

**THE STUDENTS ATTITUDES ON ENGLISH
SPEAKING CLUB IN MA'HAD AL JAMI'AH IAIN
PALANGKA RAYA**

THESIS



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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTEMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2020 M / 1441 H**

**THE STUDENTS ATTITUDES ON ENGLISH SPEAKING
CLUB IN MA'HAD AL JAMI'AH IAIN PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education



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FACULTY OF TEACHER TRAINING AND EDUCATION
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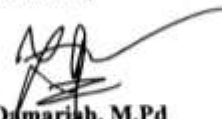
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MOTTO AND DEDICATION

Allah SWT never leaves any prayer of ours unanswered.

He just answers it in different ways, the ways He knows is best for us.

(@Islamislamquotes)



This thesis dedicated to :

My beloved Father Noordin and My Mother Sumiati for their valuable endless prayer, sacrifice, and support. My beloved sisters and brother Milla Agustina, Rifa Naima, and Iwan Supriyanto, who always give support to me. My Big Family, my cousin, my aunty, and my uncle, who always support me until finish this study. All of my friends from TBI 2016.

DECLARATION OF AUTHORSHIP

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Declare that :

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Your faithfully

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ABSTRACT

Bella Y. 2020. *Students Attitudes On English Speaking Club In Ma'had Al Jami'ah IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Hj.Apni Ranti, M.Hum, (II) Zaitun Qamariah, M.Pd.

Key words : *Student Attitudes, Attitudes, Speaking Club, English Speaking*

This study aims at finding out the student's attitudes on English speaking club in Ma'had Al Jami'ah IAIN Palangka Raya. This study belongs to a survey of quantitative design. For the data collection, it was used the instruments such as documentation and questionnaire. The population of the study was the students on English speaking club in Ma'had Al Jami'ah IAIN Palangka Raya, with a sample of 84 students. To analyze the data of this study, the researcher used SPSS 16.0 program.

The result of research on what the Students Attitudes on English Speaking Club shows that: shown Agree with perspective in Students Attitudes on English speaking club in Ma'had Al Jami'ah IAIN Palangka Raya was 80.84%. All of the indicators show the analysis students' perception with the result were 7 items categorized Agree and 18 items categorized Strongly Agree with the final result was 80.84% and the categorized Strongly Agree, which is answering the research question that students' attitudes on English speaking club. It obviously answered that the perception of students' attitudes on the English Speaking Club was effective for the learning system against the opposite perspective.

It was recommended to English lecturers, useful to be a good lecturer in speaking clubs. This study was expected to be significant to the lecturers who were teaching English as a foreign language. This study helped the lecturers to know the weakness or strength of the pattern of students' attitudes on the English Speaking Club.

ABSTRAK

Bella Y. 2020. *Sikap Mahasiswa Terhadap Kelompok Belajar Bahasa Inggris Di Ma'had Al-Jami'ah IAIN Palangka Raya*. Thesis, Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri palangka Raya. Pembimbing : (1) Hj.Apni Ranti, M.Hum, (2) Zaitun Qamariah, M.Pd.

Key words : *Sikap Siswa, Sikap, Kelompok Belajar, Berbahasa Inggris*

Penelitian ini bertujuan untuk mengetahui sikap mahasiswa di kelompok belajar bahasa Inggris di Ma'had Al Jami'ah IAIN Palangka Raya. Penelitian ini menggunakan Deskriptif survei dengan metode quantitative. Untuk pengumpulan data, digunakan instrument dokumentasi dan kuesioner. Populasi dari penelitian ini adalah mahasiswa yang mengikuti kelompok belajar bahasa inggris di Ma'had Al Jami'ah IAIN Palangka Raya, dengan sampel 84 mahasiswa. Untuk menganalisis data, peneliti menggunakan program SPSS 16.0.

Hasil penelitian menunjukkan bahwa sikap mahasiswa terhadap kelompok belajar bahasa inggris: ditunjukkan setuju dengan persepektif dalam persepsi sikap mahasiswa terhadap kecemasan berbicara siswa di Ma'had Al-Jami'ah IAIN Palangka Raya adalah 80,84%. Semua indikator menunjukkan analisis persepsi mahasiswa dengan hasilnya adalah 7 item dikategorikan Setuju dan 18 item dikategorikan Sangat Setuju dengan hasil akhir adalah 80,84% dan kategori Sangat Setuju, yang menjawab pertanyaan penelitian yaitu persepsi mahasiswa di klub belajar bahasa Inggris di Ma'had Al Jami'ah IAIN Palangka Raya. Itu jelas menjawab bahwa persepsi sikap mahasiswa di kelompok belajar bahasa Inggris efektif untuk sistem pembelajaran terhadap perspektif yang berlawanan.

Penelitian ini direkomendasikan untuk Guru bahasa Inggris, berguna untuk menjadi guru yang baik di kelompok belajar bahasa inggris. Penelitian ini diharapkan menjadi signifikan bagi para guru yang mengajar bahasa Inggris sebagai bahasa asing. Penelitian ini membantu guru untuk mengetahui kelemahan atau kelebihan dari pola sikap siswa di kelompok belajar bahasa inggris.

ACKNOWLEDGEMENTS

The researcher would like to express to sincere to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

The writer appreciation is addressed to :

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr.Hj. Rodhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd for her invaluable assistance both in academic and administrative matters.
3. Chair of Department of Language Education, Akhmad Ali Mirza, M.Pd., for his invaluable assistance both in academic and administrative matters.
4. Chair of Study Program of English Education, Zaitun Qamariah, M.Pd., for her invaluable assistance both in academic and administrative matters.
5. Her thesis advisors, Hj. Apni Ranti, M.Hum, and Zaitun Qamariah, M.Pd., for their generous advice, valuable guidance, and elaborated correction during their busy time to the completion of her thesis.

6. Both the members of the board of examiners, for their corrections, comments, and suggestion which are profitable to the accomplishing of this thesis.
7. All lecturers of Study Program of English Education from whom writer got in-depth knowledge of English and English teaching
8. Her beloved friends Muhammad Yuswana always supports the writer and help the writer finish this study.
9. Her classmates of Study Program of English Education, especially the 2016 period, for the support in sadness and happiness during the study in the undergraduate program and for their spirits to accomplish my study.
10. Her beloved parents, Noordin, and Sumiati. For their moral support and endless prayer so that writer able to finish my study. May Allah bless them All. *Aamiin.*

Palangka Raya, April 30th 2020

Your faithfully



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CHAPTER I

INTRODUCTION

This chapter has described the reasons for conducting the research and it deals with several points: Introduction that concerns the background of the study, research problem, the objective of the study, scope and limitation, significance of the study, and definition of the key terms.

A. Background of the Study

English is an international language that can be used to communicate with foreigners, or with people from English orally country, it is a great advantage, no wonder if there are so many English learners in Indonesia, and English is now taught to the students since the very low level by Kurnia (2012).

Learning the English language as a foreign language entails comprehension and production. Comprehension involves cognitive process and de-codification of language substance whereas production entails language creativity and generation of thoughts and expressive values using language tools Celce Marico (2001). One form of production is speaking which involves cognitive, physical, and psychological processes Hadley (2001). Intuitively, the ultimate aim of most Saudi university students, studying intensive English courses, is to speak English fluently enabling them to conduct casual and careful interpersonal communication.

Speaking is the most common and important means of providing communication among humans beings. Because speaking is linked to success

in life, as it important position both individually and socially Hanafiah J (2010). Richards J and Renandya (2002) Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions.

Ma'had Al Jami'ah IAIN Palangka Raya is the development of the Dormitory Study program. Ma'had Al Jami'ah is a technical implementing unit intended to support university programs in the context of forming Islamic and scientific personality students. This unit is a unit integrated into the structure and governance of IAIN Palangka Raya whose task is to provide residential services for students in an effort to encourage and foster a climate of achievement, knowledge, and piety and a high spirit of togetherness.

Ma'had Al Jami'ah is a place to live and a vehicle for the formation of students of IAIN Palangka Raya in the field of development, improvement, and preservation of the spirit of diversity and science.

Ma'had Al Jami'ah IAIN Palangka Raya aims to condition the formation of academic traditions in the development of religious knowledge, science, and technology, languages and arts, the program of activities carried out as a support for the academic program of Palangka Raya IAIN and is expected to produce Islamic scholars who meet the demands of society.

The very term attitude is a fishy one. Different scholars have tried to define it differently, and yet we do not have a single agreed-upon definition of attitude. Gardner (1990) Proposed that attitude is the overall feeling of a

person towards any particular thing. Ajzan (1988) claimed that the attitude of a person is positive or of negative attributes to anything. Baker (1992) defined attitudes as a person's persistent way of behaving in a particular way. Gardner (1995) proposed that attitude is an important element in language learning. Wenden (1991) gives a new dimension to attitude concept by dividing into three elements, namely: cognitive, evaluative, and behavioral which all works together. Bernat and Gvozdenko (2005) while discussing social factors upon language learning, place attitude with them for having its effect on language learning. Csizer and Donyei (2005) draw the same conclusion in their research and place attitude at an important position for language learning.

