTRACT .....	vi
MOTTO .....	vii
DEDICATION .....	viii
ACKNOWLEDGMENT .....	ix
TABLE OF CONTENTS .....	xi
LIST OF TABLES .....	xiv
LIST OF FIGURES .....	xv
LIST OF APPENDICES .....	xvi
CHAPTER I      INTRODUCTION .....	1
1.1. Background of Study .....	1
1.2. Problem Statements .....	5
1.3. Objectives of Study .....	6
1.4. Significances of Study .....	6
1.5. Literature Review .....	7
1.6. Theoretical Approach .....	11
1.7. Method of Research .....	13
1.7.1. Type of Research .....	13
1.7.2. Data Sources .....	13
1.7.3. Method of Collecting Data .....	14
1.7.4. Method of Analyzing Data .....	14
1.8. Thesis Organization .....	14

CHAPTER II	LANGUAGE ATTITUDE .....	16
	2.1. Attitude .....	16
	2.1.1. Definition of Attitude .....	16
	2.1.2. Components of Attitude .....	18
	2.2. Language Attitude .....	20
	2.3. Theory of Cognitive Dissonance .....	22
	2.4. Students' Orientation .....	24
CHAPTER III	RESEARCH METHODOLOGY .....	26
	3.1. Type of Research .....	26
	3.2. Place and Time of Research .....	27
	3.2.1. Place of Research .....	27
	3.2.2. Time of Research .....	27
	3.3. Population and Sample .....	27
	3.3.1. Population of Research .....	27
	3.3.2. Sample of Research .....	28
	3.4. Sampling Technique .....	28
	3.5. Data Collection .....	30
	3.5.1. Variable of Research .....	30
	3.5.2. Data Collection Technique .....	30
	3.5.2.1. Questionnaire .....	30
	3.5.2.2. Interview .....	31
	3.5.3. Arranging Instrument Technique .....	31
	3.6. Validity and Reliability Test .....	32
	3.6.1. Validity Test .....	32
	3.6.2. Reliability Test .....	32
	3.7. Try Out .....	32
	3.8. Data Analysis .....	34
CHAPTER IV	RESEARCH FINDING AND DISCUSSION .....	35
	4.1. Demographic Profile of the Respondents .....	35

4.2. Result .....	35
4.2.1. Language Attitude .....	35
4.2.1.1. Cognitive .....	36
4.2.1.2. Affective .....	38
4.2.1.3. Conative .....	40
4.2.2. Behavior .....	43
4.2.2.1. Speaking .....	44
4.2.2.2. Listening .....	46
4.2.2.3. Reading .....	47
4.2.2.4. Writing .....	49
4.2.3. Students' Orientation .....	52
4.2.3.1. Instrumental Orientation .....	52
4.2.3.2. Integrative Orientation .....	53
4.3. Discussion .....	55
CHAPTER V CONCLUSION .....	71
5.1. Conclusion .....	71
5.2. Suggestion .....	73
REFERENCES .....	76
APPENDIX .....	79

## LIST OF TABLES

	<b>Page</b>
Table 1: Item distribution after try out .....	33
Table 2: Distribution of respondents based on their chapter .....	35
Table 3: Respondents' cognitive on the importance of English (%) .....	36
Table 4: Respondents' cognitive on the advantages of English (%) .....	37
Table 5: Respondents' cognitive on the purpose of learning English (%) .....	38
Table 6: Respondents' affective on the pride of learning English (%) .....	39
Table 7: Respondents' affective on like or dislike of English (%) .....	39
Table 8: Respondents' affective on the happiness of speaking English (%) .....	40
Table 9: Respondents' conative on willingness to use English grammatically (%) ..	41
Table 10: Respondents' conative on willingness to speak English (%) .....	42
Table 11: Respondents' conative on willingness to watch English movies (%) .....	42
Table 12: The respondents' speaking behavior in English classes (%) .....	44
Table 13: Respondents' speaking behavior in joining English speaking club (%) ...	45
Table 14: Respondents' listening behavior on listening music (%) .....	46
Table 15: Respondents' listening behavior on listening English texts (%) .....	47
Table 16: Respondents' reading behavior on reading English books (%) .....	48
Table 17: Respondents' reading behavior on owning English books (%) .....	49
Table 18: Respondents' writing behavior on updating status (%) .....	50
Table 19: Respondents' writing behavior on writing notes (%) .....	51
Table 20: Respondents' instrumental orientation in learning English (%) .....	53
Table 21: Respondents' integrative orientation in learning English (%) .....	54

## LIST OF FIGURES

	<b>Page</b>
Figure 1 .....	19



## LIST OF APPENDICES

	<b>Page</b>
Appendix I Research Instrument .....	79
Appendix II Validity and Reliability of Instrument .....	83
Appendix III The Result of Questionnaire Survey .....	87
Appendix IV The Result of Interview .....	95
Appendix V Curriculum Vitae .....	110



## CHAPTER I

### INTRODUCTION

#### 1.1. Background of Study

In Indonesia, English is categorized as a foreign language. The language is taught to students since elementary school until university. This policy is made by Department of Education considering the importance of English as a lingua franca in this globalization era. The policy ought to result in good students' skill in English. However, most of students' capability in English can be categorized in bad criteria. Many students still lack confidence and bravery to communicate in English. Some of them are shy to speak English to their friends although they are students of English Department. The phenomena indicate that the teaching of English in Indonesia has not succeeded yet.

Many researches about teaching and learning in Indonesia have been held. Some factors have been considered significant factors in successful English teaching. The factors are teachers, students, curriculum, materials, and learning facilities (Yusuf, 2010: 2). Talking about students, one part that can indicate the successful or unsuccessful learning of foreign language is students' language attitude. Some researchers found that the attitude towards language which is being learnt by students is in line with the success in learning the language.

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”. The attitude may be positive or negative towards the

language (2008: 266). When someone learns a language and his attitude is positive, the attitude will be followed by a 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 (Jendra, 2010: 113).

Plato distinguishes components of attitude into three parts (as cited in Baker, 1992: 12). They are cognitive, affective, and readiness for action. 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 or conative. It is a behavioral intention. A person who has good conative in English, for instance, will use English frequently in speaking.

The language attitude is normally in line between thought and act. In other words, a person who learns the language (e.g. English) and has positive attitude towards the language, will behave positively to the language such as speaking English frequently, praising the language, etc. Then, it will be a question even a problem when the attitude is positive, but the act is negative. The case is commonly called a gap. The gap happens because of the difference between the mind and the behavior of students. In this case, students may say they are proud of learning English, but they feel ashamed when they are speaking English. This phenomenon probably happens to the subject of this research.

In this research, the writer observes the language attitude of students towards English. The population of the research is students of English Department

UIN Sunan Kalijaga Yogyakarta. Then, they are selected randomly from chapter 2010, 2011, and 2012. The respondents will fill out a questionnaire. The limitation is applied to ease the data analysis. In addition, the sample has shown a representative of student population at English Department.

Furthermore, the object of this research, the language attitude, is chosen because of some reasons. First, the research is conducted in English Department where the writer studies. It will lack the obstacles to find respondents during the research. Here, the respondents are frequently met by the writer. It means the writer can observe them closely, thus the data will be more complete. In addition, the schedule can be arranged easily whether it is for the pilot project or the main project.

