

**“ENGLISH SPEAKING ATTITUDE AND MOTIVATION OF ENGLISH  
DEPARTMENT STUDENTS OF IAIN KERINCI”**

(A Survey Study at the sixth Semester Students of English Department of  
IAIN Kerinci)

**A THESIS**

**BY**  
**KARIN TAMARA**  
**NIM : 1710203059**



**INSTITUT AGAMA ISLAM NEGERI  
K E R I N C I**

**ENGLISH DEPARTEMENT OF EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF KERINCI  
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IAIN Kerinci)

**A THESIS**

*Submitted as a Partial Fulfillment of the Requirement for Undergraduated  
Degree at English Education Program in Faculty of Education and Teacher  
Training State Islamic Institute (IAIN) of Kerinci*

**By :**

**KARIN TAMARA**  
**NIM : 1710203059**

**ENGLISH EDUCATION PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING STATE  
ISLAMIC INSTITUTE OF KERINCI  
ACADEMIC YEAR 2021/2022**

Dr. Toni Indrayadi, M.Pd  
 Heri Mudra, S.Pd, M.Pd.  
LECTURERS OF IAIN KERINCI

Sungai Penuh, 2 March 2022

To:

Rector of IAIN Kerinci  
 At  
 Sungai Penuh

**OFFICIAL NOTE**

*Assalamu 'alaikum Warahmatullahi Wabarakatuh*

After guiding, analyzing, briefing, and correcting, the writing of **Karin Tamara's** thesis (the students' number is 1710203059 ) entitled: **"English Speaking Attitude And Motivation Of English Department Students Of Iain Kerinci"** (A Survey Study at The Sixth Semester Students of English Department of IAIN Kerinci). This thesis has met qualification as one of the partial fulfillment for a degree at English Education Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) of Kerinci.

Thus, we proceed this thesis to the Faculty for an intermediate administrative process for final examination.

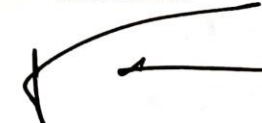
*Wassalamu 'alaikum Warahmatullahi Wabarakatuh.*

**ADVISORS**

**ADVISOR I**

  
Dr. TONI INDRA YADI, M.Pd  
 NIP.19770302 200710 1 001

**ADVISOR II**

  
HERI MUDRA, S.Pd, M.Pd  
 NIP.19851216 201101 1 008

**CERTIFICATE OF ORIGINALITY**

The researcher hereby declares that thesis entitled **“English Speaking Attitude And Motivation Of English Department Students Of Iain Kerinci”** (A Survey Study at The Sixth Semester Students of English Department of IAIN Kerinci) is the researcher’s own work and that, to the best of the researcher’s knowledge and beliefs, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgment is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher’s own work, except to the extent that assistance from others in the project’s design and conception or style, presentation and linguistic expressions is acknowledged.

Sungai Penuh, March 2022

The Researcher



**KARIN TAMARA**  
NIM.1710203059



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 JURUSAN TADRIS BAHASA INGGRIS  
 Jl. Pelita IV Sungai Penuh Telp. (0748)-21065 Pos 37112 Fax. (0748)- 22114  
 Kode Pos: 37112 Web: [www.iainkerinci.ac.id](http://www.iainkerinci.ac.id) Email: [info@iainkerinci.ac.id](mailto:info@iainkerinci.ac.id)

#### APPROVAL AND ACCEPTANCE

Thesis by Karin Tamara NIM 1710203059 with the title "English Speaking Attitude and Motivation of English Department Students of IAIN of Kerinci" has been examined and defended on 11 May 2022.

#### The Examiner

Chief

Aridem Vintoni, M.Pd  
 NIP.19790925 200912 1 003

Examiner I

Dr. Rodi Hartono, M.Pd  
 NIP. 19730122 200003 1 002

Examiner II

Yoki Irawan, M.Pd  
 NIP. 199900919 201903 1 003

Advisor I

Dr. Toni Indrayadi, M.Pd  
 NIP. 19770302 200710 1 001

Advisor II

Heri Mudra, M.Pd  
 NIP. 19851216 201101 1 008

Dean

Dr. Hadi Candra, S.Ag, M.Pd  
 NIP.19730605 199903 1 004

Head of English Department

Aridem Vintoni S.Pd, M.Pd  
 NIP.19790925 200912 1 003



## ABSTRACT

**Karin Tamara, 2022** : **“English Speaking Attitude And Motivation Of English Department Students Of Iain Kerinci”**  
(A Survey Study at The Sixth Semester Students of English Department of IAIN Kerinci)

**Advisors** : **1. Dr. Toni Indra Yadi, M.Pd.**  
**2. Heri Mudra, S.Pd, M.Pd.**

This study used a survey research design in this study to describe the attitudes and motivation of IAIN Kerinci students. This research was conducted on semester VI students of the English Department of IAIN Kerinci for the 2020/2021 academic year. The way to collect data is using a questionnaire that is distributed online using a google form link. Furthermore, the data was analyzed using Microdoft Exel, from the data analysis it can be seen that the factor that support students attitudes and motivation in speaking English.

link. Furthermore, the data was analyzed using Microsoft Excel, from the data analysis it can be seen that the factors that support students' attitudes and motivation in speaking English.

**Keywords:** Speaking, attitude, motivation.

## ABSTRAK

**Karin Tamara, 2022** : “**Sikap dan Motivasi Berbicara Bahasa Inggris Mahasiswa Bahasa Inggris IAIN Kerinci**” (Studi Survey Pada Mahasiswa Semester Enam Jurusan Bahasa Inggris IAIN Kerinci).

**Pembimbing** : **1. Dr. Toni Indra Yadi, M.Pd**  
**2. Heri Mudra, S.Pd, M.Pd.**

Penelitian ini telah menggunakan desain penelitian survey dalam penelitian ini untuk mendeskripsikan sikap dan motivasi mahasiswa IAIN Kerinci. Penelitian ini dilakukan kepada mahasiswa semester VI Jurusan Bahasa Inggris IAIN Kerinci tahun ajaran 2020/2021. Adapun cara untuk mengumpulkan data yaitu dengan menggunakan kuisisioner yang dibagikan secara online melalui link google form. Selanjutnya data dianalisis menggunakan Microsoft Excel, dari analisis data dapat dilihat hasil bahwa faktor-faktor yang mendukung sikap dan motivasi siswa dalam berbicara Bahasa Inggris.

**Kata kunci** : Berbicara, sikap, motivasi.

## **DEDICATION AND MOTTO**

### **DEDICATION**

*I dedicated this thesis for :*

*My Father and Mother for their trust.*

*My beloved brother that I love.*

*My friends who always motivate me to*

*And all people who support me.*

### **MOTTO**

السَّبِيلُ وَصَحَّ الْعَزْمُ صَدَقَ إِذَا

Meaning :

*"If there is a strong will, the way will  
surely be opened*

Arinya :

*“Jika ada kemauan keras, pasti  
terbukalah jalannya”*



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As human being, researcher has limitation to make something perfect. Therefore, any development criticism and suggestion will be welcome as the better improvement for the researcher in making such writing at any other time. Hopefully, this thesis will be useful to the English learning process.

Sungai Penuh,  
The Researcher

March 2022

**KARIN TAMARA**  
**NIM: 1710203059**

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## **CHAPTER I INTRODUCTION**

### **A. Background of the research**

Speaking is a tool to communicate with other people and is an activity done by someone to communicate with other in order to express idea, feelings, opinions, etc. It is also used to share information among people to negotiate, solve problems, and maintain social relationship. Speaking is used by people almost all the time to interact with other people. Because of that, it is an important skill to be learned by students in learning English.

Speaking is a complex skill among the other three skills in English. No doubt that many students get difficulties in learning speaking, moreover to practice it. To learn speaking skill is not only learning about the language itself, but also learning how to speak in real communication (Jayati; 2012-12) The ability to speak in English is considered to be an essential skill for academic students and it represents the primary way for independent language learning in addition. Speaking also is oral communication which maintains social relationship with the others. Contrary, most learners think that speaking is the most difficult skill when they learn English as a foreign language. On the other hand, actually to get successful in learning speaking, students should be at the situation in which they are willing to speak in English.



Beside the students, also should have strength from inside to speak up. In other words, many factors affect students in learning speaking. Some of the factor that the students in learning speaking is motivation and attitude (Shams ; 2008-120). Attitudes and motivation are important things in the process on learning English language. Motivation is energy of students which come from inside or outside encouraging themselves to do something (Harmer ; 1991-3). This is what is strength for students in learning to speak. In fact, motivated students will do everything that supports their performance. They will do their best to get the best results. Attitude is something that is very important in language, if learners have a positive attitude towards learning English, especially in learning to speak, then their speaking skills will develop very well.

However, every student has different perception about speaking. Not all students perceive speaking in the same feeling. Many students judge speaking is a difficult subject to be learned. There are many factors that cause students getting problems in learning speaking. Many students are lack of vocabulary as not knowing what to say in English. Students often complain that they cannot think of anything to say. Besides, students feel that they are lack of confidence as the result they feel shyness. Students are also lack of practicing English neither in the classroom nor in the real communication. They prefer to speak their mother tongue rather than English because they feel it is more natural and easier to speak in Indonesian language. It happened because they are not accustomed to use English in and out the classroom. Moreover, students are afraid of making mistakes and being laugh by their classmates (Penny ; 1996-121). They consider

that speaking is difficult skill to practice.

Based on the explanation above about students' perception of speaking, it is assumed that many Indonesian students have low motivation in learning speaking. Actually, all of students have different motivation in learning speaking. Some of them are highly motivated students. Students with high motivation in learning speaking will push themselves to speak up. They will overcome obstacles which come to them with strong strength from inside. Moreover, motivated students often get best result because motivation will improve their performance. In contrast, low motivated students will have little interest to the subject and tend to have difficulty in learning (Ormrod ; 2009-59). In fact, most of students have low motivation in learning speaking.