This study aims to investigate the student's perception towards students' attitudes on English speaking club in Ma'had Al Jami'ah IAIN Palangka Raya. Based on the theory of planned behavior, Montano and Kasprzyk (2008) stated that "Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person that holds strong beliefs that positively valued outcomes resulted from performing the behavior had a positive attitude to the behavior. Conversely, a person that holds strong beliefs that negatively valued outcomes resulted from the behavior had a negative attitude. And the study was having focused on what are they and how to do the student's perception towards in students' attitudes on English speaking club. Thereby, this research has conducted research

entitled "THE STUDENTS ATTITUDES ON ENGLISH SPEAKING CLUB IN MA'HAD AL JAMI'AH IAIN PALANGKA RAYA".

This research has similarities and differences from previous studies. The equation both examines student attitudes. To answer the first research question, the researcher asked the students using close-ended questions in a questionnaire about, students' attitudes on English speaking club.

B. Problem of the Study

In relation to the background of the problem above, the researcher has formulated the research problems as follows:

1. How are the student's attitudes on English speaking club in Ma'had Al Jami'ah IAIN Palangka Raya?

C. Objective of the Study

Based on the research problem above, the objective of the study was as follows :

1. To investigate the student's attitudes on English speaking club Ma'had Al Jami'ah IAIN Palangka Raya.

D. Scope and Limitation of the Study

In line with the identification of the problems, the focus of the researcher will have on student's attitudes on English speaking club. All of the students at Ma'had Al Jami'ah of IAIN Palangka Raya generation 2019 to 2020 belong to speaking club members will be the subject of the study.

The limitation of this study was focused on investigating the student's attitudes at the Ma'had Al Jami'ah of IAIN Palangka Raya to their learning attitudes specifically. It only focuses on investigating the student's attitudes speaking.

E. Significance of the Study

The study is expected to give both positive theoretical and practical significance as follows:

Theoretically, the research product used as a reference for the other researchers who are interested in investigating the speaking performance and also can be used as the support for the theory.

Practically, this study makes it possible to know the student attitudes on English speaking club and to describe the student attitudes on English speaking club. The findings of the present study were also trying to throw, how student's attitudes on the English speaking club in Ma'had Al Jami'ah IAIN Palangka Raya.

This study has a significance which expected to give a contribution to the Ma'had Al Jamiah management about dormitory students. The results of the study can give contributions for IAIN Palangka Raya.

F. Assumption of the Study

1. The participants were provided with accurate information on the questionnaire.
2. The participants would be honest in their responses to the questionnaire.

3. The participants actually answered the questionnaire only once.

G. Definition of Key Terms

Related to the title of this study, the writer wants to present the definition of key terms that can be used to make the readers easy to understand what the writer is trying to clarify about the problems that are discussed in this research. The key terms are arranged as follows:

1. ***Attitude*** refers to the way participants react/believes in preferred topical knowledge in speaking. Speaking refers to the students of Ma'had Al Jami'ah IAIN Palangka Raya who have taken the speaking course.
2. ***Speaking club***, a speaking Club is a place for students to use English in a fun environment and the students were an opportunity to practice speaking skills based on real situations.
3. ***Ma'had Al Jami'ah IAIN Palangka Raya*** is a place to live and a vehicle for the formation of students of IAIN Palangka Raya aims to condition the formation of academic traditions in the development of religious knowledge, science, and technology, languages, and arts, the program of activities carried out as a support for the academic program of Palangka Raya IAIN and is expected to produce Islamic scholars who meet the demands of society.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter review of related literature begins with related studies, Attitudes (definition, components, attitudes toward English learning, and attitudes on speaking club).

A. Related Studies

Speaking is one of the skills that have to be mastered by students in learning English. There are some definitions of speaking skills below, such as; according to Richard (2018) states that in speaking we tend to arrange things done, exploring ideas, working out some aspects of the world, or simply being together. If the students can speak English fluently that can help them to easy communication and also explore their ideas. Speaking English well also helps students to access up-to-date information in fields including science, technology and health and so on.

Recording to Brown (2004) Speaking can produce productive skills in the organs of speech to e & press meaning which can be directly and empirically observed. There are three important points with this definition of speaking skills. Produce the language by coordinating the organ of speech such as the lips, tongue, teeth, vocal cords, larynx &, pharynx &, etc. Second, to express meaning means that the purpose of producing language in verbal communication is to deliver ideas and experiences so that the speaker can convey meaning to the listener and others. Third, being able to be directly and empirically observed is what the implementation of speaking can be directly

heard or seen and empirically measured in the speaking process by looking at the correctness and effectiveness of the speaker.

Sayid (2011) to explore Iranian students' attitudes and motivations toward learning English. The sample of the study consists of 123 male and female students from two high schools in the second academic year. The instrument used is a questionnaire that comprises 18 items developed to achieve the aims of the study. Results showed that the Girl students are more integrative motivated and boy students are more instrumental motivated to learning English.

Alqahtani (2018) how attitude affects the learning processes in EAP classrooms, which fundamentally involved Arabic speaking learners. The participants were 40 students, 100% male, randomly selected from the same Australian university that offers EAP courses. A questionnaire is the primary data collection technique and SPSS statistical tool was used to analyze the data. the results also indicate that attitudes by Arabic speakers affect the language learning processes. Mainly, the results show that a big number of Arab students in EAP classes have positive attitudes towards learning English.

Punnett (2007) to examine the relationships of job attitudes (facets of job satisfaction and organizational commitment) and personality characteristics to absenteeism, in five manufacturing companies in Barbados, an English-speaking Caribbean country. A total of three hundred and fifty-two (352) surveys were completed; of these, eighty-eight (88) declined to provide their assigned numbers. Of the sample population, 50.4% were male and 49.6%

were female. The mean age for the sample population was 36.5 years with a minimum age of 17 and a maximum age of 63. Instrument was compiled to measure the independent variables – personality characteristics, job satisfaction, and organizational commitment. Job satisfaction was measured by the long-form Minnesota Job Satisfaction Questionnaire (MSQ). The results show that an employee's levels of satisfaction with co-workers, activity, responsibility, and job security, as well as loyalty to the organization, are related to absenteeism. These results are similar to those found in past research in the developed world.

Komariah (2018) investigated the students' attitudes to preferred topical knowledge in the speaking course English department. Conversely, a person that holds strong beliefs that negatively valued outcomes resulted from the behavior had a negative attitude. And The study was have focused on what are the attitudes of English students towards preferred topical knowledge in a speaking course in a relation to their learning anxiety and how to do students' attitudes to preferred/unpreferred topical knowledge in speaking.

Some previous studies relating to the students' attitudes were to be reviewed. For example, Gajalakshmi (2013) conducted a study attempting to investigate the IX-standard students' attitude towards learning the English language. The findings accepted that an important predictor of success in learning the English language is the attitude of the students. Akay E & Toraman C (2015) conducted a study attempting to determine English language learners' attitudes towards grammar and to analyze these attitudes in the framework of several variables (gender, age, faculty, time spent on

learning English, and proficiency level). The findings indicated that students in faculties like Science, Humanities, Education, and Engineering have more positive attitudes towards learning grammar than Economics, Business Administration, and Communication faculty students.

Between related study with the researcher, research has differences and similarities. First, the similarities between related studies above with the researcher research were all of the related studies is a student attitude on the English speaking club. Second, the difference with the researcher research was the Object of this study student at English in Ma'had Al Jamiah IAIN Palangka Raya.

B. Definition of Attitudes

The study of attitude is gaining importance because of its influence over an individual's behavior. One possible reason for the popularity of the attitude concept is that social psychologists have assumed that attitudes have something to do with social behavior Wicker (1969). Concepts referring to behavioral dispositions, such as social attitude and personality trait, have played an important role in these attempts to predict and explain human behavior Ajzen, (1991). Attitudes are believed to directly influence behavior. In practice, the term attitude is often used as an umbrella expression covering such concepts as preferences, feelings, emotions, beliefs, expectations, judgments, appraisals, values, principles, opinions, and intentions Bagozzi, (1994). Advocating the role of attitude on human behavior, Allport (1954) describes attitude as the primary building stone in the edifice of social psychology. Adding to it, Conner & Armitage (1998) express that the attitude

component is a function of a person's salient behavioral beliefs, which represent perceived outcomes or attributes of the behavior.

Fazio & Wasiams (1986) confer that attitudes are summary judgments of an object or event which aid individuals in structuring their complex social environments. Hence, attitudes cannot be observed directly. These are acquired through learning over a period of time and influenced by an individual's personality and group. Bem (1970) suggests that attitudes are likes and dislikes. Further, Walley (2009) submit that attitudes may be positive, negative, or neutral. Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor Eagly & Chaiken (1993). Every individual has some kind of attitude but, being a psychological phenomenon, each attitude is invisible. Therefore, attitudes are subjective and personal attributes and difficult to measure.