Another reason is the significance of the research. It is able to be used by English Department. The department will know the students' attitude towards English. The department has just been established on 21 of June 2009. Hence, the department does not have many alumni yet. There are some students who graduated from English Department, chapter 2009. The research about the language attitude has not been found. Therefore, it is an important thing to do because it will help the department to arrange a policy in language learning.

Further, the writer observes that some students seldom speak English even in English classes. It indicates the students have problem with the attitude towards the language which is being learnt by them. Although they take English Department as their study program, it does not mean they have positive attitude towards the language. They may have negative attitude. Moreover, the writer's

observation shows that some students are confused to define his or her attitude, and some of them are being trapped in a gap that what they think and what they act are different. Therefore, the result of the research will help the students to understand how they should do into the object of their study.

The next reason is the writer wants to prove a hypothesis about language attitude of students of English courses and universities. The students' attitude of English courses is considered higher than that of students of universities. English environment grows thicker in English courses than universities. The students seem like racing in mastering the language quickly so they use English frequently in many conditions. On the other hand, university students seem to learn English in order to fulfill the requirements only. The hypothesis is issued by some teachers of English courses. So far, the writer has not found the academic research about it yet, but it can be the trigger for the writer to conduct this research. Hopefully, this research can be developed in another research.

Besides, this research has a relation with Islamic studies. Islam has taught that learning is a must. Moslems may learn everything (e.g. learning English) as long as it will lead them to be the pious. However, after learning it, they have to practice it properly. "Practice makes perfect", a popular expression said. Practicing the knowledge in Islamic values should be based on the purpose namely to be closer to the God (Allah SWT), and to be more pious. Allah SWT has stated in Al-Qur'an *surah A Nisa* verse 66;

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

*But if they had done what they were told, it would have been better for them, and would have strengthened their (faith). (Al-Hilali and Khan, 1997: 119)*

The sentence مَا يُوعَظُونَ بِهِ can be meant as something they have learnt. Through this verse, God clearly states that if they have done what they learn, 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 the God if they have done it sincerely. The God's suggestion through this verse occurs in learning everything including learning a language. For example, when someone has learnt English, he should be better to practice the language in his daily life especially when he is still around the area where he learns the language. By practicing, it will make him used to the language, and then he may be able to use English fluently.

Hence, in this research, the writer is analyzing the students' attitude towards English. The analysis describes what the students' attitude is, and how they apply it in their daily life. Finally, this research hopefully can picture out the students' attitude towards English, so the students and the English Department where the research is conducted will get the benefits from it.

## **1.2. Problem Statements**

In this research, the problems are formulated into the following questions:

- a) How is the attitude of students of English Department UIN Sunan Kalijaga towards English?
- b) How do students apply their attitude towards English in daily life?

- c) What is the students' orientation which influences students' attitude towards English?

### **1.3. Objectives of Study**

This paper aims at describing students' attitude towards English. It also investigates how they apply their attitude whether it is positive or negative in their daily life especially in the campus area. The writer's hypothesis is students tend to have the gap. It will be the problem in teaching and learning a foreign language. In addition, this paper explores the students' orientation which influences the students' attitude.

### **1.4. Significances of Study**

The result of this research is aimed at giving benefits both theoretically and practically.

- a) Theoretically the research about language attitude has been done over the world, but it is still interested to be discussed considering the people's behavior which is dynamic and different in different social settings. It can be influenced by some factors whether internal or external.
- b) Practically, the significance of the research is important for the following.
- 1) For students, this research is significant to help them to know their attitude rate towards English in order they can take decision wisely how they should behave to the language that is being learnt and apply it in daily life.

- 2) For lecturers, the result of study is aimed to be reference of lecturers in their teaching plan. Thus, the students' quality in English Department UIN Sunan Kalijaga will be better and better.
- 3) For English Department, the research about language attitude at English Department has not been studied before. It is the first time. Hopefully, the result of the study will be additional information when they construct a curriculum, a policy, or a teaching plan in English Department UIN Sunan Kalijaga.
- 4) For linguists, the research can stimulate them to do more researches relating to the language attitude with a different setting.
- 5) For common people, this research can give the information or tip to them when they want to learn a foreign language.

### **1.5. Literature Review**

Studies on language attitudes have been conducted over the years and across the world such as "Social Psychology and Second Language Learning: The Role of Attitudes and Motivation" (Gardner, 1985); "Attitudes toward English Language Learning in Higher Education in Japan" (Tsuda, 2003); "Attitudes, Motivation and Study Habits" (Colak, 2008); "Attitudes of Indonesians Undergraduate Students towards English" (Hasan, 1998); "Students' Motivation in Learning English: A Case Study of Student of English Department UNISMA Bekasi" (Yusuf, 2010); etc. Some of these studies discuss about people's attitudes



towards the language which is being learnt by them, and some studies explore what factors motivate them in learning the language.

Aziz (1994) analyzed students' attitude in *Universitas Kebangsaan Malaysia (UKM)*. He applied a questionnaire survey in *Bahasa Melayu*. Then the data is explored descriptively. The study is aimed to know the students' attitude towards English, the University's Language Policy, and attitude towards English language courses offered at UKM. The result showed that students had positive attitude towards English courses and UKM's language policy. Some factors such as religious belief, culture, nationalism, and language policy had a minimal impact in shaping students' attitude towards the language.

Nirmala *et al.* (1996) conducted a study on the civil servants of Jepara, Central Java. They used questionnaire survey and interview. The researchers tried to describe the respondents' attitude towards English and their ability in English. The respondents had positive attitude towards English. They appreciated those who could speak English, and they would be happy if they got opportunity to go to English countries. On the other hand, their ability in English was bad. Hence, their English should be upgraded.

Hasan (1998) explored the factors which influenced language attitude. He conducted his study in International Islamic University Malaysia. He used a questionnaire survey five point scale. His study had shown that students were not influenced by students' personal or educational backgrounds. They were significantly influenced by instrumental orientation. Respondents thought that by mastering English, they would get advantages in social status or global economy.



Colak (2008) investigated attitudes, motivation and study habits towards English in Baskent University, Turkey. The study included analyzing motivation levels. It was considered as the first step of study which applied motivation levels. The research used a survey designed on a five-point *Likert-Scale*. Colak found most students had positive attitude towards English. Only few did they have negative attitude. Students were motivated by moderate levels of motivation, integrative orientation, instrumental orientation and travel orientation. In studying habits, they did memorizing vocabulary, keeping note books, and watching film.

Siregar (2010) studied students' attitude towards American English, British English, and Englishes in Southeast Asia. She employed a semi structured interview and questionnaires. The respondents were 108 students of Maranatha Christian University. The study showed that students had more positive attitude toward British English and American English than toward Southeast Asia Englishes. Respondents reported they appreciated English native speakers more than non-natives. In fact, they might have more contact with non-native speakers in their daily life. It might be caused by the lack of teachers' participation in building the students' awareness that English as an international language was belonged to all of its users.

Another researcher was Yusuf (2010). He used Attitude Motivation Test Battery (AMTB) which was designed by R.C. Gardner to uncover the students' orientations in learning English and to see their attitude towards courses and their instructors. From 68 students of English Department UNISMA Bekasi, 60 students tended to have both integrative orientation and instrumental orientation.

The respondents had not only cultural motivation, but also the motivation which related to their career or job in the future.

Al Mamun *et al.* (2012) conducted a study to investigate students' attitude towards English in Life Science of Khulna University Bangladesh. The study applied five-point *Likert-scale* questionnaire survey. They found that respondents had positive attitude towards English. Respondents were reported that they recognized the global status and the importance of English. They also opined that English should be the medium of tertiary studies, and they needed English in order to succeed at higher education. It meant that the respondents were instrumentally motivated toward English.