Because many students have difficulties and lack of motivation to learn speaking in English, the writer wants to examine what factors influence these difficulties by the title "ENGLISH SPEAKING ATTITUDE AND MOTIVATION OF ENGLISH DEPARTMENT STUDENTS OF IAIN KERINCI".

## **B. Identification Of the Problem**

Based on the explanation of the research background, it can be seen that attitudes and motivation are an important part for students in the process of learning a student's language, especially in learning to speak. need a strong reason for students to be able to encourage students to speak well in front of listeners. Therefore, it is necessary to realize the importance of motivation in

student achievement. Speaking is an essential skill to be learned by English students.

The researcher analysis that the students who were learning to speak to English students at the English department at IAIN Kerinci. The problem was related to what was happening in class, some students were not used to using English, some students felt embarrassed and lacked confidence, and also other reasons. According to Gardner, motivation and a positive attitude need to coexist to achieve a successful language learning experience (Gardner ;1985-18). Therefore, it is very important to make students aware of the importance of having a positive attitude and motivation in themselves. Whatever students' problems can be overcome if students have good motivation of themselves. Students who have no motivation or lack of motivation have to give up on themselves to speak English well. At least if they have the motivation, they have the desire to achieve the goal.

This study aims to identify how the attitudes and motivation of students when learning Speaking. The results of this study will show what attitudes and motivations students have. This research can provide benefits for lecturers and students because lecturers will know what attitudes and types of motivation most influence students in the learning process. Therefore, this research is very useful because when lecturers and students know the types of attitudes and motivations that most influence the learning process, the lecturers will know how to understand their students so that they can choose

the right way of teaching and students will know the impact of what is most motivating. they are in the learning process.

### **C. Limitation of the Problem**

This study only focuses on the discussion of the survey on students' attitudes and motivation in speaking lessons. This study aims to determine how the attitudes and motivation of students in speaking lessons.

### **D. Research Questions**

Based on the limitations of the problem, the formulation of the problem in this research are:

1. What are the type of attitude by students at the sixt semester of English Department IAIN Kerinci in learning speaking ?
2. What are the type of motivation by students at the sixt semester of English Department IAIN Kerinci in learning speaking ?

### **E. Objective of the Research**

1. To identify the type of attitude in learning speaking among 6<sup>th</sup> semester students.
2. To identify the type of motivation in learning speaking among 6<sup>th</sup> semester students.

### **F. Significance of The Research**

The result of this research is to contribute to English Education students, English Education Department at English Department students at IAIN Kerinci.

1. For English Lecture

Through this research, the researcher hopes that this research can help lecturers to identify the types of attitudes and motivations in students when learning speaking. And can make it easier for lecturers in the next teaching and learning process. Lecturers will know more about what students need.

2. For the Students

This research will be useful for a student because students can find out how important attitude and motivation are in a learning process. The researcher hopes that students can realize that attitudes and motivations have a big influence on their learning process to achieve their goals and also students will know what kind of attitudes and motivations they have.

3. For Another Researcher

The results of this study are expected to be used as a reference for other researchers who are interested in conducting similar research and can also inspire other researchers to research this research because researchers realize how important attitudes and motivation are in the process of learning to speak English.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. REVIEW OF RELATED THEORIES

##### 1. Speaking

###### a. Definition of Speaking

Speaking is a form of communication that is very important to be done effectively so that the idea or opinion that you want to convey can be conveyed properly. Speaking is also a common tool used to share information, negotiate, and connect with others.

According to Burton state that the main feature of speaking is the way in which the talkers allow one another to have their say by the series of signal, given by tone of voice, and hand gesture or a facial expression. The speakers who has taken the active position to take the role makes a corresponding series of verbal responses (Burton ; 2004-12). In addition, it is stated that speaking is not only in a voice, but also with facial expressions to make the speaker more appropriate and make the conversation. It becomes clear and easy to understand, so that a clear information is arrived.

Menwhile, Donough and Shaw state, "There are some reasons for speaking involved expressing ideas and opinions: expressing a wish or desire to do something, negotiating or solving

a particular problem, or establishing and maintaining social relationships and friendship. Beside fluency, accuracy, and confidences are important goal in speaking”(McDonough,dkk ; 2003-157). Therefore, by the speaking information and messages that students want to convey can be conveyed clearly, because it speaks as the main tool of verbal communication and it is a way to express ideas direct opinion of what is in our minds.

Based on the previous above, speaking is not only about a voice delivered for the sake of speech, but also the ideas and emotions that take part in it. Speaking is the process to drive performed for the performance of vocal symbols for share information, knowledge, ideas, and opinions with others. In addition, speaking cannot be separated from the aspect of listening, because speaking involves the speaker and the listener.

#### **b. The Functions of Speaking**

Function of speaking is to deliver message or ideas from the speaker to listener. Richard said, Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. There are tree functions of speaking. They are talks as interaction, talk transaction, and talks performance (Richards ; 2002-21).

### **1) Talk as interaction**

This is something we usually mean by conversation and describing interactions that serve social functions primarily. When people meet, they exchange greetings, in small talk chats to share their experiences and so on because they want to be friendly and to build comfortable interaction zones with others. The focus is more on speakers and how they want to present themselves to each other other message.

### **2) Talk as transaction**

This type of conversation focuses on what is said or finish. The message is the main focus here and making yourself. It is clearly and accurately understood, not the participants and how they interact socially with each other. In the transaction, Jones at Richard the state talks are associated with other activities. For example, students can engage in activities. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

### **3) Talk as performance**

Following the third type of conversation is talk as a show. It refers to public conversation. That is, speaking that conveys information in front of an audience such as announcements, and speeches. From the above definition, it can be said that the function of speaking has been as performance refers to public



conversation. Entire the function of speaking is related to guiding people in speaking activities.

**c. Type of Speaking**

There are two types of speaking, namely informal speaking and formal speaking :

**1) Informal Speaking**

According to Nation and Newton that informal speaking usually involves tasks where conveying information is not as important as maintaining friendly relations. It is also a good way for the person being questioned to control the interview or conversation by using additional information to guide the direction of the conversation (Nation ; 2009-120). From the explanation above, we can conclude that speaking will be easier if we can have a supportive partner. we can provide students with support and train them so they can interact with other speakers and can also support each other with these other participants.

This support can be in the form of providing new unknown words with the aim of becoming familiar with these words, also by asking questions and answers to students in order to provide support in the form of language and content. In addition, by providing tasks in the form of repetitive or routine exercises, it is also included in the form of language support.

Some of these supports are intended so that students can easily familiarize themselves with the words they just know, so that their initial assumption of saying that speaking is difficult will become easier with these routine repetitions.

## **2) Formal Speaking**

According to Nation and Newton Formal speaking requires content control, awareness of a largely passive audience, and being the focus of attention. Therefore, students who will speak formally in class must do so with an audience that is certain and clearly interested in the conversation so that information can be conveyed easily.

In conclusion, formal speaking is usually called an activity that has been planned, a process approach is needed before doing it. There are several things that must be considered before having a formal conversation such as, the purpose of what we will talk to the audience, collecting ideas, making concepts from the ideas that we have for example such as making small notes that contain some of the main points of the conversation that we will discuss, and lastly about how to present the concept. The most important thing in a formal conversation is to pay attention to the audience and how it is delivered so that the information to be conveyed can be received clearly.

#### **d. Learning to speak English in an EFL context**

One of the most important skills in EFL is speaking skill. According to Oxford dictionary, speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. From the definition, it concludes that speaking is expression in sending messages from a speaker towards listeners. Sending message in speaking uses verbal language. Because of that, communication in speaking way should be accurate. The accuracy will decide the success of communication.

Language teaching in what might broadly categorize as an EFL context is clearly a greater challenge for students and teachers. Often, intrinsic motivation is a big issue, since students may have difficulty in seeing the relevance of learning English (Douglas; 2001-118). Although there are many approaches in teaching speaking, the learning process still faces many failures.

There are many problems which influence the failure that are Clustering, Redundancy, Reduced forms, Performance variables, Colloquial language, Rate of delivery, Stress rhythm and Intonation, Interaction. All of the obstacles have to be observed in order to reach the success of teaching speaking. The observation result will help teachers in deciding the suitable method in teaching speaking. The result also can be a source in developing approaches or methods in EFL. Teaching speaking

needs to know about obstacles that may occur in the learning process.

## **2. Motivation**

### **a. Definition of Motivation**

The term motivation comes from the Latin verb *movere* which means "to move". That is, motivation is something that makes someone to keep working and move it. According to Maehr and Meyer, motivation is at the heart of teaching and learning (Martin, dkk 1997 ; 372). In addition, Williams and Burden also argue that motivation is a state of cognitive stimulation that triggers a decision to act, as a result of which there is a continuous intellectual and physical effort so that the person can achieve some predetermined goals (Williams ; 1997-120).

The following is the opinion of experts in psychology has provided various definitions of motivation. According to Santrock, "motivation is a process that energizes, directs, and sustains behavior" (Santrock ; 2004-417). This means that motivation is a process in which students need the urge to do something and do activities continuously. Motivated students will definitely feel excited to achieve what they want with a strong desire. This is similar to Schunk's idea that motivation is the process of students to perform activities based on their goals and to keep them direct (Schunk ; 2012-58).

Students who are higher motivated will get a better chance of achieving goals in their learning activities than lower ones. Harmer states that motivation is the energy students come from within pushing themselves to do activities. It means that motivation is very important to achieve something. This is a process that directs students to move to get a goal. According to James, the idea of a person doing activities and controlling the frequency of actions is called motivation. It is used to see if students are interested in classroom activities (Byrnes ; 2009-99). Motivation is the most important part for students in the teaching-learning process. It's that it's a huge influence for students to encourage themselves in learning to achieve their needs, goals, and interests.