There were many researchers conducted research on students' attitude, it is because of the importance of attitude. The previous research deals with the students' attitude towards English was conducted by S.E. Safaye and Sanae Tsuda from Tokai Gakuen University, Japan in (2002). Safaye and Sanae tried to investigate the attitude of higher education students in Japan toward English. The result showed that the Japanese students had a negative perception toward English. The students dislike English because it is hard to learn, and in addition, the history of the background also influenced the students in learning English, nevertheless, the students had a positive opinion about the usefulness of English.

Another similar research dealing with the students' attitude towards the English language was conducted by Akbar Azizifar, Iran (2014) conducted research to investigate the learners' attitude toward learning speaking in terms of cognitive, emotional, and behavioral aspects in Islamic Azad University. The result of the study showed that the learners have a negative behavioral attitude towards speaking skill but have a positive emotional and cognitive attitude

One of the most important aspects of the problem of human attitudes and behavior is the issue of measuring attitudes. Various techniques and methods have been developed by experts to express human attitudes and provide valid interpretations. According to Azwar (2005), there are several methods of Attitude:

1. Observation of behavior
2. Direct reference
3. Direct disclosure
4. Attitude Scale
5. Covert Measurement

Based on the above definition, researchers use the attitude scale method to measure student attitudes. And it can be concluded that the attitude of social psychologists is individual behavior. Attitudes can be expressed by feelings, emotions, beliefs, hopes, values, principles, and opinions that may be positive, negative, or neutral.

C. Components of Attitude

There are three components of attitude; Affective Component, Behavioral Component, and Cognitive Component.

The effective component is the emotional response (liking/disliking) towards an attitude object. Most of the research place emphasis on the importance of the affective component. An individual's attitude towards an object cannot be determined by simply identifying its beliefs about it because emotion works simultaneously with the cognitive process about an attitude object. Agarwal & Malhotra (2005) express that the effect (feelings and emotions) and attitude (evaluative judgment based on brand beliefs) streams of research are combined to propose an integrated model of attitude and choice.

The behavioral component is a verbal or overt (nonverbal) Wicker (1969) behavioral tendency by an individual and it consists of actions or observable responses that are the result of an attitude object. It involves a person's response (favorable/unfavorable) to do something regarding the attitude object. Attitudinal responses are more or less consistent. That is, a series of responses toward a given attitudinal stimulus is likely to show some degree of organizational structure, or predictability Defleur & Westie (1963).

The cognitive component is an evaluation of the entity that constitutes an individual's opinion (belief/disbelief) about the object. Cognitive refers to the thoughts and beliefs an individual has about an attitude object. Fishbein & Ajzen (1975) express that belief is information a person about an object; information that specifically links an object and attribute. The cognitive

component is the storage section where an individual organizes the information.

Each classification of attitudes examined in this research is considered an important factor in students' mastery of English in the speaking club. The researcher believes that positive attitudes towards English and its classifications mentioned can have a beneficial impact on students in the process of attempting learners in the speaking club.

D. Attitude toward English Learning

In language learning, Brown (2007) describes the best attitude as a set of beliefs that a learner holds toward the target language whether it is important, interesting, boring, and so forth. Well-known psychology and language scholars such as Gardner and Lambert (1972), Dörnyei and Ushioda (2011) assert that attitude is a crucial motivational ingredient, which actively contributes to learning another language. The most extensive research into the role of attitude and motivation in second-language acquisition has been carried out by Gardner and Lambert (1972) who published several articles to investigate the influence of attitudes and motivation on second-language achievement. Their findings revealed that a learner with a positive attitude and a high level of motivation will be successful in developing language proficiency and vice versa. In this way, the learner's repeated success leads to the development of a favorable attitude to the L2, whereas his failures and frustrations cultivate unfavorable attitudes toward it. Thus, unless the learner has a positive attitude toward what he is doing, his performance will probably not represent his best Kundu & Tutoo, (2011).

E. Definition of Speaking

According to Tarigan in Lestari, (2006) stated that speaking is one of speech activity by using oral speech. Tarigan (2006) defined that speaking was a skill in conveying the message through oral speech. Meanwhile according to Kridaklasana in Lestari stated that speaking was an activity that produced language to communicate as a basic skill in speech Lestari (2006).

Riddel D (2003) stated Speaking is not reading aloud, reading the answer to a reading or listening question (comprehension), but speaking is one thing. In the speaking activity, both speaker and listener must be capable to express their ideas to convey the message to each other. In other words, there are two sides of communication that happened at one time, so that the speaking activity going communicatively.

Based on the definitions above, it can be concluded that speaking is an oral interaction of language to convey the message or information between speaker and listener. Based on this idea it is understood that through speaking, someone can communicate or express what she or he wants in order to understand one another.

F. Components of Speaking

Doff (1987) states that in communication or conversation two people are exchanging information or they have communication or conversation needs. Therefore, someone can communicate or express their ideas, emotions, and feeling, so that those people may understand his or her way of thinking. Speaking plays an important role in communication, especially in oral

communication because human being needs to conduct their life in order to build some relationship with others.

Moreover, Matthew (1994) says that speaking is any process in which people share information, ideas, and feeling. It involves all of body language mannerism and styles anything that adds meaning to a message. It can be said that, when the students talk about their ideas or opinion, there is an interaction between the speaker and the listener to clarify the information intended.

In summary, the speaker has to be able to convey the ideas clearly in the process of speaking, as a result, the listener can receive and understand what the speaker means. Speaking is language skills consisting of two-way-system of communication, where only one person speaks and the others only listen.

Speaking is not only means of how we speak fluently and correctly to be understood by others but it also has components that explain the way we produce the utterances or sentences meaningfully and accurately to be understood by others. According to Haris (1974), there are five components to measure students' speaking ability as follows :

- a. Fluency refers to the ability of how to speak fluently and accurately. The smoothness or flow of the sounds, syllabus, words, and phrases can be indicated the quality of her or his fluency whether it is logically smooth or not. It also can be seen with the way they speak, If someone can speak English without any pauses, such as; “ums” or “emm”. It indicates that the quality of their fluency is smooth.
- b. Pronunciation is the way of a person produces or utters the sound of the words meaningfully and accurately to be understood by others in

communication such as different phonemes, rising and falling in intonation and stress. Here is the example of different phonemes.

- c. Vocabulary can be defined as the words used in language, phrase, clauses, and sentences. If someone has many words to utter what they interest to say, it will be smooth to give some information or receive the information. In vocabulary, the students should know about content word and function words in English vocabulary.
- d. Grammar basically, grammar refers to the sentence structure and tenses. Heaton (1991) defines grammar as the students' ability to manipulate the structure and to distinguish appropriate grammatical form inappropriate ones. Besides that, grammar will help the students to speak fluently.
- e. Comprehension denotes the ability to understand the speakers' intention (understand what the speaker said) and general meaning (get the point what the speaker said). Cohen (2005) argues that to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks. From those two experts, it can be said that comprehension refers to the speakers' understanding of what are they saying to the listeners in order to avoid misunderstanding information.

In brief, these components above are important for the teacher-student to acquire English communication because it can be used to express ideas, feelings, and emotions to other people.

G. Types of Speaking

Speaking is an interactive process to convey or extend the information in order to construct the meaning during interaction among two people or more. Thus, It is important to speak fluently, correctly, and understandable. Studying speaking is aimed to improve students' speaking ability in mastering English by creating some activity in the classroom. There are several activities of speaking performance; Brown (2001) describes six types of classroom speaking performance. Those six types are as follows:

a. Imitative

Imitative speaking tasks are based on repetition. The students need to repeat a sentence that they hear. Imitative performance includes the ability to practice an intonation and focusing on a certain particular element of language form.

b. Intensive

The intensive is focusing on practicing some phonological or grammatical aspects of language. The example task or intensive speaking is reading aloud task.

c. Responsive

Responsive performance includes interaction and test comprehension but it is just short conversation, such as replies to a teacher or students-initiated questions or comments.

d. Transactional

Transactional (dialogue) it is carried out for the purpose of conveying or exchanging specific information in a conversation. The focus on transactional dialogue is on what is said or done in some situations.

e. Interpersonal (dialogue)

Interpersonal dialogue is carried out for the purpose of maintaining a social relationship than for the transmission of facts and information.

f. Extensive (monologue)

An extensive monologue includes an oral presentation, speech, and storytelling, where the students have to share and explain the ideas about their knowledge.

H. English Speaking Club

English is a very important communication tool to reach people who have a different language than us. But often, English is considered to be a very difficult thing to master. Especially in class, maybe English lessons tend to be boring for some students. The limitations and lack of interest of most students are the main causes of boredom.

Hammer (1984) Speaking Club "is a technique that is quite interesting to be developed in teaching English, being able to hone the ability to socialize with fellow friends. Another benefit when you join the English speaking Club is that you not only master the material taught in the classroom, but you can also discover new things and add to your scientific insights about English and to meet new people.

CHAPTER III

RESEARCH METHOD

This chapter discussed the research design and approach which used in the study including research design, population and sample, research instrument data collecting procedure, and data analysis procedure.