From the researches above, most of respondents who were learning English had positive attitudes. They might have either integrative or instrumental, or both types (instrumental and integrative) which motivated them in learning the language. However, the researchers have not identified respondents' gap yet. The respondents may have positive attitude in their mind, but in fact their acts do the opposite. It can be seen from their daily life of how they apply their attitude towards English. Do the respondents practice their English during English classes or prefer to use their official language? Do respondents have English community? How often do the respondents use English as communication language with other English students outside the class? Therefore this research will discuss whether the gap happens or not. Besides, the students' attitude of English Department UIN Sunan Kalijaga towards English has not been studied yet.

## 1.6. Theoretical Approach

The topic about language attitude is discussed in sociolinguistics extensively. Sociolinguistics refers to a study of the relationship between language and society. It is tied to some social sciences such as anthropology, sociology, or social psychology. Here, sociolinguistics and social psychology merge in analyzing how attitudes and perceptions are expressed and how in-group and out-group behaviors are identified (Yule, 2006: 205).

Ostrom *et al.* state that researchers identify three types of responses when people show their attitude to others. They are affective, cognitive, and conative components of attitude. It is familiarly called tripartite of attitude. Further, Ostrom *et al.* explain:

**Affective responses** refer to the emotional feelings and psychological consequences of encountering or thinking about an attitude object. These feeling vary from positive to negative or to evaluative dimension. **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. **Conative responses** refer to behavioral intentions and overt actions taken in regard to the attitude object. They vary from supportive to hostile on the evaluative dimension (1994: 20).

Furthermore, to analyze whether the gap between what they think and what they act happens or not, a theory of cognitive dissonance is applied in this part. Social psychologists define that cognitive dissonance is an assertive condition when between the behavior and the attitude is inconsistent. Dissonance always emerges when someone is ambivalent against the action and the thought.

The researches indicate that cognitive dissonance result in negative effect (Baron and Byrne, 2004: 159).

In addition, to measure the attitude of someone toward the language which is being learnt by her/ him, Wallace Lambert and Gardner introduce a measuring instrument, the orientation index (Gardner, 1985: 11). They are namely integrative and instrumental orientation.

Jendra explores that integrative orientation is an orientation of learners to integrate themselves into the language that is being learnt. Learners do not only learn a language to have skill in it, but also wish to know, imitate, or adapt themselves to the culture related to the native speakers of the language. They may read a lot of books, use the language in speaking to people whom he meets, etc. By this attitude, learners mostly succeed in learning the language (2010: 112).

Furthermore, instrumental orientation refers to the orientation of learners that they study the language to fulfill the material needs only. Learners do not need to be part of culture related to the language. They have no interest in reading books, watching movies, or speaking with the natives. Learners who have this attitude tend to be less successful in learning language.

Both theories of language attitude are applied in analyzing the language attitude of students of English Department UIN Sunan Kalijaga. The tripartite components of attitude (affective, cognitive, and conative) are applied to measure the students' attitude. Meanwhile, the theory which is conveyed by Gardner and Lambert is applied to know the orientation factors of students in learning English.

## **1.7. Method of Research**

In this sub chapter, the method of research is explained at glance. The extended explanation is written in Chapter III Research Methodology. This part explains types of research, data sources, method of collecting data, and method of analyzing data.

### **1.7.1. Type of Research**

This research applies mixed method. This method is focus on combining between quantitative method and qualitative method. It is used because the researcher wants to understand better, explain, or build the result of research from the other approach (Creswell, 2009: 205-206). The design of this method is a sequential explanatory strategy. Morse states that the sequential explanatory design is “typically used to explain and interpret quantitative results by collecting and analyzing follow-up qualitative data. It can be especially useful when unexpected results arise from a quantitative study” (as cited in Creswell, 2009: 211). Here the quantitative method is embodied in collecting data trough five point Likert scale survey, and the qualitative method is embodied in data collection by interview.

### **1.7.2. Data Sources**

The data is obtained from the students of English Department UIN Sunan Kalijaga Yogyakarta. They are selected randomly from chapter 2010, 2011, and 2012. The selected students are the respondents who fill the questionnaire, and

some of them participate in an interview. The interview can enrich the analyzing of data.

### **1.7.3. Method of Collecting Data**

The data are submitted through five point Likert Scale questionnaire survey. The five points are *strongly agree*, *agree*, *doubt*, *disagree*, and *strongly disagree*. To support the data, a semi structure interview is applied towards the selected respondents. The interview questions are half based on the guidelines and the rest of the questions are independent questions.

### **1.7.4. Method of Analyzing Data**

The data which have been submitted are processed and computed by using *Microsoft office excel 2007 software*. Then, they are classified based on indicators which can answer the problem statements. The data are analyzed in percentage and explained descriptively. To obtain clear information of the data, the writer displays them in a table. However, some data are predicted in problems. To analyze this part, the writer applies semi structure interview. The interview data explore some problems which cannot be solved from the questionnaire. Thus, the result hopefully can be delivered clearly and well.

## **1.8. Thesis Organization**

This paper consists of five chapters. The first chapter describes the general information of the research including the background of study, problem statement,

objective of study, significances of study, literature review, theoretical approach, and thesis organization. The second chapter explains about the theory of language attitude more deeply. The next chapter is the research methodology. The fourth chapter is the research finding and discussion. The last chapter is the conclusion of the research.



## CHAPTER V

### CONCLUSION

#### 5.1. Conclusion

The type of this research is a mixed method. It is the method of research which focuses on combining quantitative method and qualitative method. The data are obtained through five point Likert scale survey, and reported in percentages. Besides, a semi structure interview is applied to gain deeper analyses. The respondents are students of English department UIN Sunan Kalijaga Yogyakarta. They are selected randomly from chapter 2010, 2011, and 2012. The total number of respondents by 5% error grade is 147 students. They are investigated about how their attitude towards English is; how they apply their attitude in their daily life; and what their orientation which influences their attitude is.

The result shows that the respondents tend to have positive attitude towards English. Cognitively, most of the respondents agree that English is an important language in this globalization era. In affective aspects, most of them states that they are proud of learning the language; and conatively, they have good intention to use English grammatically. Their positive attitude also is shown firmly through a semi structure interview.

On the contrary, when the respondents are investigated about their behavior or how they practice English in their daily life, the result shows that the respondents tend to have negative behavior. In the questionnaire survey, most of them tend to choose *doubt* as the option. They seem to not have self – confidence



enough to show their opinion about themselves. Further, this case is explored in the interview. The result shows that they did it because actually they know what they should do as good English students but they do not do that. Thus, the respondents are trapped in doubt when they fill the questionnaire.

In addition, in interview the researcher also finds that the respondents follow the environment in what language is used. However, most of respondents use Bahasa as their major communication tool although they are in English classes. This habit also appears in the writing skill. It can be seen from the language that they usually use when they update their status in social media (facebook/ twitter). In listening skill and reading skill, owning the English sources (e.g. listening materials, English books, etc.) indicate that the respondents tend to have positive behavior. In fact, the respondents admit that they have only few English sources. It means that their behavior is negative.