From the definition above, it is concluded that motivation is an energy that we really need in doing something. Motivation is a question that is used to achieve success in the future. In the process of teaching and learning, providing motivation to students is the process to encourage and support them to learn. Therefore, motivation can help students to achieve their goals.

#### **b. Motivation in learning English in an EFL context**

Talk about students as one of the important elements of learning, cannot be separated from a discussion of motivation. The motivation of students to date is believed to be learning elements that determine student learning success. Some research results on motivation in foreign language learning shows that the learner's

motivation in learning a foreign language is the main driving force that brings it to success in learning the foreign language.

Motivation in learning a foreign language varies. An individual can learn a foreign language because he has an interest in that language, for example he want to work in a foreign-speaking country so that they have language skills country is absolutely necessary. Besides, it's possible for someone to learn a foreign language because they want to learn the culture of other nations. Another very possible motivation What arises is a person's desire to master a foreign language, especially foreign languages, international languages such as English, French, Mandarin, and so on for makes it easy to find work.

In mastering language, Gardner and Lambert distinguish motivation into two types, namely integrative motivation and instrumental motivation. Integrative motivation is motivation that driven by students' desire to integrate with the culture and language they are learning. Usually this motivation is owned by students who have a strong desire to learn the language in depth. While instrumental motivation is motivation based on hope that by mastering a foreign language or English, one can achieve something for example a better position or job. So, in this case language is a tool to achieve certain goals (Gardner ; 1972-112).

Of the two types of motivation above, according to Gardner and Lambert, integrative motivation is more guarantee success in mastering

a foreign language or English. This is caused by Individuals who have integrative motivation have a positive attitude towards the language they use they learn, so he is willing to do anything to master the language. This type of person is actively practicing and does not depend solely on books or teachers. They always looking for opportunities to be able to listen to a foreign language or English through broadcasts on radio or television, and are not shy or embarrassed to try using language in conversation. For them, learning a foreign language is not a thing which is difficult because they like it. Thus, Language Mastering Ability English because Motivation is an important factor so that you are proficient in English. As The Best Supporting Factors for Learning English Success and are not hindered by factors of age, condition, and place.

### **c. Kind of Motivation**

Schunk argues that motivation is divided into two parts, extrinsic motivation and intrinsic motivation (Schunk ; 2008-236).

#### **1. Extrinsic motivation**

According to Santrock, extrinsic motivation causes someone to conduct something in order to get something else. In other words, it is a means to get something. Extrinsic motivation is motivation that comes from the influence of several types of outside influences, which are different from

the desires and interests of the students themselves. For example, students who are motivated because they have good teachers, a good environment, and have parents who support their motivation to learn English. To improve and support students in learning English, it is very necessary to have this extrinsic motivation.

## **2. Intrinsic motivation**

Intrinsic motivation refers to the motivation concerned in an activity for its own sake. This motivation arises from ourselves. Students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have the desire to do everything from within themselves. They do activities because they have their own desires of themselves and do not rely on external rewards. According to Emily in her research, intrinsic motivation arises from students' personals such as their comfort, happiness, interests, interests. Intrinsic motivation is better for students because if students have intrinsic motivation, they will be easier to learn. Students who have intrinsic motivation will also be easier to achieve their goals because they have motivation in themselves.

### **d. The Characteristic of Students' Motivation**



The most successful students don't necessarily have very easy language skills. However, they are those who exhibit certain characteristics, most of them clearly related to motivation, as follows.

The characteristics of motivated students according to Penny Ur are:

- a. Positive task orientation: the student is willing to do tasks and challenges, and has confidence in his or her success,
- b. Ego-involvement: the student finds the task important to succeed in learning in order to maintain and promote his or her own self-image,
- c. Need for achievement: the student has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do,
- d. High aspirations: the student is ambitious, goes for demanding challenges, high proficiency, top grades,
- e. Goal orientation: the student is very aware of the goal of learning, or of specific learning activities, and directs his or her efforts toward achieving them,
- f. Perseverance: the student consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress,
- g. Tolerance of ambiguity: the student is not disturbed and frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently in the confidence that understanding will come later.

### **3. Attitude**

#### **a. Definition of Attitude**

Attitudes shown by students when learning takes place differently. Like there are still students who less active or passive,

when the teacher explains there are still students who prefer to chat with friends and when given assignments or being told to do assignments, there are still students who are lazy working because they feel that the questions given are very difficult or not understood. Attitude that It was shown that the student had a great influence on their learning outcomes. Student who have an attitude of dislike in participate in learning activities, less pay attention, tend to be lazy and less active then this can cause low student learning outcomes. Therefore for the success of learning activities then It is necessary to pay attention to the attitude of students in the process study.

According to Purwanto, attitude is a way of reacting to a stimulus (stimuli). A tendency to react in a certain way to a stimulus or situation faced, how a person reacts if he is exposed to a stimulus, either a person, object or situation about himself (Purwanto ; 2014-140). Meanwhile, according to Sarwono who said that, Attitude is a term that reflects a feeling of pleasure, displeasure or feeling mediocre (neutral) from someone towards something (Sarwono ; 2009-201). Something can be objects, events, situations, people or groups. While Notoamodjo argues that attitude is a response that is still closed by a person to a stimulant or object certain. Attitudes involve the opinion and emotion factors concerned (happy or unhappy, good or bad (Notoadmojo ; 2013-124).

From the explanations of these experts, it can be concluded that

Attitude is a condition of mental-emotional readiness to take a certain action when a situation is encountered. Attitude shows a person's condition to be ready to do something, not a real behavior. Everyone has a different attitude towards a stimulus. This is caused by several factors that exist in each individual such as differences in talents, interests, experience, knowledge, intensity, feelings, and also environmental situations.

In general, the formulations of attitudes have the same element, namely the willingness to respond to situations. Attitude statements in addition to the positive and negative categories must also reflect the dimensions of attitudes, namely cognition, affection and conation. The following information is the first condition for an attitude.

#### **b. Components of Attitude**

Walgito argues that there are several components that support attitudes, namely (Walgito; 2005-109) :

1. Cognitive component: this component is conceptual, contains beliefs by the individual owner of an attitude about an opinion, especially when it comes to something that is being controversial.
2. Affective component: this component is emotional, is a feeling that involves the emotional aspect. This aspect usually has a big influence on a person's attitude.

3. Conative component: this component requires action, where this component tends to be influenced by other people. This aspect tends to act according to the attitude that a person has and can react to things in certain ways.

**c. Attitude levels**

According to Azwar there are several levels of attitude, namely (Azwar;2005-30) :

1. Receiving : Receiving means that someone is willing and able to pay attention to the stimulus given by others.
2. Responding : someone is able to give an answer when asked.
3. Valuing : invite others to do or discuss something with other people on a problem.
4. Responsible : can be responsible for everything that has been chosen with all risks.

**d. Factors that influence attitudes**

1. Personal experience: attitudes will be easily formed if the personal experience occurs in situations involving emotional factors. Personal experience can be the basis of attitude formation.
2. The influence of others: basically humans can behave according to how he is dealing with someone. Therefore, other people can be used as factors that influence a person's attitude.

3. Cultural influence: culture is a pattern in society, so that without us realizing it, cultural factors greatly influence a person's attitude.
4. Media and technology: In reporting on newspapers or radio or other communication media, news that should be factually conveyed objectively tends to be influenced by the attitude of the author, consequently affecting the attitudes of consumers.
5. Educational Institutions and Religious Institutions: The concept of morals and teachings from educational institutions and religious institutions greatly determines the belief system, it is not surprising if in turn these concepts affect attitudes.
6. Emotional Factors: Sometimes, an attitude is an emotion-based statement that serves as a kind of channeling frustration or diversion of the ego's defense mechanism.

## **B. REVIEW OF RELATED FINDING**

In order to support the research, below are some previous study done by some researches,

First Zubairi & Sarudin in 2009, entitled "Motivation to Learn A Foreign Language in Malaysia" the aims of this study is to investigated Malaysian students' motivation to learn foreign language." The result showed that the research question was "what is the motivation of Malaysian students at UKM and UiTM to learn a foreign language?" and

the answer is The finding of this study indicated that UKM and UiTM students were extrinsically and Intrinsically motivated to learn a foreign language. The result of the t-test indicates a significant difference in terms of the motivation of students from the two universities.

Second, Haswani in 2008 conducted research about students motivation on learning English “Students’ Attitudes, Motivation and Anxiety towards English Language Learning”. The questionnaire items were also modified as to focus English as the target language, simplifying the language of instructions and item constructs, in order to make it more meaningful and contextually relevant for the participant respondents. The survey findings of 77 students, 40 males and 37 females. The result of this study emphasizes girls to have a slightly higher degree of positive attitudes and motivation comparable to the boys. The overall classroom anxiety demonstrates student’s moderate responses with relatively high standard deviation, highlighting that anxiety levels vary from student to student. The study concludes with educational implications and limitations.

The third research from Ming, Ling & Jaafar in 2009 with the title “Attitudes and Motivation of Malaysian Secondary Students toward Learning English as a Second Language; A case Study” the aim of this study to find reveal an overall positive attitude toward learning English by art and Science students. This study uses quantitative to collect the data and using questionnaire was adapted from Gardner’s’ attitude and Motivation Test battery was employed and translated into Bahasa

Malaysia by the researcher to investigate the students' attitude and motivation. The questionnaire consists of 40 items designed to draw out information regarding the students' attitudes and motivation toward the learning of English Likert scale items, ranging from 'strongly disagree' to 'strongly agree'. 20 items were aimed at extracting information about student's motivation while another 20 measured motivation in learning English. The procedure was carried out in a secondary boys' school with the sample population. 111 questionnaires were distributed and collected. And the result of this study finding reveal a positive relationship between higher proficiency level and positive attitudes and motivation learn English.