A. Research Design

This study uses a Quantitative Approach. The design of the study was used in the Survey Research design. The researcher uses this design to find The Students Attitudes on English speaking club in Ma'had Al Jami'ah IAIN Palangka Raya generation 2019-2020.

B. Population and Sample

1. Population

According to Ary, et al (2010) indicates that the population is all members of any well-defined class of people, events, or objects. The population is all of the individuals from whom the data was collected.

In this study, the population is all of the students' on Ma'had Al Jami'ah who follows an English speaking club of IAIN Palangka Raya generation 2019 to 2020. Meanwhile the group that will observe call a sample.

2. Sample

In this study, the researcher used total sampling or call as a census sampling technique. Sugiyono (2013) indicates that total sampling was a technique of determining sample which takes all the members of the

population as a respondent or sample. According to Arikunto (2002) states that if the total population of less than 100 was better taken all, so the research is a total population. The sample is all of the students' on Ma'had Al Jami'ah who follows an English speaking club of IAIN Palangka Raya generation 2019 to 2020, which consists of 84 students.

Table 3.1
Sample of study

No	Female	Male
1	61	23
Total Number	84 Student	

C. Research Instrument

1. Research Instrument Development

a. Questionnaire

The questionnaire is a set of questions for gathering information from the subject of study. In this research, the researcher used a questionnaire to get data related to the first research problem. Brown in Zoltan Dornyei (2010), stated questionnaire is any written instrument that presents 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 answers. Survey questions can take a variety of forms. The two main types of questions are open-ended and close-ended questions. The close-ended question is used on the first question of the research problem, and the open-

ended question was used on the second and third questions of the research problem.

Arikunto (2006) states that a questionnaire is a list of questions given to others who are willing to respond by user requests. The questionnaire was conducted to find out the student's attitudes on English speaking club in Ma'had Al Jami'ah IAIN Palangka Raya.

In this study according to Saris (2014) indicates that use the closed-ended question, the structure of a closed survey item that consists only of a request for an answer with explicitly mentioned answer categories. According to Creswell (2011) states that in closed-ended questions in surveys, the researcher processes a question and provides present response options for the participants.

The instruments which ask respondents to see the response of students' beliefs and perceive the student's attitudes on the English speaking club in Ma'had Al Jami'ah IAIN Palangka Raya.

In addition, the Likert scale is the most common use question format for assessing the participant's opinion of usability (Dornyei, 2010). Likert scale in this study Strongly Agrees (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Harris (1969) presented the sample that used 1 - 5 points. Below are the items of the questionnaire.

Table 3.2

Range Score of Statements

ANSWERS	SCORE
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Each statement from the questionnaire would be labeled with each own score. There are five predetermined answers with scale 1 – 5 suggested by the Likert Scale.

The questionnaire was included 25 items that are close-ended. The questionnaire was divided into three parts. The first part is about the Affective Component. Shortly, items 1 - 9 were the items that conveyed a statement about Affective Component. The second items 10 - 17 talked about Behavioral Component. And the last part items 18 - 25 talked about Cognitive Component. The questionnaire was adapted by Rismawati and Rahmat (2018).

b. Documentation

According to Arikunto (2002) states that documentation is searching for data about things or variable through notes, transcript, book, newspaper, magazine, and so on. The technique has collected some documents related to the subject of the research to get the

completeness of the data. This technique supports data through documents or orally that connect to this study.

Some of the data in this study are photos, a list of name's sample, and the result of the questionnaire will answer by students.

2. Instrument Validity

Sugiyono (2004) has expressed a similar view validity instrument it means the instrument that used to get the data (measure) is valid. Valid means the instrument can be used to measure what we want to measure. Based on Sugiyono, the result of the study was called valid if there are similarities between the data that have collected by the tests and the true data that on the object of the study.

The used three validities to know the instrument validity of the study, they are faced with validity, content validity, and construct validity. A good test should possess validity that is it should measure what it is intended to measure and nothing else.

Ary, D., Jacobs, L. C., & Razavieh, (2010) discover that validity is the extent to which a measure actually taps the underlying concept that its purpose to measure. In this study, the validity is classified into face, content, and construct.

a. Face Validity

Daniel Mujis (2004) stated that Face validity is taken to ensure that the questionnaire is valid. Face validity is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what

it is supposed to measure. Doing a pilot study was not only to know the student's difficulties in answering the questionnaire but also to measure the construct validity of the questionnaire. Face validity ensures that the test items look right to other testers, teachers, indicators, and tests (Heaton, 1974).

According to Hughes (1989) indicates that a test is said to have content validity if its content constitutes a representative sample. Specifically, in this study, the test must be the makeup of the items questionnaire. The questionnaire in this study to know the students' perception of English speaking club in Ma'had Al Jami'ah IAIN Palangka Raya.

b. Content Validity

It is especially important for achievement tests; it is also a concern for other types of measuring instruments, such as personality and aptitude measures. Content validity demands appropriateness between the ability to be measured and the test is used to measure it.

D. Data Collection Procedure

The data are submitted through five points Likert Scale questionnaire survey. The five points were strongly agreed, agree, neutral, disagree, and strongly disagree. To support the data, the documentation completed the data. To collect the data for this research, the researcher used to interview and documentation to obtain the data in order to answer the problem. Here are the steps for data collection:

1. Determining the population of the.
2. Ask Permission to management of Ma'had Al Jamiah IAIN Palangka Raya.
3. Prepared the questionnaire.
4. Distribute a questionnaire in the form of Google form to the respondents.
5. Collect the questionnaire from the respondents.
6. Calculate the standard deviation and standard error of the questionnaire score using numeric or SPSS 16.
7. Conclude the students' on Ma'had Al Jami'ah who follows an English speaking club of IAIN Palangka Raya that was positive or negative responses, it based on the obtained data.

E. Data Analysis Procedure

1. Data Analysis of Quantitative

The model conduct to analyze quantitative data is Descriptive Statistics (Mean and Standard Deviation). For a clear understanding, the data was present using tables and a bar graph.

- a. Mean

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

Where :

\bar{X} = Mean value

Σ = Sum of

X = raw score

n = Number of case.

b. Median

The median is defined as that point in a distribution of measure which 50 percent of the cases lie.

c. The Modus / Mode

The mode is the value in a distribution that occurs most frequently.

d. Standard Deviation

$$\text{Stdev} = \sqrt{\frac{\sum fx^2}{N-1}}$$

Table 3.3
Category of Measurement of Students Perceptions

No	Score	Categorized
1.	80 %– 100 %	Strongly Agree
2.	60 %– 79.99 %	Agree
3.	40 %– 59.99%	Neutral
4.	20 %– 39.99 %	Disagree
5.	0 %– 19.99 %	Strongly Disagree

(Nazir M. *Metode Penelitian, Ghalia Indonesia: Bogor: 2005*)

e. Conclusion

The researcher finds the conclusion answering for formulating the problems. The researcher makes a conclusion from all the data that get in order to make clear and understand the reader.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research finding and discussion of the research about the Students Attitudes on English Speaking Club in Ma'had Al Jami'ah IAIN Palangka Raya.

A. Data Presentation

The percentage calculation of the Questionnaire result on the Students attitudes on English speaking club in Ma'had Al Jami'ah IAIN Palangka Raya.

No	Statement	Number & Percent	Scale					Total
			STS=1	TS=2	N=3	S=4	SS=5	
1	Saya merasa bangga ketika belajar bahasa Inggris dalam <i>Speaking club</i> .	Number	1	1	9	43	30	84
		Percent	1.2%	1.2%	10.7%	51.2%	35.7%	100
2	Saya lebih suka menggunakan <i>Speaking Club</i> dalam meningkatkan bahasa Inggris saya.	Number	0	3	11	50	20	84
		Percent	0%	3.6%	13.1%	59.5%	23.8%	100
3	Saya merasa bersemangat ketika saya berkomunikasi dengan berbahasa Inggris dengan orang lain.	Number	0	2	21	47	14	84
		Percent	0%	2.4%	25.0%	56.0%	16.7%	100

4	Saya tidak cemas ketika saya harus menjawab sebuah pertanyaan saat mengikuti <i>Speaking club</i> .	Number	1	2	30	37	14	84
		Percent	1.2%	2.4%	35.7%	44.0%	16.7%	100
5	Belajar bahasa inggris dalam <i>Speaking club</i> membuat saya memiliki perasaan yang baik.	Number	0	1	9	55	19	84
		Percent	0%	1.2%	10.7%	65.5%	22.6%	100
6	Belajar bahasa inggris dalam <i>Speaking club</i> membuat saya lebih percaya diri.	Number	0	0	9	50	25	84
		Percent	0%	0%	10.7%	59.5%	29.8%	100
7	Rasa ingin tahu membuat saya belajar bahasa inggris dengan baik.	Number	0	7	10	49	18	84
		Percent	0%	8.3%	11.9%	58.3%	21.4%	100
8	Saya tidak bisa bertahan lama untuk mengikuti kegiatan bahasa inggris dalam <i>Speaking club</i> .	Number	3	27	23	22	9	84
		Percent	3.6%	32.1%	27.4%	26.2%	10.7%	100
9	Belajar bahasa inggris dalam <i>Speaking club</i> sangat menyenangkan.	Number	1	6	11	45	21	84
		Percent	1.2%	7.1%	13.1%	53.6%	25.0%	100
10	Saya merasa tidak puas dengan kegiatan bahasa inggris di <i>speaking club</i> .	Number	3	28	26	20	7	84
		Percent	3.6%	33.3%	31.0%	23.8%	8.3%	100