Between attitude and behavior of respondents, there is obviously a cognitive dissonance. The respondents have shown positive attitude, but in reality they do the negative behavior. This condition affects the learning process. A good academic environment will not be established well. Moreover, some of students report that they are being neglected even mocked by their friends when they practice their speaking skill. It is a crucial condition which needs the department's attention soon.

Meanwhile, the respondents' orientation which influences their attitude shows that they are both influenced instrumentally and integratively. Instrumental orientation is shown in how the respondents care about their English lesson

scores. Most of the respondents agree with instrument orientation. Integrative orientation can be seen in the big eagerness of respondents to learn the native speakers' culture directly.

## **5.2. Suggestion**

Based on the result of the study, the suggestions that can be considered are:

1. The students should be in line between how they think and how they act. If they have positive attitude towards English, they should apply it including in speaking, listening, reading, and writing in their daily life.
2. The students should support each other when they practice their English especially the productive skills. For instances, in speaking skill, they may give response or appreciate those who try to practice the skill both in campus area and out of campus area. In writing skill, the students may write their updating status (facebook/ twitter) in English, and give comments to the other by using English too.
3. The lecturers should encourage the students to do more practice of what they have learnt in the class.
4. The English Department should publish a kind of policy which helps them in practice the language especially speaking. The policy is supported by the academics and they apply it together in English Department based on the awareness. The policy should be controlled and evaluated in a particular period of month or year.

5. For the next researchers who are interested to do research relating to this topic, they should consider some parts that indicate the weaknesses of this paper. They are:

a. Sampling method

This research uses random sample which means the researcher considers all respondents the same. However, the respondents consist of three chapters which have a different total number of students. Here, the researcher suggests the use stratified samples. It is a better method because the population consists of some levels. Technically, for the chapter which has a big number of students should have bigger percentage of samples than another chapter which has smaller a number of students.

b. Point scale in the questionnaire (instrument)

Five point Likert scale is commonly used in conducting the language attitude research. However, it often emerges problem for Indonesian people because they tend to answer the middle option. They tend to not show the clear information about them whether they agree or disagree with certain statements relating to their opinion. Here, the researchers should avoid them of having the middle option (Neutral or Doubt) by deleting the middle option or adding the option to be even: it can be 6 (six), 8 (eight) etc. Thus, the respondents will show their opinion clearly.

Besides, the optional terms in the questionnaire should be distinguished among attitude aspects, students' orientation aspects and behavior aspects. For attitude and students' orientation aspects, it may use the optional terms *strongly agree*, *agree*, *disagree*, *strongly disagree*, etc., but for behavior aspects, the next researchers may consider to use of frequency terms: they are *always*, *often*, *seldom*, *never*, etc. The frequency terms are used because the behavior aspects relate to the daily activities, and it is tied strongly to the frequency.

c. Students' orientation

The next researchers may improve this research by conducting the research which focuses on students' orientation only, because in this research, the students' orientation is investigated at glance. Further research may consider AMTB (Attitude Motivation Test Battery) which is designed by Gardner. Hopefully, the next research will obtain the result of research about students' orientation deeply.

Finally, those suggestions above may be the considerations for them who relate to this research. Hopefully, the learning of a foreign language especially English can be better and more successful.

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**APPENDIX I**  
**RESEARCH INSTRUMENT**



**QUESTIONNAIRE**  
**LANGUAGE ATTITUDE OF STUDENTS OF ENGLISH DEPARTMENT**  
**UIN SUNAN KALIJAGA TOWARDS ENGLISH**

**Directions:**

- Fill the personal identity first.
- Read the statements below then choose the proper answer based on your condition by filling tick (√) in column SA, A, DA, or SDA honestly.

SA : Strongly Agree                      A : Agree                                      Db: Doubt  
 DA : Disagree                              SDA : Strongly Disagree

- Example:

No	Statements	SA	A	Db	DA	SDA
1	Studying English is important because I will need it for my career.	√				

If you think you are strongly agree to the statement based on your condition, so give a tick (√) in SA.

- Please **check again** before submitting, and make sure that all numbers have been answered.

**THANK YOU**

**PERSONAL IDENTITY**

Department : English Department, Adab and Cultural Sciences

Gender : \_\_\_\_\_ (Male/ Female)

Period : \_\_\_\_\_ (2010/ 2011/ 2012)

NO	STATEMENTS	SA	A	Db	DA	SDA
1	English is an important lingua franca (language) in globalization era.					
2	We can use our mother tongue (e.g. Javanese) to speak with European.					
3	Knowledge of English offers advantages in seeking good jobs.					
4	International company will accept everyone although they do not master in English.					
5	I learn English in order to be master of English.					
6	Joining English Department is only to get the bachelor's degree.					

NO	STATEMENTS	SA	A	Db	DA	SDA
7	I am proud of learning English.					
8	Learning English is similar to learning the other subjects.					
9	I like speaking English.					
10	I dislike people who speak to me in English.					
11	I feel happy when I speak English to my friends.					
12	If I speak English to my friends, I look like an arrogant person.					
13	I tend to use English grammatically.					
14	I do not care about the grammar of my English.					
15	I will speak English with my classmates.					
16	I tend to use Bahasa Indonesia with my classmates.					
17	I want to watch English movies more.					
18	I do not watch English movies if there is no subtitle of Bahasa Indonesia.					
19	I speak English in my English classes.					
20	I prefer to speak Bahasa Indonesia than English in my English classes.					
21	I join English speaking club.					
22	Joining English speaking clubs is wasting time.					

**SA** : **Strongly Agree**

**A** : **Agree**

**Db** : **Doubt**

**DA** : **Disagree**

**SDA** : **Strongly Disagree**

NO	STATEMENTS	SA	A	Db	DA	SDA
23	I listen to English songs frequently.					
24	Most of my favorite songs are Indonesian songs.					
25	I listen to English text (e.g. conversation) outside the class.					
26	I only listen to English text (e.g. conversation) inside the class.					
27	I read more books/ novels/ newspapers/ magazines in English.					
28	I prefer to read an Indonesian novel than an English (original) novel.					
29	I have many English sources in my bookshelf.					
30	I have <b>few</b> English books.					
31	I update status in social network (facebook/ twitter) in English.					
32	Most of my statements in social network (facebook/ twitter) are in Bahasa Indonesia.					
33	I write notes of my English lessons in English.					
34	I write all my notes in Bahasa Indonesia.					
35	I want to get score "A" in my English class all the time.					
36	I do not care with the score of my English lessons.					
37	I want to go to English countries to improve my speaking and to learn about the culture.					
38	I have <b>no</b> sense to English literature and culture.					

**SA** : **Strongly Agree**

**A** : **Agree**

**Db** : **Doubt**

**DA** : **Disagree**

**SDA** : **Strongly Disagree**

**QUESTION LIST IN INTERVIEW**  
**LANGUAGE ATTITUDE OF STUDENTS OF ENGLISH DEPARTMENT**  
**UIN SUNAN KALIJAGA TOWARDS ENGLISH**

1. Do you think that English is important? Why?
2. So, are you proud of learning English?
3. Do you prefer use English grammatically or ungrammatically? Why?
4. How do you practice your English?
5. Do you speak English with your friends in English classes?
6. What are you hopes after learning English?
7. Do you want get *cumlaude* degree of graduating?
8. Do you want to go English countries to learn English more?

**APPENDIX II**

**VALIDITY AND RELIABILITY OF**

**INSTRUMENT**



## RELIABILITY AND VALIDITY TEST OF INSTRUMENT

### CASE PROCESSING SUMMARY

		N	%
Cases	Valid	30	100.0
	Excluded(a)	0	.0
	Total	30	100.0

a List wise deletion based on all variables in the procedure.