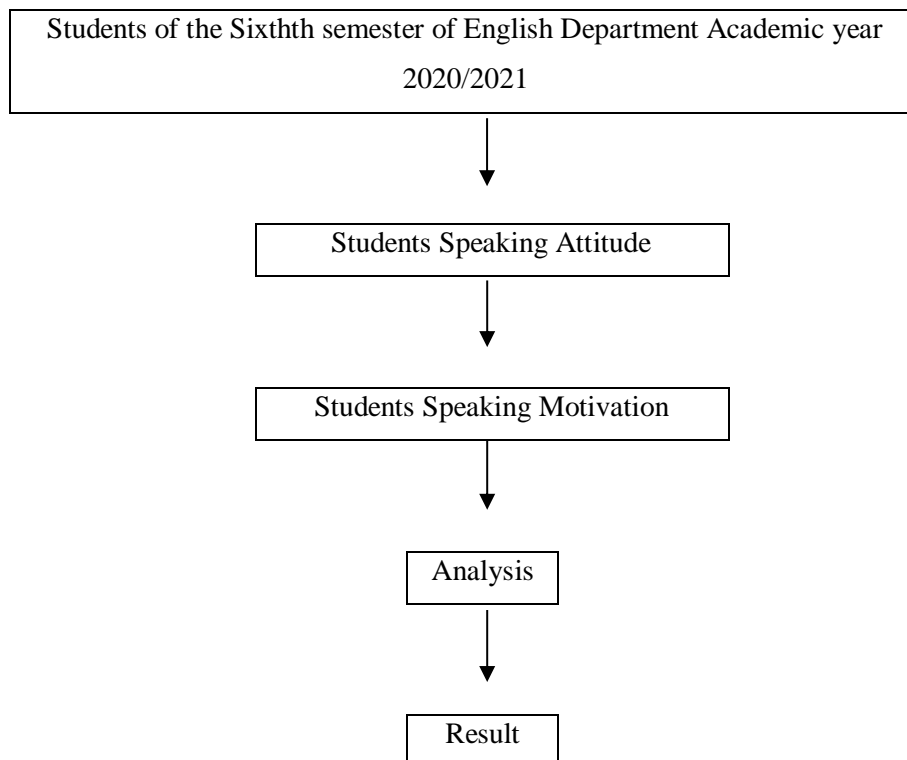
At last, Siti Ratna Ayu in 2018 conducted research about the students problem in learning speaking "An Analysis Of The Students' Problem In Learning Speaking At The First Semester Of The Eleventh Grade Students Of Smkn 6 Bandar Lampung In The Academic Year 2018". The result showed that the research question was what were the students' problem in learning speaking at the first semester of the eleventh grade students of SMKN 6 Bandar Lampung in academic year 2018/2019? and the answer is the students had low motivation to express something used foreign language, environment factor; the students had no good environment to support their learning in speaking and mostly mother tongue used; almost all students were influenced by their mother tongue.

Based on some of the studies above, researchers are interested in examining how the motivation and attitudes of English students at IAIN Kerinci in learning English, especially towards learning speaking and also to find out whether there is a relationship between attitudes and motivation in learning English. In this study, the researcher used a quantitative method with the title “English Speaking Attitude and Motivation of English Department Students of IAIN Kerinci”

### C. Theoretical Framework

The theoretical framework of this research can be illustrated in the following diagram:

**Figure. 1 The Conceptual Framework**





## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Kind of the Research**

This research will use survey research design to collect the data. Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours, or characteristics of the population (Creswell ; 2018-41).

The researcher use survey research design in this research is to describe students' attitude and motivation of IAIN Kerinci. This research conducted to the students at the sixth semester of English Department IAIN Kerinci in academic year 2020/2021.

#### **B. Population and Sample**

##### **1. Population**

Population of this research is the students at the sixth semester of English Department IAIN Kerinci in Academic years 2021/2022, which total number of population was 51 students, which consist of 3 classes, there were 17 students in 6A, 21 students in 6B, and 13 students in 6C.

**Table1 1. The Total Number of Students at the Sixth Semester of English Department in Academic years 2021/2022**

No	Class	Gender		Total
		Male	Female	
1.	6A	6	11	17
2.	6B	8	13	21
3.	6C	5	8	13
				<b>51</b>

The reason for choosing the students at the sixthth semester of English Department as the population of this research was that they had studied speaking at semester 6.

### **1. Sample**

Based on the previous population, the researcher selected students to be used as samples in this study. A sample is a subgroup of the target population that the researcher plans to study in order to make generalizations about the target population.

The researcher uses a total sampling technique to take data from this study, this technique is used if all the population is the same in number as the sample. Therefore, the population in this research was small only 51 students, so the researcher take all of the students at the sixthth semester of English Department as sample in this research.

### **C. Techniques of Data Collection**

In the process of collecting data, researchers used a questionnaire. The researcher made a questionnaire using google form and distributed the link to the sixth semester students of the English Department. This questionnaire is what researchers use as a tool to find out how the attitudes and motivation of students in learning to speak, using this questionnaire can help respondents to answer and make it easier for researchers to analyze data.

Besides being fast and easy, filling out the questionnaire does not require samples and researchers to interact face-to-face in the data collection process to obtain accurate data (Kumar ; 2011-102). This is what makes the use of questionnaires very suitable for this research due to the Covid-19 pandemic conditions and the process of learning from home.

### **D. Data Collection Instrument**

Instrument is a tool for collect the data from the sample. There are some instruments that will use in this research including questionnaire as in the following :

#### **1. Questionnaire**

The questionnaire items were written in Bahasa in order to help the respondent comprehend the items and to avoid misunderstanding. In order to get main specific data, the questionnaire has some number of

items. A questionnaire was used in gathering the students' reading motivation data. It was adapted from Thang Siew Ming.

The questionnaire instrument was used to find the percentage of students' motivation and students' attitudes in learning speaking. There are 40 items from the questionnaire, where 20 items are to find students' learning motivation, and 20 items are to find students' attitudes in learning speaking. The table distribution of items questionnaire it can be seen below :

**Table 2. Distribution Items Questionnaire of Students' Speaking Attitude**

<b>Indicator</b>	<b>Sub indicator</b>	<b>Item Number</b>	<b>Total</b>
a. Positive attitude	1. Internal 2. External	1,2,3,4,5,6,7,8,9,10	10
b. Negative attitude		11,12,13,14,15,16,17,18,19,20	10
<b>Total</b>			<b>20</b>

**Table 3. Distribution Items Questionnaire of Students' speaking Motivation**

<b>Indicator</b>	<b>Sub indicator</b>	<b>Item Number</b>	<b>Total</b>
a. Extrinsic factors	a. persevarance b. high aspiration	1,2,3,4,5,6,7,8,9,10	10
b. Intrinsic factors	c. goal orientation	11,12,13,14,15,16,17,18,19,20	10
<b>Total</b>			<b>20</b>

### **E. Technique of Data Analysis**

In analyzing the data, the researcher will use quantitative analysis.

There are several interrelated steps used in the process of analyzing

quantitative data. The first step is scores to the data, assessing the types of scores to use, selecting a statistical program, and inputting the data into a program, and then cleaning up the database for analysis. The second step begins the data analysis, conduct a descriptive analysis of the data reporting measures of central tendency and variation, then conduct more sophisticated inferential analysis to test hypotheses and examine confidence intervals and effect sizes. The next step is to report the results that are found using tables, figures, and a discussion of the key results.

### **1. Technique of data analysis for Questionnaire**

In analyze the questionnaire, the researcher will use several steps.

- a) Check the student's questionnaire
- b) Classify the student's answer
- c) Analyze the student's answer
- d) Conduct percentages. The researcher will use spss for calculating the rate percentage of students difficulties by using the following formula

(Sudijono ; 2010-43) :

$$P = \frac{F}{N} \times 100 \%$$

Where:

P = Percentage

F = The frequency of terms

N= Total sample

- e) Drawing conclusion

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this chapter, the researcher describe the finding of the research. The finding from the questionnaire would be divided into two parts, the students speaking attitude and the students motivation to speak English. The students' attitude include of two factors, positive and negative attitude and the students' motivation include of two factors, extrinsic factor and intrinsic factor. Furtgermore, the researcher describe in details what aspect or items of the factor above. After that, the researcher describe the reason why those finding were in discussion session.

#### **A. Finding**

The finding of the research were based on the result of the data analysis. The data analysis consisted of questionnaire.

##### **1. Data Collected through Questionnaire the students' speaking attitude.**

The questionnaire used to know the students' speaking attitude in english learning. The questionnaire was distributed by google form to the students at sixth semester of English Department of IAIN Kerinci. The questionnaire of students' speaking attitude consisted of 20 items and have distributed to 51 students of 6A, 6B, and 6C which 10 items questionnaire in positive attitude and 10 items questionnaire in negative

attitude. The following presentation describe the clear explanation about the result on the questionnaire.