11	Kegiatan Bahasa Inggris di <i>Speaking Club</i> lebih menarik dibandingkan dengan belajar Bahasa Inggris di kelas biasa.	Number	0	4	25	38	17	84
		Percent	0%	4.8%	29.8%	45.2%	20.2%	100
12	Menurut saya, tujuan diadakan <i>Speaking Club</i> agar memotivasi siswa untuk mempraktekkan Bahasa Inggris mereka.	Number	0	0	5	59	20	84
		Percent	0%	0%	6.0%	70.2%	23.8%	100
13	Saya lebih suka ketika saya berbicara dalam <i>Speaking Club</i> tidak di tentukan waktu tampilnya.	Number	0	2	19	47	16	84
		Percent	0%	2.4%	22.6%	56.0%	19.0%	100
14	Menurut saya, siswa seharusnya ambil bagian dalam memajukan <i>Speaking Club</i> .	Number	0	2	8	60	14	84
		Percent	0%	2.4%	9.5%	71.4%	16.7%	100
15	Belajar bahasa Inggris dalam <i>Speaking Club</i> membantu saya berkomunikasi dalam bahasa Inggris secara efektif.	Number	0	5	13	51	15	84
		Percent	0%	6.0%	15.5%	60.7%	17.9%	100
16	Saya ingin berbicara lebih sedikit karena merasa malu ketika saya berbicara bahasa Inggris di dalam	Number	1	16	28	33	6	84

	<i>Speaking Club.</i>							
		Percent	1.2%	19.0%	33.3%	39.3%	7.1%	100
17	Menurut saya, bahasa inggris itu tidak sulit dan rumit untuk dipelajari.	Number	0	4	25	40	15	84
		Percent	0%	4.8%	29.8%	47.6%	17.9%	100
18	Saya tidak merasa cemas saat berbicara bahasa inggris di dalam kegiatan <i>speaking club</i> .	Number	0	2	29	44	9	84
		Percent	0%	2.4%	34.5%	52.4%	10.7%	100
19	Saya tidak merasa malu untuk berbicara bahasa inggris didepan siswa lain di dalam kegiatan <i>speaking club</i> .	Number	0	2	26	47	9	84
		Percent	0.0%	2.4%	31.0%	56.0%	10.7%	100
20	Saya merasa nyaman saat saya harus berbicara bahasa inggris di dalam kegiatan <i>speaking club</i> .	Number	0	0	25	46	13	84
		Percent	0%	0%	29.8%	54.8%	15.5%	100
21	Saya merasa antusias untuk datang pada kegiatan <i>speaking club</i> .	Number	0	0	15	57	12	84
		Percent	0%	0%	17.9%	67.9%	14.3%	100
22	Belajar bahasa inggris di <i>speaking club</i> membantu saya memperbaiki kepribadian saya.	Number	0	0	13	58	13	84

		Percent	0%	0%	15.5%	69.0%	15.5%	100
23	Kegiatan <i>Speaking Club</i> membuat saya memiliki rasa percaya diri yang lebih dalam berekspresi.	Number	0	1	10	58	15	84
		Percent	0%	1.2%	11.9%	69.0%	17.9%	100
24	Saya merasa puas dengan kegiatan Bahasa Inggris di <i>Speaking Club</i> .	Number	0	1	8	61	14	84
		Percent	0%	1.2%	9.5%	72.6%	16.7%	100
25	Kegiatan <i>Speaking Club</i> membantu saya dalam belajar Bahasa Inggris.	Number	0	0	3	57	24	84
		Percent	0%	0%	3.6%	67.9%	28.6%	100

Adapt by Rismawati and Rahmat (2018).

B. Research Findings

The percentage calculation above of the Questionnaire shown result on the Students Attitudes on English Speaking club In Ma'had Al Jami'ah IAIN Palangka Raya. The questionnaire was given to 84 students as a sample, including Students in Ma'had Al-Jamiah Palangka Raya. The questionnaire distributed to the students in the google form. The percentage of the results on students' perceptions as follows.

The score of Mean, Median, Modus, and Standard Deviation are tabulated in the table. The table is as follows :

Table 4.1
Result of Questionnaire

No	Item	Number & Percent	Scale					Total	MN	MDN	MOD	STD. DEV
			STS=1	TS=2	N=3	S=4	SS=5					
1	1	Number	1	1	9	43	30	352	4.19	4	4	0.768
		Percent	1.2%	1.2%	10.7%	51.2%	35.7%	100				
2	2	Number	0	3	11	50	20	339	4.04	4	4	0.719
		Percent	0%	3.6%	13.1%	59.5%	23.8%	100				
3	3	Number	0	2	21	47	14	325	3.87	4	4	0.708
		Percent	0%	2.4%	25.0%	56.0%	16.7%	100				
4	4	Number	1	2	30	37	14	313	3.73	4	4	0.812
		Percent	1.2%	2.4%	35.7%	44.0%	16.7%	100				
5	5	Number	0	1	9	55	19	344	4.1	4	4	0.613
		Percent	0%	1.2%	10.7%	65.5%	22.6%	100				
6	6	Number	0	0	9	50	25	352	4.19	4	4	0.611
		Percent	0%	0%	10.7%	59.5%	29.8%	100				
7	7	Number	0	7	10	49	18	330	3.93	4	4	0.818
		Percent	0%	8.3%	11.9%	58.3%	21.4%	100				
8	8	Number	3	27	23	22	9	259	3.08	4	3	1.078
		Percent	3.6%	32.1%	27.4%	26.2%	10.7%	100				
9	9	Number	1	6	11	45	21	331	3.94	4	4	0.883
		Percent	1.2%	7.1%	13.1%	53.6%	25.0%	100				

10	10	Number	3	28	26	20	7	252	3	2	2	1.03
		Percent	3.6%	33.3%	31.0%	23.8%	8.3%	100				
11	11	Number	0	4	25	38	17	320	3.81	4	4	0.814
		Percent	0%	4.8%	29.8%	45.2%	20.2%	100				
12	12	Number	0	0	5	59	20	351	4.18	4	4	0.519
		Percent	0%	0%	6.0%	70.2%	23.8%	100				
13	13	Number	0	2	19	47	16	329	3.92	4	4	0.715
		Percent	0%	2.4%	22.6%	56.0%	19.0%	100				
14	14	Number	0	2	8	60	14	338	4.02	4	4	0.601
		Percent	0%	2.4%	9.5%	71.4%	16.7%	100				
15	15	Number	0	5	13	51	15	328	3.9	4	4	0.754
		Percent	0%	6.0%	15.5%	60.7%	17.9%	100				
16	16	Number	1	16	28	33	6	279	3.32	4	4	0.907
		Percent	1.2%	19.0%	33.3%	39.3%	7.1%	100				
17	17	Number	0	4	25	40	15	318	3.97	4	4	0.793
		Percent	0%	4.8%	29.8%	47.6%	17.9%	100				
18	18	Number	0	2	29	44	9	312	3.71	4	4	0.687
		Percent	0%	2.4%	34.5%	52.4%	10.7%	100				
19	19	Number	0	2	26	47	9	315	3.75	4	4	0.674
		Percent	0%	2.4%	31.0%	56.0%	10.7%	100				
20	20	Number	0	0	25	46	13	324	3.86	4	4	0.661
		Percent	0%	0%	29.8%	54.8%	15.5%	100				
21	21	Number	0	0	15	57	12	333	3.96	4	4	0.569

		Percent	0%	0%	17.9%	67.9%	14.3%	100				
22	22	Number	0	0	13	58	13	336	4	4	4	0.56
		Percent	0%	0%	15.5%	69.0%	15.5%	100				
23	23	Number	0	1	10	58	15	339	4.04	4	4	0.59
		Percent	0%	1.2%	11.9%	69.0%	17.9%	100				
24	24	Number	0	1	8	61	14	340	4.05	4	4	0.558
		Percent	0%	1.2%	9.5%	72.6%	16.7%	100				
25	25	Number	0	0	3	57	24	357	4.25	4	4	0.512
		Percent	0%	0%	3.6%	67.9%	28.6%	100				

The data above could be detailed as follows:

Table 4.2					
Items – 1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	8	1.2	1.2
	TS	1	8	1.2	2.4
	N	9	7.3	10.7	13.1
	S	43	34.7	51.2	64.3
	SS	30	24.2	35.7	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 1, shown that there are 30 students (35.7%) state strongly agree, 43 students (51.2%) agree, 9 students (10.7%) neutral, 1 student (1.2%) disagree,

and 1 student (1.2%) strongly disagree. The calculation of analysis students' perception item 1 was 88 % with the categorized Strongly Agree.