### RELIABILITY STATISTICS

Cronbach's Alpha	N of Items
.914	38

### ITEM STATISTICS

statements	Mean	Std. Deviation	N
1	4.5667	.56832	30
2	3.1667	1.17688	30
3	4.2000	.71438	30
4	3.3667	.92786	30
5	3.8667	.77608	30
6	3.5000	.97379	30
7	4.1000	.71197	30
8	2.8667	.77608	30
9	3.9667	.76489	30
10	3.8667	.77608	30
11	3.9333	.82768	30
12	3.4000	.85501	30
13	3.7333	.58329	30
14	3.5667	.93526	30
15	3.4667	.57135	30
16	2.6333	.71840	30
17	3.9000	.88474	30
18	3.3333	1.09334	30
19	3.5667	.77385	30
20	2.7000	.83666	30
21	3.2667	1.01483	30
22	3.6333	.99943	30
23	3.7000	1.02217	30
24	3.1667	1.08543	30
25	3.4333	.81720	30

26	3.2000	.84690	30
27	3.3667	.99943	30
28	2.9667	.88992	30
29	3.5333	.93710	30
30	3.0000	.83045	30
31	3.5333	1.16658	30
32	3.0667	1.01483	30
33	3.6667	.80230	30
34	3.6333	.85029	30
35	4.0000	1.01710	30
36	3.5000	1.25258	30
37	4.3333	.66089	30
38	3.9333	1.08066	30

#### ITEM-TOTAL STATISTICS

statements	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1*	130.0667	273.237	.238	.914
2*	131.4667	267.844	.229	.916
3	130.4333	265.771	.505	.911
4*	131.2667	269.857	.240	.914
5	130.7667	263.426	.556	.911
6*	131.1333	271.361	.178	.915
7	130.5333	263.775	.595	.910
8*	131.7667	270.737	.262	.914
9	130.6667	263.264	.571	.910
10	130.7667	266.530	.430	.912
11	130.7000	262.769	.543	.911
12	131.2333	262.806	.523	.911
13	130.9000	271.128	.342	.913
14	131.0667	264.340	.421	.912
15	131.1667	267.523	.545	.911
16	132.0000	265.379	.519	.911
17*	130.7333	272.271	.171	.915
18	131.3000	257.666	.546	.910
19	131.0667	265.375	.478	.911
20	131.9333	261.444	.587	.910
21	131.3667	263.826	.400	.912
22	131.0000	262.621	.445	.912
23	130.9333	261.513	.468	.911
24	131.4667	260.257	.474	.911
25	131.2000	266.028	.425	.912
26	131.4333	267.220	.365	.913
27	131.2667	258.547	.575	.910

28	131.6667	259.264	.627	.909
29	131.1000	259.817	.574	.910
30	131.6333	264.240	.485	.911
31	131.1000	250.507	.709	.908
32	131.5667	262.944	.427	.912
33	130.9667	264.171	.507	.911
34	131.0000	262.207	.548	.911
35*	130.6333	267.482	.286	.914
36	131.1333	257.430	.474	.912
37	130.3000	265.666	.554	.911
38	130.7000	259.597	.496	.911

#### SCALE STATISTICS

Mean	Variance	Std. Deviation	N of Items
134.6333	278.033	16.67433	38

#### NOTES:

In column Corrected Item-Total Correlation which show the result the validity of instrument, there are number of statements which are signed asterisk; they are number The number 1, 2, 4, 6, 8, 17, and 35. Furthermore, those statements should be revised. Here, the table of revised statements.

NO	BEFORE	AFTER
1	English is an important lingua franca (language) in this world.	English is an important lingua franca (language) in this globalizazion era.
2	We can communicate to people across the countries by using our mother tongue.	We can use our mother tongue (e.g. Javanese) to speak with European.
4	Everybody will be accepted in	International company will accept



	international company.	everyone although they do not master English.
6	I think, learning English is only to fill the curriculum of my department.	Joining English Department is only to get the bachelor's Degree.
8	Learning English is similar to learning others.	Learning English is similar to learning the other subjects.
17	I would like to watch more English movies.	I want to watch English movies more.
35	I wish I get score "A" in my English classes.	I want to get score "A" in my English class all the time.

**APPENDIX III**

**THE RESULT OF QUESTIONNAIRE**

**SURVEY**





















**TOTAL NUMBER OF RESPONDENTS WHO FILLED THE QUESTIONNAIRE**

Options statements	SA (strongly agree)	A (agree)	Db (doubt)	DA (disagree)	SDA (strongly disagree)	TOTAL
1	99	45	3	0	0	147
2	4	31	55	32	25	147
3	52	87	6	1	1	147
4	2	34	54	44	13	147
5	42	79	14	10	2	147
6	4	17	38	65	23	147
7	64	73	6	2	2	147
8	16	61	34	32	4	147
9	41	83	17	5	1	147
10	1	4	27	78	37	147
11	31	88	21	6	1	147
12	2	20	42	58	25	147
13	13	82	39	12	1	147
14	5	21	31	73	17	147
15	15	72	52	7	1	147
16	7	70	53	17	0	147
17	59	67	15	6	0	147
18	5	14	35	72	21	147
19	12	72	54	7	2	147
20	2	43	59	36	7	147
21	18	68	28	28	5	147
22	4	7	26	68	42	147
23	54	74	10	8	1	147
24	5	19	44	57	22	147
25	12	73	54	7	1	147
26	2	33	50	52	10	147
27	17	50	56	22	2	147
28	7	36	54	41	9	147
29	13	66	46	19	3	147
30	8	47	35	53	4	147
31	22	50	60	12	3	147
32	12	56	47	22	10	147
33	22	78	36	11	0	147
34	1	18	55	58	15	147
35	65	55	22	3	2	147
36	5	11	37	56	38	147
37	79	58	8	2	0	147
38	2	7	21	58	59	147

**TOTAL NUMBER OF RESPONDENTS WHO FILLED THE QUESTIONNAIRE (%)**

Options statements	SA (strongly agree)	A (agree)	Db (doubt)	DA (disagree)	SDA (strongly disagree)
1	67.34	30.61	2.04	0	0
2	2.72	21.08	37.41	21.76	17.00
3	35.37	59.18	4.08	0.68	0.68
4	1.36	23.12	36.73	29.93	8.84
5	28.57	53.74	9.52	6.80	1.36
6	2.72	11.56	25.85	44.21	15.64
7	43.53	49.65	4.08	1.36	1.36
8	10.88	41.49	23.12	21.76	2.72
9	27.89	56.46	11.56	3.40	0.68
10	0.68	2.72	18.36	53.06	25.17
11	21.08	59.86	14.28	4.08	0.68
12	1.36	13.60	28.57	39.45	17.00
13	8.84	55.78	26.53	8.16	0.68
14	3.40	14.28	21.08	49.65	11.56
15	10.20	48.97	35.37	4.76	0.68
16	4.76	47.61	36.05	11.56	0
17	40.13	45.57	10.20	4.08	0
18	3.40	9.52	23.80	48.97	14.28
19	8.16	48.97	36.73	4.76	1.36
20	1.36	29.25	40.13	24.48	4.76
21	12.24	46.25	19.04	19.04	3.40
22	2.72	4.76	17.68	46.25	28.57
23	36.73	50.34	6.80	5.44	0.68
24	3.40	12.92	29.93	38.77	14.96
25	8.16	49.65	36.73	4.76	0.68
26	1.36	22.44	34.01	35.37	6.80
27	11.56	34.01	38.09	14.96	1.36
28	4.76	24.48	36.73	27.89	6.12
29	8.84	44.89	31.29	12.92	2.04
30	5.44	31.97	23.80	36.05	2.72
31	14.96	34.01	40.81	8.16	2.04
32	8.16	38.09	31.97	14.96	6.80
33	14.96	53.06	24.48	7.48	0
34	0.68	12.24	37.41	39.45	10.20
35	44.21	37.41	14.96	2.04	1.36
36	3.40	7.48	25.17	38.09	25.85
37	53.74	39.45	5.44	1.36	0
38	1.36	4.76	14.28	39.45	40.13



**APPENDIX IV**

**THE RESULT OF INTERVIEW**

## TRANSCRIPT OF INTERVIEW

### CHAPTER 2010

#### Participant 1

Do you think that English is important?