The number of Students' speaking Attitude

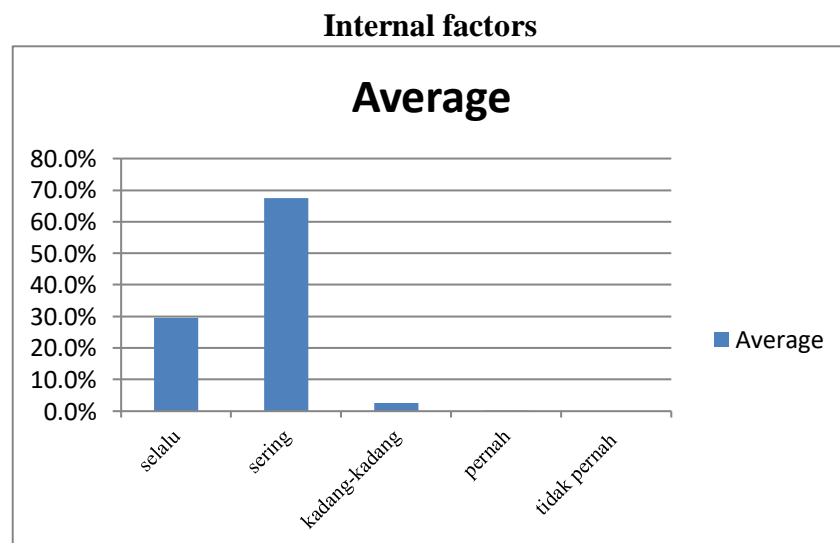
INDICATOR	NUMBER OF ITEMS	Options (percentage %)					TOTAL
		SL	SR	KD	P	TP	
<b>Students' speaking Positive Attitude</b>							
a. Internal Factor	2	33,3 %	60,8 %	5,9%	0,0 %	0,0%	100%
		17	31	3	0	0	51
	3	17,9 %	80,4 %	2,0%	0,0 %	0,0%	100%
		9	41	1	0	0	51
	4	23,5 %	74,5 %	1,0%	0,0 %	0,0%	100%
12		38	1	0	0	51	
6	25,5 %	72,5 %	2,0%	0,0 %	0,0%	100%	
	13	37	1	0	0	51	
8	47,1 %	49,0 %	2,0%	0,5 %	0,0%	100%	
	24	25	1	1	0	51	
<b>Total</b>	<b>5</b>	<b>147,3</b>	<b>337,2</b>	<b>12,9</b>	<b>0,5</b>	<b>0,0</b>	
<b>Average</b>		<b>29,5</b>	<b>67,4</b>	<b>2,6</b>	<b>0,1</b>	<b>0,0</b>	
b. External Factor	1	47,1 %	51,0 %	2,0%	0,5 %	0,0%	100%
		24	26	1	0	0	51
	5	19,6 %	74,5 %	5,9%	0,0 %	0,0%	100%
		10	38	3	0	0	51
	7	29,4 %	64,7 %	5,9%	0,0 %	0,0%	100%
		15	33	3	0	0	51
9	47,1 %	43,1 %	9,8%	0,0 %	0,0%	100%	
	24	22	5	0	0	51	
10	60,8 %	27,5 %	5,9%	1,0 %	0,5%	100%	

		31	14	3	2	1	51
<b>Total</b>	<b>5</b>	204,0	260,8	29,4	1,0	0,5	
<b>Average</b>		<b>40,8</b>	<b>52,2</b>	<b>5,9</b>	<b>0,2</b>	<b>0,1</b>	

#### a. Students' speaking Positive Attitude Factors

There were two sub indicator in the speaking positive attitude factor, that are Internal factor dan External factor. The research analyzed the percentage each items of questionnaire and then analyze the average each indicators in order to know the students' speaking positive attitude in Internal factors to speak English. The type of the questionnaire which was done by the students with five options such as selalu/always, sering/often, kadang-kadang/sometime, pernah/ever, tidak pernah/never. The average of students' speaking positive attitude factor it can be seen in the figure below.

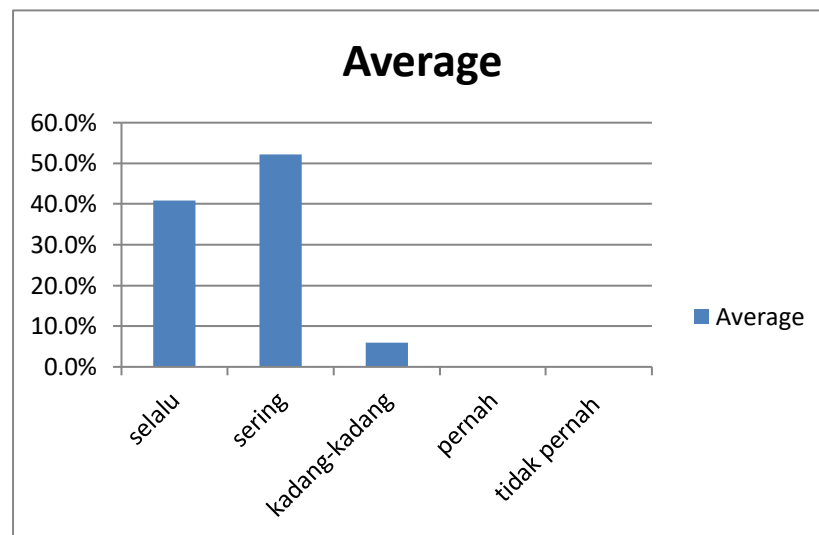
**Figure 1. the students' speaking positive attitude in**





Based on the figure 1, the result show that 29,5% students chose option (selalu/always), 67,4% students chose option (sering/always), 2,6% students chose (kadang-kadang/sometime), 0,1% students chose option (pernah/ever), and 0% students chose option (tidak pernah/ never).

**Figure 2. the students' speaking positive attitude in External factors**



Based on the figure 2, the result show that 40,8% students chose option (selalu/always), 52,2% students chose option (sering/often), 5,9% students chose (kadang-kadang/sometime), 0,2% students chose option (pernah/ever), and 0,1% students chose option (tidak pernah/never)

From the sub indicators positive attitude in speaking factor, between internal and external factor, the highest percentage of

average was the external factor, where the students are easier to understand speaking if there is encouragement from external factors.

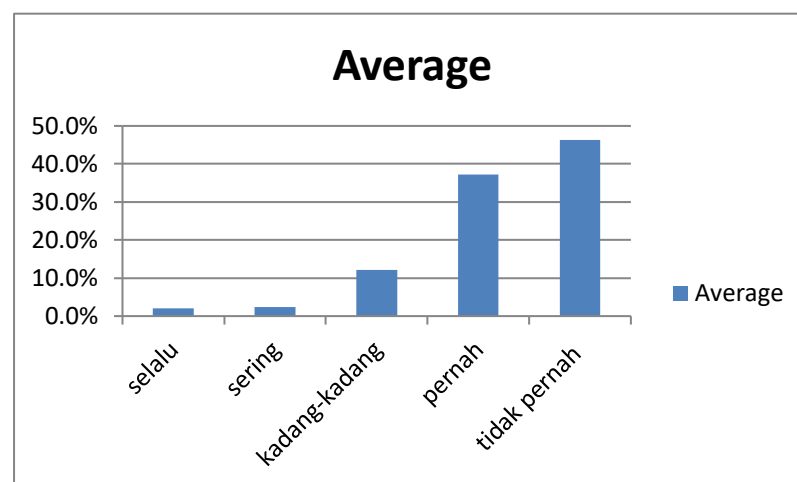
INDICATOR	NUMBER OF ITEMS	Options (percentage %)					TOTAL	
		SL	SR	KD	P	TP		
<b>Students' speaking Negative Attitude</b>								
a. Internal Factor	11	2,0 %	3,9%	23,5%	41,2%	29,4%	100%	
		1	2	12	21	15	51	
	12	2,0 %	7,8%	19,6%	37,3%	33,3%	100%	
		1	4	10	19	17	51	
	13	3,9 %	0,0%	7,8%	33,3%	54,9%	100%	
		2	0	4	17	28	51	
	14	2,0 %	0,0%	5,9%	47,1%	45,1%	100%	
		1	0	3	24	23	51	
	15	0,0 %	0,0%	3,9%	27,5%	68,6%	100%	
		0	0	2	14	35	51	
	<b>Total</b>	<b>5</b>	<b>9,8</b>	<b>11,8</b>	<b>60,8</b>	<b>186,3</b>	<b>231,4</b>	
	<b>Average</b>		<b>2,0</b>	<b>2,4</b>	<b>12,2</b>	<b>37,3</b>	<b>46,3</b>	
b. External Factor	16	0,0 %	0,0%	2,0%	13,7%	84,3%	100%	
		0	0	1	7	43	51	
	17	0,0 %	2,0%	2,0%	11,8%	84,3%	100%	
		0	1	1	6	43	51	
	18	0,0 %	0,0%	0,0%	7,8%	92,2%	100%	
		0	0	0	4	47	51	
	19	2,0 %	2,0%	2,0%	11,8%	82,4%	100%	
		1	1	1	6	42	51	
	20	3,9 %	2,0%	0,0%	7,8%	86,3%	100%	
		2	1	0	4	44	51	

<b>Total</b>	<b>5</b>	<b>5,9</b>	<b>5,9</b>	<b>5,9</b>	<b>52,9</b>	<b>429,4</b>	
<b>Average</b>		<b>1,2</b>	<b>1,2</b>	<b>1,2</b>	<b>10,6</b>	<b>85,9</b>	

### b. Students' Speaking Negative Attitude Factors

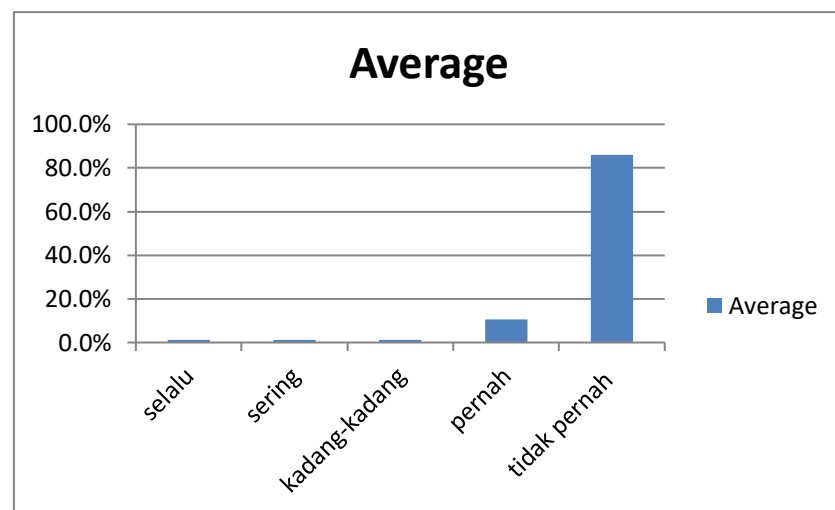
There were two sub indicator in the speaking negative attitude factor, that are Internal factor dan External factor. The research analyzed the percentage each items of questionnaire and then analyze the average each indicators in order to know the students' speaking negative attitude in Internal factors to speak English. The type of the questionnaire which was done by the students with five options such as selalu/always, sering/often, kadang-kadang/sometime, pernah/ever, tidak pernah/never. The average of students' speaking positive attitude factor it can be seen in the figure below.