Table 4.3					
Items – 2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	2.4	3.6	3.6
	N	11	8.9	13.1	16.7
	S	50	40.3	59.5	76.2
	SS	20	16.1	23.8	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 2, shown that there are 20 students (23.8%) state strongly agree, 50 students (59.5%) agree, 11 students (13.1%) neutral, 3 students (3.6%) disagree, and 0 students (0%) strongly disagree. The calculation of analysis students' perception item 2 was 84 % with the categorized Strongly Agree.

Table 4.4					
Items – 3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	1.6	2.4	2.4
	N	21	16.9	25.0	27.4
	S	47	37.9	56.0	83.3

	SS	14	11.3	16.7	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 3, shown that there are 14 students (16.7%) state strongly agree, 47 students (56.0%) agree, 21 students (25.0%) neutral, 2 students (2.4%) disagree, and 0 student (0%) strongly disagree. The calculation of analysis students' perception item 3 was 81 % with the categorized Strongly Agree.

Table 4.5 Items – 4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	.8	1.2	1.2
	TS	2	1.6	2.4	3.6
	N	30	24.2	35.7	39.3
	S	37	29.8	44.0	83.3
	SS	14	11.3	16.7	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 4, shown that there are 14 students (16.7%) state strongly agree, 37 students (44.0%) agree, 30 students (35.7%) neutral, 2 students (2.4%) and 1 students (1.2%) strongly disagree. The calculation of analysis students' perception of item 4 was 78 % with the categorized Strongly Agree.

Table 4.6 Items – 5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	.8	1.2	1.2
	N	9	7.3	10.7	11.9
	S	55	44.4	65.5	77.4
	SS	19	15.3	22.6	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 5, shown there are 19 students (22.6%) state strongly agree, 55 students (65.5%) agree, 9 students (10.7%) neutral, 1 student (1.2%) disagree, and 0 student (0%) disagree. The calculation of analysis students' perception item 5 was 86 % with the categorized Strongly Agree.

Table 4.7 Items – 6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	9	7.3	10.7	10.7
	S	50	40.3	59.5	70.2
	SS	25	20.2	29.8	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 6, shown that there are 25 students (29.8%) state strongly agree, 50 students (59.5%) agree, 9 students (10.7%) neutral, 0 students (0%) disagree, and 0 students (0%) strongly disagree. The calculation of analysis students' perception of item 6 was 88 % with the categorized Strongly Agree.

Table 4.8 Items – 7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	7	5.6	8.3	8.3
	N	10	8.1	11.9	20.2
	S	49	39.5	58.3	78.6
	SS	18	14.5	21.4	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 7, shown that there are 18 students (21.4%) state strongly agree, 49 students (58.3%) agree, 10 students (11.9%) neutral, 7 students (8.3%) disagree, and 0 students (0%) strongly disagree. The calculation of analysis students' perception item 7 was 82% with the categorized Strongly Agree.

Table 4.9 Items – 8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	2.4	3.6	3.6

	TS	27	21.8	32.1	35.7
	N	23	18.5	27.4	63.1
	S	22	17.7	26.2	89.3
	SS	9	7.3	10.7	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 8 shown that there are 9 students (10.7%) state strongly agree, 22 students (26.2%) agree, 23 students (27.4%) neutral, 27 students (32.1%) disagree, and 3 students (3.6%) strongly disagree. The calculation of analysis students' perception item 8 was 64 % with the categorized Agree.

Table 4.10 Items – 9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	.8	1.2	1.2
	TS	6	4.8	7.1	8.3
	N	11	8.9	13.1	21.4
	S	45	36.3	53.6	75.0
	SS	21	16.9	25.0	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 9, shown that there are 21 students (25.0%) state strongly agree, 45 students (53.6%) agree, 11 students (13.1%) neutral, 6 students (7.1%) disagree,

and 1 students (1.2%) strongly disagree. The calculation of analysis students' perception item 9 was 82 % with the categorized Strongly Agree.

Table 4.11 Items – 10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	2.4	3.6	3.6
	TS	28	22.6	33.3	36.9
	N	26	21.0	31.0	67.9
	S	20	16.1	23.8	91.7
	SS	7	5.6	8.3	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 10, shown that there are 7 students (8.3%) state strongly agree, 20 students (23.8%) agree, 26 students (31.0%) neutral, 28 students (33.3%) disagree, and 3 students (3.6%) strongly disagree. The calculation of analysis students' perception item 10 was 63% with the categorized Agree.

Table 4.12 Items – 11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	3.2	4.8	4.8
	N	25	20.2	29.8	34.5
	S	38	30.6	45.2	79.8

	SS	17	13.7	20.2	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 11, shown that there are 17 students (20.2%) state strongly agree, 38 students (45.2%) agree, 25 students (29.8%) neutral, 4 students (4.8%) disagree, and 0 students (0%) strongly disagree. The calculation of analysis students' perception item 11 was 80 % with the categorized Strongly Agree.

Table 4.13 Items – 12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	5	4.0	6.0	6.0
	S	59	47.6	70.2	76.2
	SS	20	16.1	23.8	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 12, I shown that there are 20 students (23.8%) state strongly agree, 59 students (70.2%) agree, 5 students (6.0%) neutral, 0 students (0%) disagree, and 0 student (0%) strongly disagree. The calculation of analysis students' perception item 12 was 87% with the categorized Strongly Agree.

Table 4.14 Items – 13					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	1.6	2.4	2.4
	N	19	15.3	22.6	25.0
	S	47	37.9	56.0	81.0
	SS	16	12.9	19.0	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 13, shown that there are 16 students (19.0%) state strongly agree, 47 students (56.0%) agree, 19 students (22.6%) neutral, and 2 students (2.4%) disagree, and 0 students (0%) strongly disagree. The calculation of analysis students' perception item 13 was 82% with the categorized Strongly Agree.

Table 4.15 Items – 14					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	1.6	2.4	2.4
	N	8	6.5	9.5	11.9
	S	60	48.4	71.4	83.3
	SS	14	11.3	16.7	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 14, shown that there are 14 students (16.7%) state strongly agree, 60 students (71.4%) agree, 8 students (9.5%) neutral, 2 students (2.4%) disagree, and 0 students (0%) strongly disagree. The calculation of analysis students' perception item 14 was 84% with the categorized Strongly Agree.

Table 4.16 Items – 15					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	5	4.0	6.0	6.0
	N	13	10.5	15.5	21.4
	S	51	41.1	60.7	82.1
	SS	15	12.1	17.9	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 15, shown that there are 15 students (17.9%) state strongly agree, 51 students (60.7%) agree, 13 students (15.5%) neutral, 5 students (6.0%) disagree, and 0 students (0%) strongly disagree. The calculation of analysis students' perception item 15 was 82% with the categorized Strongly Agree.

Table 4.17 Items – 16					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	.8	1.2	1.2
	TS	16	12.9	19.0	20.2

	N	28	22.6	33.3	53.6
	S	33	26.6	39.3	92.9
	SS	6	4.8	7.1	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 16, shown that there are 6 students (7.1%) state strongly agree, 33 students (39.3%) agree, 28 students (33.3%) neutral, 16 students (19.0%) disagree, and 1 students (1.2%) strongly disagree. The calculation of analysis students' perception item 16 was 69% with the categorized Agree.

Table 4.18 Items – 17					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	3.2	4.8	4.8
	N	25	20.2	29.8	34.5
	S	40	32.3	47.6	82.1
	SS	15	12.1	17.9	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 17, shown that there are 15 students (17.9%) state strongly agree, 40 students (47.6%) agree, 25 students (29.8%) neutral, 4 students (4.8%) disagree,

and 0 students (0%) strongly disagree. The calculation of analysis students' perception item 17 was 79% with the categorized Agree.

Table 4.19 Items – 18					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	1.6	2.4	2.4
	N	29	23.4	34.5	36.9
	S	44	35.5	52.4	89.3
	SS	9	7.3	10.7	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 18, shown that there are 9 students (10.7%) state strongly agree, 44 students (52.4%) agree, 29 students (34.5%) neutral, 2 students (2.4%) disagree, and 0 students (0%) strongly disagree. The calculation of analysis students' perception item 18 was 78 % with the categorized Agree.

Table 4.20 Items – 19					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	1.6	2.4	2.4
	N	26	21.0	31.0	33.3
	S	47	37.9	56.0	89.3
	SS	9	7.3	10.7	100.0

	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 19, shown that there are 9 students (10.7%) state strongly agree, 47 students (56.0%) agree, 26 students (31.0%) neutral, 2 students (2.4%) disagree, and 0 students (0%) strongly disagree. The calculation of analysis students' perception item 19 was 78 % with the categorized Agree.