*Yees, absolutely.*

Why?

*Because I think learning English is obligation all people in the world. I ever remember one quote "the world is determine by your language." So the more you know, the more you expert in language , the more you can quote the words. I mean here, ee.. we can know .. ee.. culture, knowledge, ee..ee.. experience, and all the things from abroad, from the other countries gather, the point is language because the language is our tool, our media to communicate with other people in the other countries.*

Ok, I am interested in the word "obligation" here, what does it mean?

*Obligation, I use obligation here based on my opinion, because if quote to in line with the quote just now that "the world is determine by your language". It's obligate .... Ee.. do you think that we communicate using English, right? So it's obligation not only learning English but learning the other language. If you want to go France for study, you are responsible. You have obligation to know, and to learn about language its self in the country that you will visit.*

So, are proud of learning English?

*Of course, .. rr.. I am proud of learning English. Because when I meet foreigners, for instance and he or she or they are talking English, I can answer, I can talk with them in English. Because when I understand what they are talking, I feel ..eee.. I feel ..yuph ..the proudness in.. when I can .. ee.. apa ya.. membalas. I can response, when I can response what they want to talk. That my proudness.*

Great,, So, do you use English grammatically or ungrammatically?

*Honestly, I prefer use English grammatically. Because when I can speak grammatically, it means that I can practice English well. But ee.. when I can't find what is the right one of the sentence, how to say this, yach I .. suddenly I leave ee. The grammatical structure, Say what I, what on my mind. But it is better that I can speak English well, fluently, in grammatical ways.*

Okay, and how do you practice your English in daily?

*I practice my English by teaching.*

By teaching English to your students,

*Yach, of course. If sometimes I practice my English with my close friend and mostly I practice English by teaching. Because I teach English means that I can remember. I can restudy what I have learnt.*

Do you speak English with your classmates in English classes?

*... I only can speak English with my close friend. ..If I speak with someone that I have not ever known before, I rarely (do it) although she or he is in English department.*

I think, your friend is your classmate too. I ask you, do you speak with them all?

*No, just some. Because I ever practice my English, when I talk to her NGOMONG OPO TO KOWE, rrrrr.....*

Itu banyak gak? How many percent?

*Fifty lah..*

Fifty percent?

*Kalau dibandingin. Misalkan fifty percent of them are speaking English, and fifty percent of them ahh.. ngomong opo to.. ah.. ngomong achmmmah... gitulah..*

Ok. I heard your graduating paper is about reader response. Now what do you think about the students' reading behavior?

*Well, I myself like reading much, but sometimes when I got task from lecturer, I need internet or mbah google to get the summary... however, I found some of my friends use the summary from internet only. They read the novel at glance, and the rest.... is spark notes.*

Okay, so what is your hope fa, after learning English?

*I can travel around the world. I can take my.. my post graduate ee.. in other country.*

You mean that you will learn their culture, their customs besides learn the language.

*Actually, ee.. my eager is not only learning about English, but I have plan to study the other language, like Germany, France, if I have time someday, and I will transfer my knowledge.*

Ok, thank you very much ifa..

*Yeeh.. You are welcome.*

## Participant 2

Do you think that English is really important in this era?

*Because all of jobs.. I means most of job not only in Indonesia, in other countries also, the make the requirements aa.. English capability,*

So, are you proud of learning English?

*Yes, because ee,, actually I like English but not .. not to really.. hehehe.. we learn English since in elementary school. We are used to do it.*

When you speak English with your friends, will you use grammatically or ungrammatically?

*If speak ungrammatically, but I hope I can grammatically. Eeee... actually I speak English grammatically but sometimes I don't secara tidak sadar grammarnya itu ilang semua.*

So, how do you practice your English?

*If there is a partner, Depend on the situation, because our friends in English department not everyone wants to speak English, how can I practice my English in English department?*

Berarti, ingin gak speaking English in daily?

*Yes...*

Do you speak English with your classmates?

*Yes, but not all.*

Do you have speaking club or something?

*Yes, I seldom join because sometimes the time... kadang nggak ketemu waktunya.*

How do you practice your listening skill?

*When I get task from lecturer.. I can listen to music and sing it..*

What is your hope setelah belajar bahasa Inggris? Dapat pekerjaan bagus atau memperdalam budayanya?

*Sebenarnya saya suka ama bahasanya yang pertama, kalau budayanya saya kurang suka. Sejarah itu aku nggak suka. Yac.. mungkin untuk yang kerjaan, semoga aja bisa yang terbaik. Karena sekarang itu untuk posisi yang bagus-bagus itu inggrisnya, kualitas inggrisnya bagus.*

Kira-kira mereka yang suka bahasa inggris dan suka praktek ngomong bahasa inggris di kelas itu, kira-kira berapa persen mbak?

*Sedikit, ya paling tiga puluh persen. Bisa dihitung kok.*

Okay, mbak vivi. Terima kasih banyak atas kerja samanya.

*Sama-sama.*

### **Participant 3**

Do you think that English is important language?

*English is quiet important language because aa. Because English actually is not as the scientific subject but English can help many people to communicate to another person because English has been .. has been awarded as aa.. International language. So I think there are many people in countries will use English when they go to abroad, overseas etc.*

Are you proud of learning English?

*Proud of learning English, emmm.. I think that is aa... just so.. so.. I do not too proud to learn English but then I think English is quiet interesting to be studied. But it doesn't mean that I am proud to learn English.*

ee.. when you speak English, do you prefer use grammatically or ungrammatically?

*Well, when I use English, I prefer use the English grammatically, because when you use English in ungrammatical way many people cannot understand what you will speak about because when you about something in English people will understand the meaning what you said by seeing the grammatical ways.*

So, for daily activities, how do you practice your English?

*Okay, ee.. I practice my English in my English course. I teach English course, sometimes I use code switching sometimes I speak Indonesian, sometimes I speak English. But then, I also practice my English in my community club, yes, those are my activities in this university.*

Do you speak English with your friends in English classes?



*Eee.. In English classes, I don't think so because ee.. speak .. speak in indonesia language or Javanese language is more comfortable than speak in English.*

So, from all of those, how many percents do they speak in English?

*ee.. five percent, Because most of language that we use to communicate is Bahasa Indonesia even in Javanese.*

It means five students who speak English from 100 students.

*Yes, ee.. we are talking between students and student, but if student to lecturer is 50 %.*

What is your hope after learning English?