**Figure 3. the students' speaking negative attitude in Internal factors**



Based on the figure 3, the result show that 2,0% students chose option (selalu/always), 2,4% students chose option (sering/often), 12,2% students chose (kadang-kadang/sometime), 37,3% students chose option (pernah/ever), and 46% students chose option (tidak pernah/never).

**Figure 4. the students' speaking negative attitude in external factors**



Based on the figure 4, the result show that 1,2% students chose option (selalu/always), 1,2% students chose option (sering/often), 1,2% students chose (kadang-kadang/sometime), 10,6% students chose option (pernah/ever), and 86% students chose option (tidak pernah/never).

From the two sub indicators of students' speaking negative attitude, between internal and external factors, the highest percentage of average was external factor with the average 86%.

In general, the researcher found that most of the students on the positive attitude factor had an interest in speaking due to the support from internal factors that encouraged students to enjoy and be able to learn speaking as often as possible. based on the above average, it can be seen that the internal factors of students on average have an interest in speaking with the highest average of 67.4% of students choosing the choice always for internal factors that support students' attitudes in learning speaking. The mean scores for negative attitudes towards English were lower than positive attitudes and all were below level 3 i.e. Never, which is a positive sign. The first four items that rank highest are items related to the difficulties involved in learning English and it is clear that these students have problems learning English and prefer to learn other languages. points 15 to 17 investigate whether students find learning English uninteresting and a low average score below 2 indicates that they do not really find learning English boring. Finally, the low average score for the item 18 to 20 indicate that students do not think that learning English is a waste of time and are still interested in improving their English when they leave school.

## **2. Data Collected through Questionnaire the students' speaking motivation.**

The questionnaire used to know the students' speaking motivation in English learning. The questionnaire was distributed by Google Form to the students at sixth semester of English Department of IAIN Kerinci. The questionnaire of students' speaking motivation consisted of 20 items and was distributed to 51 students of 6A, 6B, and 6C which 10 items questionnaire in Extrinsic factors and 10 items questionnaire in Intrinsic factors. The following presentation describes the clear explanation about the result on the questionnaire.

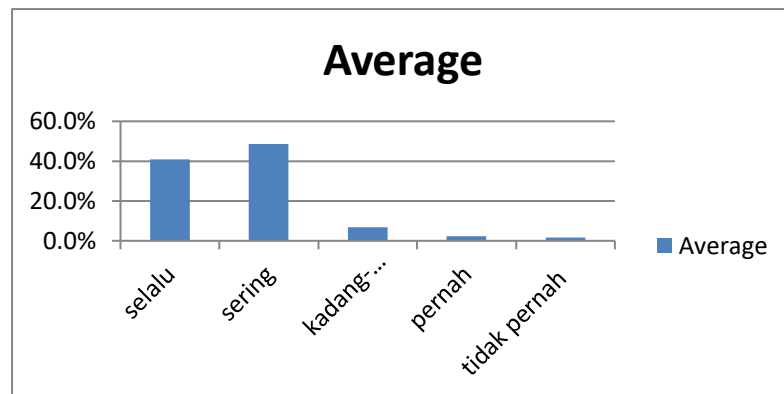
INDICATOR	NUMBER OF ITEMS	Options (percentage %)					TOTAL	
		SL	SR	KD	P	TP		
<b>Students' speaking Extrinsic Factor</b>								
a. Social Factor	1	68,6 %	31,4 %	0,0%	0,0%	0,0%	100%	
		35	16	0	0	0	51	
	2	37,3 %	49,0 %	11,8 %	0,0%	2,0%	100%	
		19	25	6	0	1	51	
	3	27,5 %	49,0 %	11,8 %	5,9%	5,9%	100%	
		14	25	6	3	3	51	
	4	31,4 %	62,7 %	2,0%	3,9%	0,0%	100%	
		16	32	1	2	0	51	
	5	39,2 %	51,0 %	7,8%	2,0%	0,0%	100%	
		20	26	4	1	0	51	
	<b>Total</b>	<b>5</b>	203,9	243,1	33,3	11,8	7,8	
	<b>Average</b>		<b>40,8</b>	<b>48,6</b>	<b>6,7</b>	<b>2,4</b>	<b>1,6</b>	
	b. Non-social Factor	6	39,2 %	49,0 %	7,8%	3,9%	0,0%	100%
			20	25	4	2	0	51
7		27,5 %	43,1 %	25,5 %	3,9%	0,0%	100%	

		14	22	13	2	0	51
	8	5,9%	15,7%	47,1%	15,7%	15,7%	100%
		3	8	24	8	8	51
	9	5,9%	13,7%	33,3%	31,4%	17,6%	100%
		3	7	17	16	9	51
	10	15,7%	27,5%	11,8%	17,6%	27,5%	100%
		8	14	6	9	14	51
<b>Total</b>	<b>5</b>	96,1	149,0	125,5	72,5	60,8	
<b>Average</b>		<b>19,2</b>	<b>29,8</b>	<b>25,1</b>	<b>14,5</b>	<b>12,2</b>	

#### a. Students' speaking motivation in Extrinsic factors

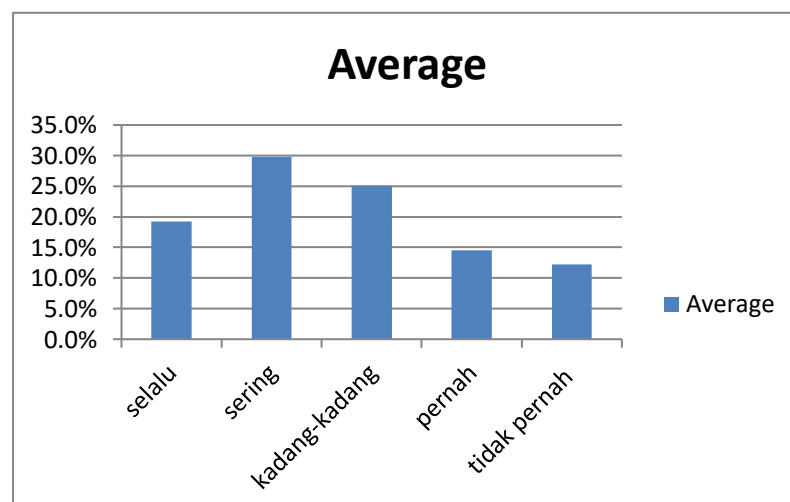
There were two sub indicator in the students' speaking motivation in Extrinsic factor, there are social factor and non-social factor. The research analyzed the percentage each items of questionnaire and then analyze the average each indicators in order to know the students' speaking motivation in social factor and non-social factor. The type of the questionnaire which was done by the students with five options such as selalu/always, sering/often, kadang-kadang/sometime, pernah/ever, tidak pernah/never. The average of students' speaking motivation in social factor and non-social factor, it can be seen in the figure below.

**Figure 5. the students' speaking motivation in social factors**



Based on the figure 5, the result show that 40,8% students chose option (selalu/always), 48,6% students chose option (sering/often), 6,7% students chose (kadang-kadang/sometime), 2,4% students chose option (pernah/ever), and 2% students chose option (tidak pernah/never).

**Figure 6. the students' speaking motivation in non-social factors**





Based on the figure 6, the result show that 19,2% students chose option (selalu/always), 29,8% students chose option (sering/often), 25,1% students chose (kadang-kadang/sometime), 14,5% students chose option (pernah/ever), and 12% students chose option (tidak pernah/never).

From the sub indicators of extrinsic motivation in speaking, between social factor and non- social factors the highest percentage of average was the social factor with 48,6%, where the students mostly get motivation and encouragement from social factors such as the environment, teachers, friends, and even parents.

#### The number of Students' speaking Motivation

INDICATOR	NUMBER OF ITEMS	Options (percentage %)					TOTAL
		SL	SR	KD	P	TP	
<b>Students' speaking Intrinsic Factor</b>							
physical Factors	12	35,3%	52,9%	7,8 %	0,0 %	3,9 %	100%
		18	27	4	0	2	51
	14	23,5%	66,7%	3,9 %	3,9 %	2,0 %	100%

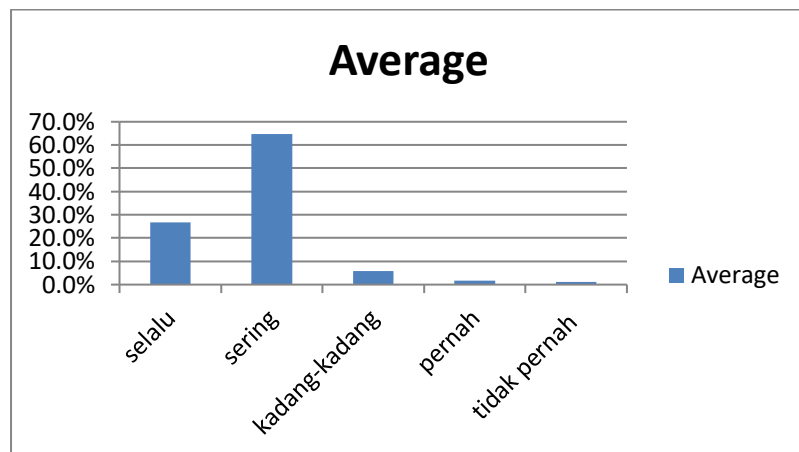
		12	34	2	2	1	51	
	16	25,5%	66,7%	7,8%	0,0%	0,0%	100%	
		13	34	4	0	0	51	
	18	25,5%	66,7%	5,9%	2,0%	0,0%	100%	
		13	34	3	1	0	51	
	19	23,5%	70,6%	3,9%	2,0%	0,0%	100%	
		12	36	2	1	0	51	
<b>Total</b>	<b>5</b>	133,3	323,5	29,4	7,8	5,9		
<b>Average</b>		<b>26,7</b>	<b>64,7</b>	<b>5,9</b>	<b>1,6</b>	<b>1,2</b>		
psychological factors								
		11	45,1%	45,1%	3,9%	3,9%	2,0%	100%
			23	23	2	2	1	51
		13	35,3%	56,9%	3,9%	2,0%	2,0%	100%
			18	29	2	1	1	51
		15	31,4%	60,8%	3,9%	3,9%	0,0%	100%
			16	31	2	2	0	51
		17	21,6%	74,5%	2,0%	2,0%	0,0%	100%
			11	38	1	1	0	51