Table 4.21 Items - 20					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	25	20.2	29.8	29.8
	S	46	37.1	54.8	84.5
	SS	13	10.5	15.5	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 20, shown that there are 13 students (15.5%) state strongly agree, 46 students (54.8%) agree, 25 students (29.8%) neutral, 0 students (0%) disagree, and 0 student (0%) strongly disagree. The calculation of analysis students' perception item 20 was 81 % with the categorized Strongly Agree.

Table 4.22 Items – 21					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	15	12.1	17.9	17.9
	S	57	46.0	67.9	85.7
	SS	12	9.7	14.3	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 21, shown that there are 12 students (14.3%) strongly agree, 57 students (67.9%) agree, 15 students (17.9%) neutral, 0 students (0%) strongly disagree, and 0 students (0%) strongly disagree. The calculation of analysis students' perception item 21 was 83 % with the categorized Strongly Agree.

Table 4.23 Items – 22					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	13	10.5	15.5	15.5
	S	58	46.8	69.0	84.5
	SS	13	10.5	15.5	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 22, shown that there are 13 students (15.5%) state strongly agree, 58 students (69.0%) agree, 13 students (15.5%) neutral, 0 students (0%) strongly disagree, and 0 students (0%) strongly disagree. The calculation of analysis students' perception item 22 was 84 % with the categorized Strongly Agree.

Table 4.24 Items – 23					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	8	1.2	1.2
	N	10	8.1	11.9	13.1
	S	58	46.8	69.0	82.1
	SS	15	12.1	17.9	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 23, I shown that there are 15 students (17.9%) state strongly agree, 58 students (69.0%) agree, 10 students (11.9%) neutral, 1 students (1.2%) disagree, and 0 students (0%) strongly disagree. The calculation of analysis students' perception item 23 was 84% with the categorized Strongly Agree.

Table 4.25 Items – 24					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	8	1.2	1.2
	N	8	6.5	9.5	10.7

	S	61	49.2	72.6	83.3
	SS	14	11.3	16.7	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 24, shown that there are 14 student (16.7%) state strongly agree, 61 students (72.6%) agree, 8 students (9.5%) neutral, 1 students (1.2%) disagree, and 0 students (0%) strongly disagree. The calculation of analysis students' perception item 24 was 85% with the categorized Strongly Agree.

Table 4.26 Items 25					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	3	2.4	3.6	3.6
	S	57	46.0	67.9	71.4
	SS	24	19.4	28.6	100.0
	Total	84	67.7	100.0	
Missing	System	40	32.3		
	Total	124	100.0		

Item 25, shown that there are 24 students (28.6%) state strongly agree, 57 students (67.9%) agree, 3 students (3.6%) neutral, 0 students (0%) disagree, and 0 student (0%) strongly disagree. The calculation of analysis students' perception item 25 was 89 % with the categorized Strongly Agree.

Table 4.27

Final Result of Analysis Students' Perception

NO	Score	Categorized
1	88	Strongly Agree
2	84	Strongly Agree
3	81	Strongly Agree
4	78	Agree
5	86	Strongly Agree
6	88	Strongly Agree
7	82	Strongly Agree
8	64	Agree
9	82	Strongly Agree
10	63	Agree
11	80	Strongly Agree
12	87	Strongly Agree
13	82	Strongly Agree
14	84	Strongly Agree
15	82	Strongly Agree
16	69	Agree
17	79	Agree
18	78	Agree
19	78	Agree
20	81	Strongly Agree
21	83	Strongly Agree
22	84	Strongly Agree
23	84	Strongly Agree
24	85	Strongly Agree
25	89	Strongly Agree

$$\begin{aligned}\text{Final result} &= \frac{\text{Total Score}}{\text{Total Item}} \\ &= \frac{2.021}{25} \\ &= \mathbf{80.84 \% \text{ (Stongly Agree) }}\end{aligned}$$

Based on the questionnaire result, the Students Attitudes on English Speaking Club and they showed the positive perception of attitudes on

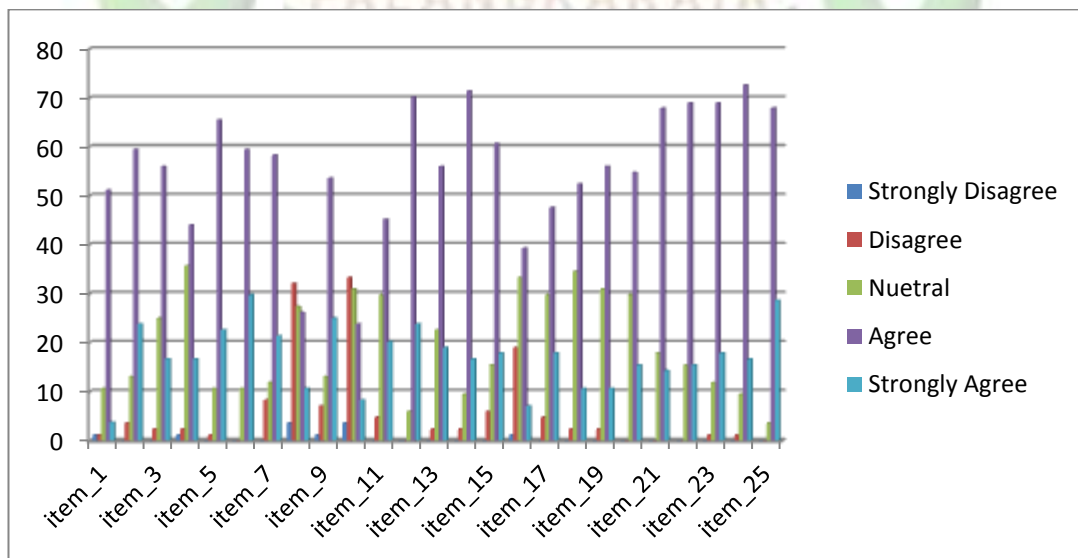
English speaking club and helpful to learn English. The total item questionnaire consists of 25 questions with the final result was 80.84 % and the categorized Strongly Agree.

C. Discussion

In this following discussion, the student's attitudes on English speaking club in Ma'had Al Jami'ah IAIN Palangka Raya would be discussed. The result of the questionnaire shown the following the data related to students' perception toward the statements that asked in questionnaire sheets that are related to the students attitudes on English speaking club in Ma'had Al Jami'ah.

From the result of the research in the questionnaire attaching on the result of the research above, the finding could be made in the chart to easily see the student's attitudes on English speaking club in Ma'had Al Jami'ah IAIN Palangka Raya. The chart as follows :

Figure 4.1



Based on the chart, it could be concluded above score item by item. To discuss the chart about the result of the questionnaire as follows:

Item 1, this data was given were in the English learning process in this context, the students feel proud when studying English in the Speaking club, it was relevant that most of the students (51.2%) agreed. The students believe that studying English in the speaking club is needed. This statement is related to Wicker's theory (1969). This means that attitude becomes important because of its influence on behavior; students have a good attitude towards learning English.

Item 2, in addition, the Speaking club uses to improve speaking student English. The students can work better on their tasks if dear speaking English. The data result (59.5%) agreed with that statement. This statement related to Doff (1987) states that in communication or conversation two people are exchanging information or they have communication or conversation needs. Speaking plays an important role in communication, especially in oral communication because human being needs to conduct their life in order to build some relationship with others.

Item 3, the students feel excited when communicating in English with other people. The students' perceived that the use of Speaking English is helpful because they already understood when communicating the other people. It was relevant to the data (56.0%) agree with that statement. This statement related to Richard (2018) states that in speaking we tend to arrange

things done, exploring ideas, working out some aspects of the world, or simply being together. If the students can speak English fluently that can help them to easy communicate and also explore their ideas.

Item 4, the students not worried when have to answer a question when attending the Speaking club. Based on the data (44.0%) agree with that statement. Conner & Armitage (1998) express that the attitude component is a function of a person's salient behavioral beliefs, which represent perceived outcomes or attributes of the behavior. When students feel not worried, they can answer each of these questions well because of their attitudes and beliefs so that the results they get are good.

Item 5, the students Learning English in the Speaking club makes have a good feeling. It was relevant to the data (65.5%) they would understand Learning English in the Speaking club have a good feeling. This statement related to Brown (2007) describes the best attitude as a set of beliefs that a learner holds toward the target language it is important, interesting, boring, and so forth.

Item 6, the students agreed with that statement. Learning English in the Speaking Club makes the student more confident. It was relevant to the data (59.5%). Fishbein - Ajzen (1975) express that belief is information a person about an object; information that specifically links an object and attribute.

Item 7, based on the data (58.3%) agreed with that statement about curiosity made students learn English well. The students believe that curiosity

makes them learn English better. Mustari (2011) "Curiosity is an emotion associated with natural prying behavior such as exploration, investigation, and learning", Curiosity makes students more sensitive in observing various phenomena or events around them and will open the world new world that challenges and attracts students to learn it deeper. With curiosity can overcome the boredom of students to learn.

Item 8, Based on the data this section students disagree with the statement when the data showed (32.1%) because of that statement opposite from the real class, that statement about a student could not last long to take part in English activities in the speaking club.