*I want to be the lecturer, and also the researcher.*

If you have chance to stay in native country to learn their culture, will you take it or leave it?

*I will leave it, because I don't have any ambitious to stay there. I think I think I have concentration in learning the culture in America or maybe in the overseas. I don't have imagination about learning cultural. My imagination in learning English is I will relate it with my job.*

Okay, thank you very much mas Ari...

#### **Participant 4**

Do you think that English is important language?

*Yes, because English is international language, and if you want to know the other language, we have to know the English.*

Berarti, means that are you proud of learning English?

*Yaach.. kalo proud sih nggak.. nee.. it is necessary for us to know the other culture in other country use English. We know that English is international language. The important .. the important is just for international language. If Indonesia is as international language, maybe I will study only bahasa Indonesia.*

Then, when you speak English, will you prefer use English grammatically or ungrammatically?

*aa..eee. if I useg English in speaking, I am not using it grammatically.. just.. my point just deliver my messages. I know what I mean, you know what I mean.*



So, from all.. how do you practice your English?

*e.. actually in the seventh semester it 's so hard to practice daily yeach.. because yes.. many activities so it's difficult to make such as practice. So, maybe I practice in this semester just maybe.. like have fun practice. Listening music, or watching movie which uses English and I can analyze their utterances, their speaking..*

so, do you speak English with your friends in English classes?

*eee .. sometimes yes.. if it is necessary but it is rarely and if it's important use English, I will use it. If it is not important I will use Bahasa Indonesia or Javanese.*

For the parentage, how many percent.. dari hitungan 100, berapa percent yang bahasa inggris?

*Eee... maybe it is forty percent.*

In this semester?

*Because in this semester I only concern on writing, passive.*

What is your hope after learning?

*After learning English, it influence in my future, in my dream or.. it is really good if I use it in my job.*

What do you think if you have chance around 3 months, to stay in abroad, will you take it or leave it?

*Eee.. it depend on the situation. I mean that if I have many so much time I will take it. If there are advantages for me, but if there are no advanteges, maybe I will leave it.*

## CHAPTER 2011

### Participant 5

Do you think that English is important?

*English is an international language.*

Are you proud of learning English? Why?

*Yes, because emmm.. I like English since I was child. So I think ee.. it is my choice, my willing, my desire since I was a child.*

Great mbak opi, okay.. when you speak in English, will you tend to use grammatically or ungrammatically?

*Oo prefer, of course I prefer to use grammatically. Ee.. I also just try.. I am trying to be, trial and error, but I prefer to use grammatically.*

How do you practice your English?

*Practice my English, I emm .. just share my knowledge to my students, I speak English with them. I teach by English.*

Are you teacher?

*Yes, I am a teacher.*

In the class, do you speak English with your classmates in English classes?

*Ehmm rrrr.. it is seldom, I think. Just speak to some lecturers, but not all lecturers. 25 % maybe I speak to English to them.*

Do you have speaking club?

*No., I don't have.*

Anyway, do you have facebook account, don't you? Do you write the status in Bahasa Indonesia or English?

*I try to use English, probably someone will comment in English too. It can be my media to practice the poetic words. I love it.*

So, after learning English, what is your hope?

*After learning English, hope I can get knowledge, I can practice English with the others, I can give ee.. I can teach English.*

If you have chance to stay in Australia for example, to stay there, to learn their culture, will you take it or leave it?

*Of course, I take it.*

Do you like to learn their culture? Will you practice it in your life?

*I like learning but I don't .. I have not practiced yet. I just learnt it from my lecturer, mr. denial. I like it, I am interested in.*

Okay, thank you for your participant.

### Participant 6

Do you think that English is really important?

*Yes, English is important because I still believe that English is an international language, so when I want to go ee.. maybe I want to go abroad, I need it.*

Are you proud of learning English?

*Yes of course,*

Why?

*Yach.. because ee ..with my English I will know everything that.. o ya I will know something new, maybe in the class I will know that literature for example, new movie, new books, a lot of knowledge.*

So, when you speak English, do you tend to use grammatically or ungrammatically?

*I will tend to.. ee.. I always try to use grammatically English but in reality when I talk with my friends .. ee.. almost use ungrammatically English.*

How do you practice your English?

*Practice, intense in the class; maybe my friends also in a boarding house with my little sisters in boarding house, they are really interested in English.*

Do you stay in English area or..

*No, in a boarding house but a lot of new students in my boarding house, they want to and ask me to make a bilingual boarding house, like that. Arabic and English, but I also use English.*

Ok, ok, in the class, do you speak English with your friends?

*Emmm.. no maybe, just sometimes. Because my friends prefer to use bahasa than English.*

For rank one to ten, what is the number?

*Maybe only three.. rrrr....*

Eee... after learning English, what do you want to get? Good job, go to somewhere?

*First I want to get a good job from my English, then I will give it to people near in my place because they still don't know that English is important for them then after that if I get good job I will go to abroad. In abroad, I will learn their culture, knowledge for developing my country.*

## Participant 7

Do you think that English is important?

*Of course, to get a job is very easy, such as in many sectors; PNS right now is used English in test and then in swasta. I've ever joined in the test such as plus writer kebakti, the test is used speaking English. Not only writing, but they also should have ability in speaking.*

Are you proud of learning English?

*Eee... little.*

Why?

*Because I only speak English in campus, and at home I don't use English.*

Do you prefer use grammatically or ungrammatically in speaking?

*As much as possible, I use grammatically but from the practicing I speak English grammatically is very hard because I should think the grammatical like subject, predicate ah....*

Next, how do you practice your English?

*ee... in class, maybe in right now in the fifth semester there is no speaking discipline. So, whenever I have presentation, asking question in front of the class I prefer to use English. But when I speak with my friends, I don't use English.*

Anyway, do you have facebook account, don't you? Do you write the status in Bahasa Indonesia or English?

*Yup.. many reasons why I use Bahasa in writing status. It is because easy, quick, biar teman beranda paham, many people comment and like, biar gak keliatan copas apalagi the grammar is error. It will make ashamed the department.*

What is your expectation after learning English?

*Okay, of course learning English from the first is pragmatically to get a job. But ee.. learning English.. I do prefer learn English in writing because I want to write something, novel or song maybe in English. Because in Indonesia, it is seldom; Maybe in article or whatever I write use in English.*

What do you think about the sule's song like follow me, good bye; they are ungrammatical song?

*As long as the audience understand, why not? It's okay.*

Do you listen to English texts (e.g. conversation) outside the class?

*Yes, sometimes, by listening songs. But I seldom practice listening conversation. I have no materials. ..*

From the whole students of English department, how many percent do they speak in English?

*Maybe there is no a half, maybe thirty percent.*

Are you optimism that they will speak English?

*I am optimism if there is a medium such as organization, or maybe regular activity I am optimism that they use English.*

### **Participant 8**

Do you think that English is really important?

*I think for me myself, English is very very important. Remember that we, wherever we are, we always meet about English, English and English. And also the computer, a book, and something, the mark, anything, everything refers to English. So that's whay English is very important. As far as I know, and I think, I believe that English is very important.*

So, are proud of learning English?

*Of course I am proud.*

Ok, mas Habib, when you practice English especially in speaking, do you prefer to use grammatically or ungrammatically?

*Actually I prefer to use grammatical speaking or speaking grammatically. Ee... Perhaps if somebody maybe speak English without following grammar or grammatical function, I could I can't understand well what they are talking about, what they are saying about.. ee.. yaach that's whay I prefere chose speaking English by using grammatical function.*

How do you practice your English?