	20	25,5%	64,7%	9,8%	0,0%	0,0%	100%
		13	33	5	0	0	51
<b>Total</b>	<b>5</b>	158,8	302,0	23,5	11,8	3,9	
<b>Average</b>		<b>31,8</b>	<b>60,4</b>	<b>4,7</b>	<b>2,4</b>	<b>0,8</b>	

#### **b. Students' speaking motivation in Intrinsic factors**

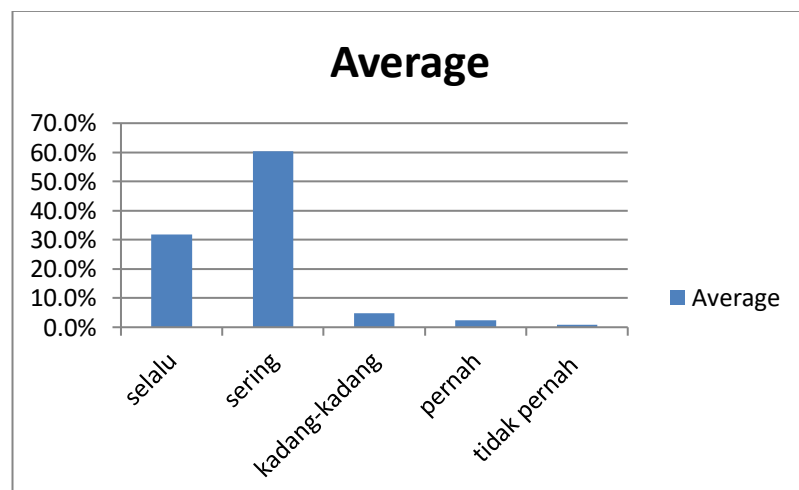
There were two sub indicator in the students' speaking motivation in intrinsic factor, there are physical factor and psychological factor. The research analyzed the percentage each items of questionnaire and then analyze the average each indicators in order to know the students' speaking motivation in physical and psychological factor. The type of the questionnaire which was done by the students with five options such as selalu/always, sering/often, kadang-kadang/sometime, pernah/ever, tidak pernah/never. The average of students' speaking motivation in physical factor and psychological, it can be seen in the figure below.

**Figure 7. the students' speaking motivation in physical  
Factors**



Based on the figure 7, the result show that 26,7% students chose option (selalu/always), 64,7% students chose option (sering/often), 5,9% students chose (kadang-kadang/sometime), 1,6% students chose option (pernah/ever), and 0% students chose option (tidak pernah/never).

**Figure 8. the students' speaking motivation in psychological Factors**



Based on the figure 8, the result show that 31,8% students chose option (selalu/always), 60,4% students chose option

(sering/often), 4,7% students chose (kadang-kadang/sometime), 2,4% students chose option (pernah/ever), and 1% students chose option (tidak pernah/never).

From the sub indicators of intrinsic motivation in speaking, between physical factor and psychological factors the highest percentage of average was the physical factor with 64,7%, where students mostly get motivation and encouragement from physical factors such as health and nutrition.

## **B. Discussion**

In this part, the research would like to present the discussion of the research finding that had been previously discussion. This discussion was intended to describe the students' speaking attitude and motivation in English speaking. The research would like to describe the result of two kinds from this research, from attitude and motivation.

Based on previous result, the data analysis in English speaking attitude of students' classified into 2 factors: positive and negative attitude. The research found that students encouragement more from the positive attitude factor. Based on the percentages between 2 factor, it was internal factor and external factor, it show that the students internal factor with 67,4%, and the next external factor with the percentage 52,2%.

Furthermore, after observing the result of the data analysis in english speaking motivation of students' classified into 2 factor: extrinsic

and intrinsic factor. That the extrinsic factor have 2 sub-indicators, it was social factor and non-social factor. It show that the social factor with the 48,6%, and the next non-social factor with 29,8%. And in the intrinsic factor have 2 sub-indicators, it was physical factor with 64,7% and psychological factor with 60,4%.

Based on the previous result, the analysis of English speaking attitude between positive and negative attitude, the data showed that the positive attitude have the highest score. And the analysis of English speaking motivation between extrinsic and intrinsic factor, the data showed that the physical factor have the highest score.

The results of this study are similar to those of Ming, Ling, and Jaafar (2011), in that their research results also found higher positive attitudes from their respondents and have a desire to learn English, and are also similar to research conducted by Mat and Yunus (2014), who also found positive attitudes in his research. Thus, it can be concluded that in the results of student attitudes, English students at IAIN Kerinci have a higher positive influence on learning to speak English. Based on these results, most students agree and strongly agree with the positive attitude statement.

Based on the results of the data calculated by the researcher, in the category of student motivation, intrinsic motivation has the highest score with a percentage of 64.7%. It can be concluded that students agree with the statement that they are more confident in learning to speak English.

However, in this study, intrinsic and extrinsic motivation are not much different. Based on the results of intrinsic and extrinsic motivation, it can be concluded that students in the Public Speaking class have more

intrinsic motivation than extrinsic motivation. From several previous studies conducted by Zubairi and Sarudin (2009) and Mat and Yunus (2014), the results obtained were the same as the results of this study, they found that extrinsic motivation was higher than intrinsic motivation. It can be concluded that in the case of English students at IAIN Kerinci, they have a positive attitude and intrinsic motivation towards learning to speak.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTION**

#### **A. Conclusions**

The results showed that in general, the sixth semester students majoring in English had a positive attitude towards learning speaking. They realize the importance of learning speaking to the program and they have the desire to learn English. Even though they find learning speaking difficult and stressful, they don't think it's a waste of time, and they even consider continuing to improve their speaking skills when they graduate. Further findings indicate that English students have higher and positive motivation and attitudes towards speaking subjects than other students. With regard to proficiency, better students have more positive attitudes and showed greater initiative to learn English than weak students. So even though overall positive attitude towards learning speaking, it will appear that students with higher abilities are more interested in improving their speaking skills in English. Students are also generally more extrinsically than intrinsically motivated to learn English in order to succeed in their exams and for future careers. However, it seems they extrinsic motivation is limited to the achievement of personal career goals and does not extend to the desire to please family members, earn the respect of others or contribute to society. This not very encouraging because students' reasons



for self-improvement are driven by self-interest. This is supported by the lower interest shown to improve English for intrinsic reasons although some seem interested in self-improvement for intrinsic reasons such as self-development. Students further show a lack of confidence and enthusiasm towards learning speaking subjects, as they feel learning English is not fun.

The purpose of this study was to find out how the attitudes and motivations of the 6th semester English students of IAIN Kerinci. There were 51 students who were used as samples to fill out the questionnaire. Based on these results, positive attitudes are higher than negative attitudes and intrinsic motivation is higher than extrinsic motivation. There are still many students who realize the importance of English, especially speaking for their major, even when they have difficulties in learning, they don't think that it can waste time and become an obstacle for them to learn.

## **B. Suggestion**

### 1. For students

Students must be aware of their attitude in gaining knowledge about something, especially in acquiring knowledge of English and be aware of what can influence them to study, because they are no longer really a hobby with the material. If scholars understand the benefits of attitude and motivation, students will likely care and seek what may be their greatest motivation for learning.

## 2. For Junior

Given how important attitude and motivation are in the methods of acquiring knowledge, conducting a study of what elements have an effect on each is almost necessary. will offer genuine advantages by helping to use understanding what elements influence students' attitudes and motivation in acquiring knowledge.

## 3. For lecturers

Lecturers must instill the importance of a quality attitude closer to students and be aware of what can affect students in acquiring knowledge. so that after the lecturer knows what kind of motivation his students have, he can understand what ways can stimulate students' efforts to acquire knowledge.

## 4. For further research

The researcher anticipates that from this research, different human beings produce other references in the growing research on attitudes and motivation even though this research is not always perfect. Given the importance of attitude and motivation in gaining knowledge about methods, hopefully this research can improve coaching for the better.