Item 9, that statement discussion about learning English in the Speaking club is very fun. It was relevant from the data (53.6%). This statement related to (Hammer, 1984) Speaking Club "is a technique that is quite interesting to be developed in teaching English, being able to hone the ability to socialize with fellow friends.

Item 10, Based on the data this section students disagree with the statement when the data showed (33.3%). The statement is students feel dissatisfied with English activities at the speaking club. Because of that statement opposite from the real class.

Item 11, based on the data this section student agree from that statement English activities at the Speaking Club are more interesting than learning English in an ordinary class. It was relevant to the data (45.2%). Mouleka

(2013) Said that an English club is a real place where the learning of English is more practical. Therefore, it can be summarized that speaking club is a media to facilitate students in practicing, increase and to buildup students' motivation to learn practicing speaking.

Item 12, the students' agreed with the statement. It was relevant to the data (70.2%), the students' perceived positively about the purpose of the Speaking Club is to motivate students to practice their *English*. An English club is a place for students to use English in a fun environment. In the English club, the students will have an opportunity to practice many different skills based on real situations. Moreover, the English club will encourage and support students to help each other to develop their English skills.

Item 13, the students perceived prefer when students speak in the Speaking Club it is not specified when the performance. It was relevant from the data (56.0%). This statement related to Bem (1970) suggests that attitudes are likes and dislikes. Further, Walley et al. (2009) submit that attitudes may be positive, negative, or neutral. Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor Eagly & Chaiken (1993).

This statement related to the students perceived that English club activities are always encouraging their motivation to practice speaking with friends. The result showed that most of the students chose "strongly agree" with the statement. This finding was in line with the result of a study done by

Khairuman (2016, p. 47). His result study showed that students perceived English club can motivate them and they could make a relationship situation more conducive in building the friendship among all members to practice speaking.

Item 15, discussion about Learning English in the Speaking Club helped students communicate effectively in English' perceived positively and agreed with what the statement said. The data showed (60.7%) agree. This statement related to Kasmalinda (2012) emphasized that the speaking club could encourage the students' motivation and improve students' speaking ability. Susilowati (2017), speaking club is one of the ways for the students to improve their ability in speaking English as a place for language learners who meet together regularly to use English in casual practice, in other words, outside of classroom activities.

Item 16, based on the data this section student agree to the statement, students want to talk less because the student feels embarrassed when speaking English in the Speaking Club the data shown (39.3%). This statement related to Suleimenova (2013), found in her article that when students feel nervous they might have hesitated, embarrassed, or spoke stuttering or just looked uncomfortable and became silent. In other words, students who feel anxious feel deep self-awareness when asked to risk them by speaking a foreign language in front of their peers.

Item 17, and 18 based on (47.6%) that statement is student's opinion English is not difficult and complicated to learn, It was relevant from the data and the statement the students do does not feel anxious when speaking English in speaking club activities, the result shown agreed (52.4%). From the result, it can be inferred that the student does not feel anxious using speaking English, because actually using speaking club to learn speaking English is helpful, easy to understanding.

Item 19, the data showed (56.0%) the students agreed with the statement, their shown perceived positively that they are don't feel ashamed to speak English in front of other students in speaking club activities. This statement related to Baihaqi (2016), state that the objectives of club speaking are proving a welcoming environment where participants feel comfortable practicing their spoken English, increasing participants' vocabulary and phrasal usage, correcting common speaking and/or pronunciation mistakes, encouraging participants' confidence with speaking.

Item 20, the students' agreed with that statement and give the perceived positively, the data shown (54.8%). The students feel comfortable when have to speak English in speaking club activities. This statement related to Wetherby (2011) says that the English club is a media bridging one person with the others in which the purpose not only to improve their speaking ability but also to improve students' motivation and build up their confidence to speak as much as possible. By having an English club, the students' could share their own knowledge with their friends. It also might be a better place to

share students' difficulties in practicing speaking and to look forward to how to solve their problems.

Item 21, based on the percentages the students agreed with the statement. It was relevant to the data (67.9%) students feel enthusiastic to come to speaking club activities. This statement related to Wetherby cited Melviza et al stated that the English club is a media as a connector one person to the others which the purpose not only to improve speaking ability but also to improve students' motivation and to make the learner be confidence to speak as much as possible. English club is the kind of activity that is formed to make students have more time in learning English and enjoy learning English so that can produce students who master in English.

Item 22, and 23 based on (69.0%) the students agreed with that statement about Studying English in the speaking club helped students improve their personality. The data showed (69.0%) agreed to the statement that Speaking Club activities make students have more confidence in expression. This statement related to Mouleka (2013) adds that an English club is a real place where the learning of English is more practical. Therefore, it can be summarized that speaking club is a media to facilitate students in practicing, increase and to buildup students' motivation to learn practicing speaking. Students could exchange, share their knowledge, new vocabulary, and information among their friends. Speaking club also might be a place to share students' difficulties in practicing speaking and to look forward to how to solve their problems. An addition, speaking club is a place where the

members of a club (college students) can learn, exercise, and practice English freely with various materials without shame, apprehension, and nervousness.

Item 24, the students' agreed with that statement (72.6%), the students perceived positively with a statement, they feel satisfied with the English activities at the Speaking Club. In English Club activities, students are trained to speak English both with peers and in the pronunciation of objects around. English Club aims to make students speak English fluently and can communicate correctly using English.

The last statement is the Speaking Club activity helped students learn English and the data (67.9%) agree. This statement related to Wetherby (2011), speaking club is a media bridging one person with the others which conveys for everyone in which the purpose not only to improve their speaking ability but also to encourage their motivation and build up their confidence.

In this part, the questionnaire also supported by the students who had positive perceptions. Most of the students said that Attitude is needed, helpful, and necessary in the English speaking club. The students said that learning English at the speaking club very pleasant and were easy for them to understand.

In Conclusion, the finding of the research was that most of the students agreed with the use of Students' Attitude on English speaking club in Ma'had Al Jami'ah IAIN Palangka Raya it could be seen in the chart of the Students' perception toward the use of Students' Attitude on English speaking club in

IAIN Palangka Raya in Figure 4.1 above. The final result was 80.84 % and categorized Strongly Agree. All of the indicators show the analysis students' perception with the result were 7 items categorized Agree and 18 items categorized Strongly Agree with the final result was 80.84 % and the categorized Strongly Agree, which was answered the research question that Students' Attitude on English speaking club in Ma'had Al Jami'ah IAIN Palangka Raya. Based on the table of analysis was shown that Students' Attitude on English speaking club in Ma'had Al Jami'ah IAIN Palangka Raya was Strongly Agree. The total items of the questionnaire were 25 questions. It was obviously answered that the Students' Attitude on English speaking club was greatly affected student learning outcomes.

There were 3 indicator items specification of the questionnaire, the first indicator was typed feeling of liking or dislikes on English speaking club items number 1-9 within line with Richa Agarwal & Malhotra (Chapter II p. 13). The second indicator was student opinion (trust/unbelief) got the item numbers 10-17 according to Ajzen (Chapter II p. 13). The last indicator is the tendency behavior of students got the item numbers 18-25 according to Defleur & Westie (Chapter II p. 13).

CHAPTER V

CLOSING

This chapter contains the conclusion of the findings and suggestions. The finding and the suggestion aim at the students, specifically for the teacher-student English Department of IAIN Palangka Raya, and those who are interest further in researching Student Attitudes on speaking club.

A. Conclusion

This study showed the importance of Students' attitudes on English speaking club in Ma'had Al Jami'ah IAIN Palangka Raya.

The finding showed that the total average score of Students' attitudes on English speaking club in Ma'had Al Jami'ah IAIN Palangka Raya. All of the indicators show the analysis students' perception with the result were 7 items categorized Agree and 18 items categorized Strongly Agree with the final result was 80.84% and the categorized Strongly Agree, which is answering the research question that students' attitudes on English speaking club. In addition, it was intended to determine their satisfaction on Students Attitudes on English Speaking Club with the type is Likers skill. Taking everything into account, it seems that on Students' attitudes on the English speaking club. Although attitudes on English speaking club were regarded as useful and easier to learn, all students though agree on the perception of Students' attitudes on English speaking club.

B. Suggestion

1. For English Learner

It was instructed to all students expected to give a meaningful contribution to both the students and the English teacher. The students got the improvement of their teaching English on speaking and students had a positive perception of teaching English.

2. For the Lecturer

It was recommended to English teachers, useful to be a good teacher in speaking clubs. This study was expected to be significant to the teachers who were teaching English as a foreign language. There were beneficial in teaching English. They applied this, in real teaching English. They also know what to be done to increase students' attitudes to the English speaking club. With the help of this study got a further picture of proficiency students' attitudes. This study helped the teacher to know the weakness or strength of the pattern of students' attitudes on the English Speaking Club.

3. For the Other Researchers

This study used quantitative research; it's recommended for the other researcher to do the research used the other design to increase better research for those who interest in researching students' attitudes on English speaking club.

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