*ee.. because I stay in English dormitory, so I speak English everyday. Wherever I am, although in bathroom. When I was taking bath or when I was sweeping, sometimes when I was sleeping. That is my friend said before, " sir, you are speaking English when you sleep." Sometimes I practice with my fried. He is a foreigner. His name is Joy,*

Where does he come from?

*He is from Australia. He is male. And I have a friend also. She is joy's friend. Her name is Cathrina. She is a lecture in Sanatha Dharma. Sometimes we meet, and make a small talk with them. That's why I try to compare my English with them. If they can understand what I spoke about; This means that my English is not bad.*

Do you speak English with your friends in English classes?

*Yes, oh NO. Really, I can say it never.*

For rank, what is the number you take 1 – 10?

*Number 2 .. rrrrr...*

What about practicing listening skill?

*Emm.. I listen to some conversations which I got it in my teaching materials. I teach in English course.*

Anyway, do you have facebook account, don't you? Do you write the status in Bahasa Indonesia or English?

*Yes, of course. I like Bahasa Indonesia because most of my friends are Indonesian.*

After learning English, what do you want to get? Good job?

*No, my point is I want to get understanding English well. I can apply English wherever I am. Maybe I can share my English with the others. and about the job, I follow what God's decision to me.*

Thank you.

## CHAPTER 2012

### Participant 9

What do you think about studying English?

*Studying English is very important because it's the first language in the world. so, everyone if doesn't know about English I think she or he can only make communication with us, maybe Javanese. But if we know English we can make communication with the people other countries.*

So, are you proud of leaning English?

*Yes, yes of course.*

When you are speaking English, do you use grammatically or ungrammatically?

*I think .. Ungrammatically because using grammatically in speaking English makes us think more to speak, and the important of learning English is a speaking, speaking first.*



*We don't know that our speaking is wrong or not. Actually the first is we speak first, not afraid to make some mistakes.*

How do you practice your English?

*Actually when I send message to my friends, I usually use English little with some of my friends. But is speaking just a maybe little, maybe for borrowing something, make a line, because I am in Islamic dormitory so every day I make a line for take a bath.*

If we count a number from 1 – 10, which number you take for frequency of speaking practice in English?

*Maybe just 2. I speak English in my daily activities just little. As I said, I practice English just in my text of SMS with my friends, make a line, and borrowing something to my friends.*

Do you speak English with your friends in English classes?

*In English classes, NO .. actually I speak English class just in speaking class.*

Anyway, do you have facebook account, don't you? Do you write the status in Bahasa Indonesia or English?

*When I use English, it will be complicated, feel difficult to find out the proper words, and sometimes I have no enough confidence to show my English.*

After graduating from this department, what will you do for your English?

*The first.. the first is when finish my study, maybe I look for a job.*

Punya harapan nggak, untuk setiap mata kuliah mendapatkan nilai "A"?

*Yes, but I think it is hard.*

If you have chance to stay in abroad for example Australy around three moths to learn about culture of native, will you take it or leave it?

*It depends on condition; permission is the first matter in my study to take where I will stay or where I will go. My parent is so hard to give me permission to go away from. Maybe if it just three months, they will give me.*

There you will learn their culture.

*It doesn't matter.*

**Participant 10**

What do you think about English?

*English is important language because all application in the world using English.*

Is this your reason why you learn English?

*No, the reason why I learn English is because I like English very much.*

Are you proud of learning English?

*Yes of course, because I think English is difficult language to learn and it has many adventures.*

When you speak English, do you prefer use grammatically or ungrammatically?

*Actually eeee..I want to use grammatically, but now emmm.. I am a beginner so I choose ungrammatically. Because, grammatical, we need to study structure, and etc.*

How do you practice your English?

*Emmm .. in speaking maybe, emm.. Usually I practice to speak in my boarding house with my sister, and I also memorize some vocabularies every day.*

How many vocabularies do you memorize every day?

*Five /day.*

Do you speak English with your friends in English classes?

*Just little.. because when you practice English in class, some friends said that you just SOK-SOKA AN in bahasa.*

Kalau di present- kan, using percentage, how many percent for students of English department speaking English in their English classes?

*Eemm.. I think between one and two.*

Person?

*Yes, because when talk with my friends using English, she or he feels ashamed. Because they said that my pronunciation is incorrect.*

After learning English, what is your expectation?

*Yaac.. actually I hope, I wish become my job, but in other side I hope I can compare my language, or my mother tongue with English.*



If you have chance to stay in a foreign country, native English, for example America, perhaps you will study about their culture around three months, will you take it or leave it?

*Ee I will take it.*

Thank you very much..

### **Participant 11**

What do you think about English?

*It is necessary, because we know that English now is international language, and each person when communicate in this country to another country use English.*

Are you proud of learning English?

*Absolutely, absolutely right; as my reason before, all of person in the world when they communicate to the other country, they use English.*

When you speak English, do you prefer use grammatically or ungrammatically?

*In my opinion, I prefer to use ungrammatically. I think, as long as I and my friends know what I talk about I think is clear enough. I don't need to use grammatical.*

Well, how do you practice your English?

*I just speak English, maybe just in my class, speaking with my friends, maybe in the speaking class, with discussion or debate.*

Do you practice your English with your classmates in English classes?

*Eeemm.. in English classes and in UKM. I join SPBA and there I speak English with my friends. In SPBA there are a lot of agendas, that menuntut me must speak English.*

Anyway, do you have facebook account, don't you? Do you write the status in Bahasa Indonesia or English?

*I think using Bahasa will help the other to understand easily, and it will not make ambiguous meaning.*

After learning English, what do you want to get?

*My first goal is a getting a job.*

For example, if you have chance in abroad about three months there, will you take it or leave it?

*I will think about it, when I study about culture and I get the money, I will do it, but if not, I will leave it. I need a job, I need money.*

Thank you very much..

## **Participant 12**

Do you think that English is important?

*Of course, because at this time, everything, every improvement like technology, or poem, novel, now use English. As I know English is international language. Eee... we can communicate with another person from another country, we always use English to understand what they want, what they mean.*

So, are you proud of learning English?

*Of course, because English is my hobby since I was child and I am really proud of learning English because I want to know all about English and can apply in my life.*

When speaking, will you tend to use English grammatically or ungrammatically?

*I always to use grammatically speaking. That eee.. usually ee. My friends that I invite to speak always using ungrammatically speaking. So when they use that method I always try use the same method. So that, I can understand what they mean, then they can understand what I mean.*

How do you practice your English?

*Actually every I came to the campus, and meet with friends I always try to speak English with them. not only in the campus, but also when I make a call, send message each other with my friends from English literature we always try to use English.*

In English classes, do you always speak English with your friends?

*Yes of course, I have commitment for myself that if I still in the campus, I try to speak English until the end of the class. I will not speak bahasa until I leave this campus.*

Oh great, I like it. Ok mas irfan, after learning English, what is your expectation?

*I hope, I can use my knowledge, sharing to the others, and I can apply everywhere where I live. After that, of course I will use it to get a job, after that maybe there is an opportunity to abroad, I will take it.*

Anyway, do you have facebook account, don't you? Do you write the status in Bahasa Indonesia or English?

*Emm.. I use bahasa in most of my statements although sometimes I use English. It is to make the readers understand easily what I write.*



**APPENDIX V**

**CURRICULUM VITAE**