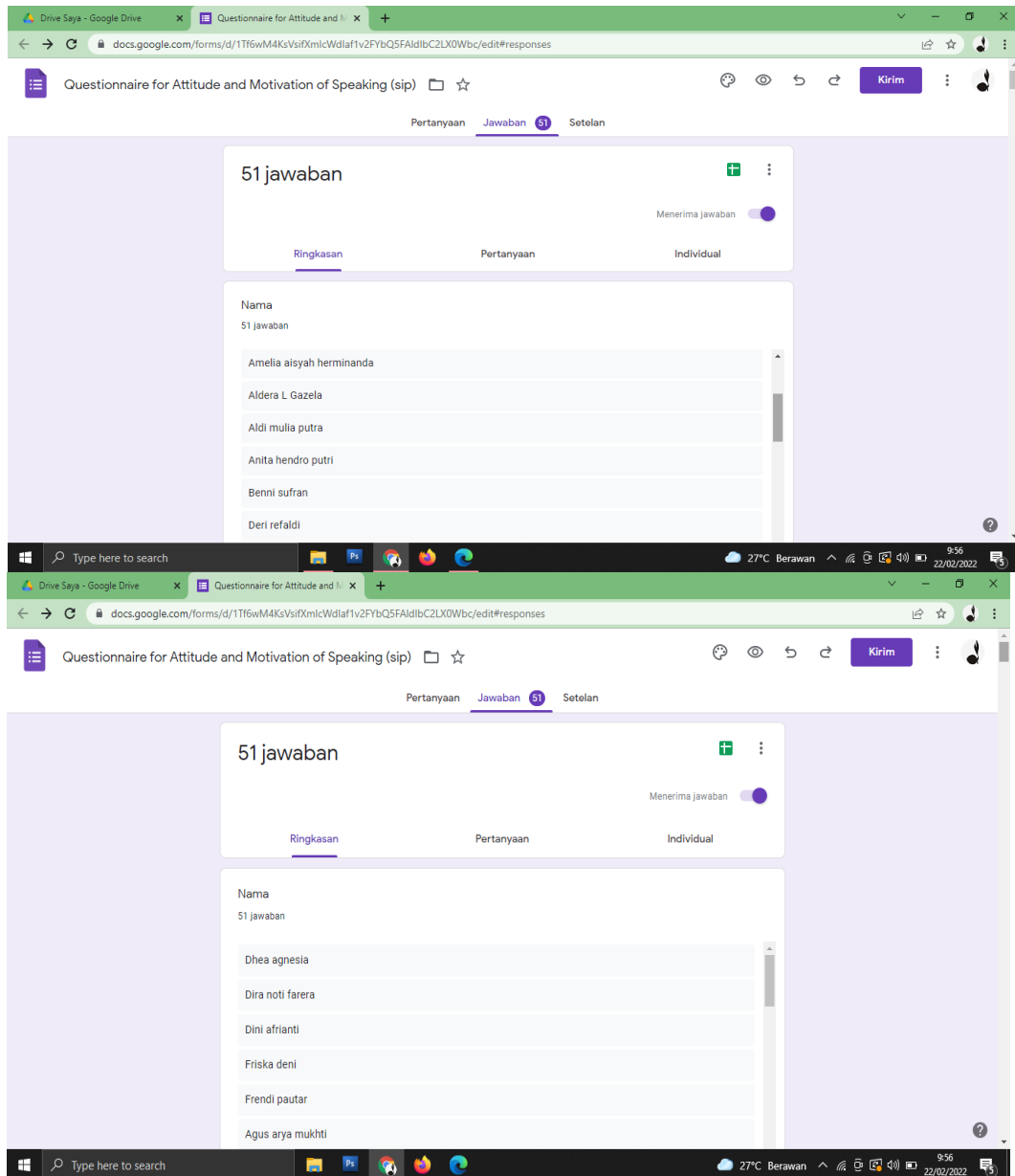
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# Appendix 1

## The Names Of The Sixth Semester Students Of English Department Of IAIN Kerinci



Drive Saya - Google Drive x Questionnaire for Attitude and Motivation of Speaking (sip) x +

docs.google.com/forms/d/1Tf6wM4KsVsiXmIcWdlaf1v2FYbQ5FAIdIbC2LX0Wbc/edit#responses

Questionnaire for Attitude and Motivation of Speaking (sip) ☆

Pertanyaan Jawaban 51 Setelan

51 jawaban

Menerima jawaban

Ringkasan Pertanyaan Individual

Nama

51 jawaban

Muhammad agus

Mukrozi

Nisya yustika

Nur anisa charenia

Okgia gamara ratna

Silvani rahmadian

Drive Saya - Google Drive x Questionnaire for Attitude and Motivation of Speaking (sip) x +

docs.google.com/forms/d/1Tf6wM4KsVsiXmIcWdlaf1v2FYbQ5FAIdIbC2LX0Wbc/edit#responses

Questionnaire for Attitude and Motivation of Speaking (sip) ☆

Pertanyaan Jawaban 51 Setelan

51 jawaban

Menerima jawaban

Ringkasan Pertanyaan Individual

Nama

51 jawaban

Deni effariani

Dosi area lusi

Eben nesa putra

Eza silvia

Maulidia tila wahyuni

Marliza yunita

Drive Saya - Google Drive x Questionnaire for Attitude and Motivation of Speaking (sip) x +

docs.google.com/forms/d/1Tf6wM4KsVsiXmIcWdlaf1v2FYbQ5FAIdIbC2LX0Wbc/edit#responses

Questionnaire for Attitude and Motivation of Speaking (sip) ☆

Pertanyaan Jawaban 51 Setelan

51 jawaban

Menerima jawaban

Ringkasan Pertanyaan Individual

Nama

51 jawaban

Aulia rachmad plidie

Resta amalia

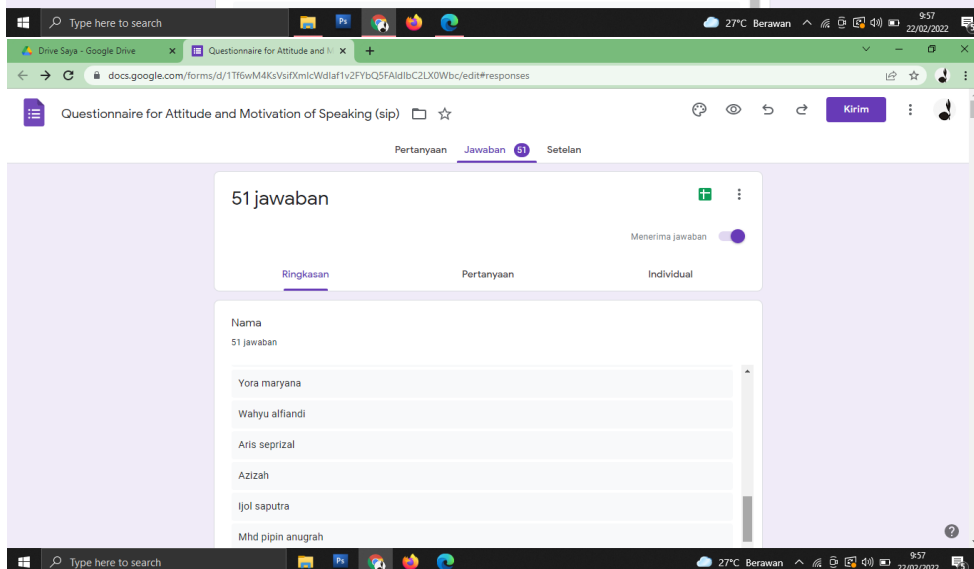
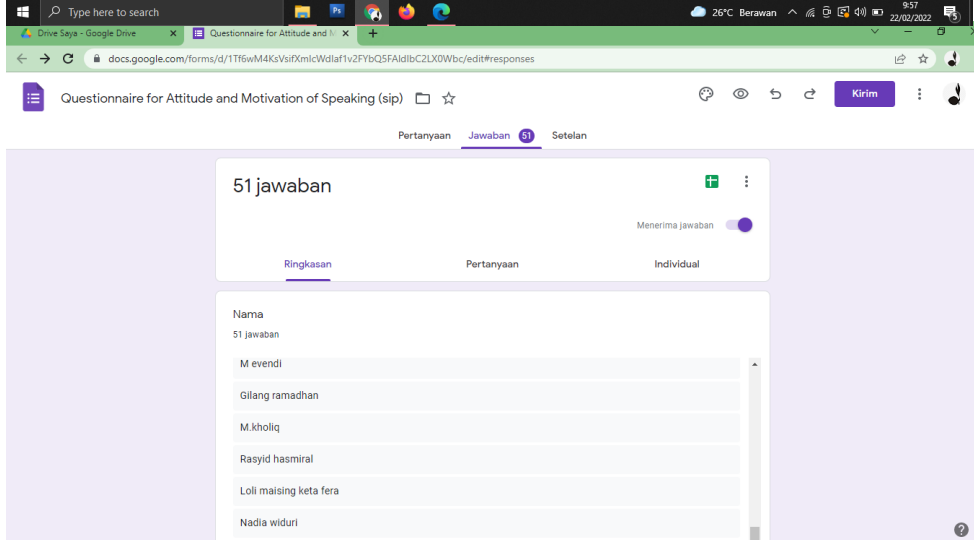
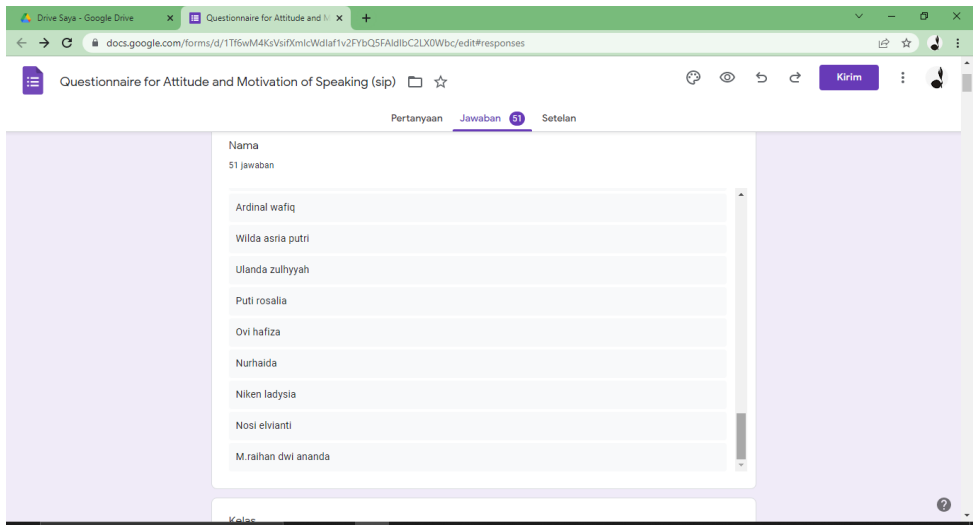
Riny susanti

Sonia detriani

Ardinal wafiq

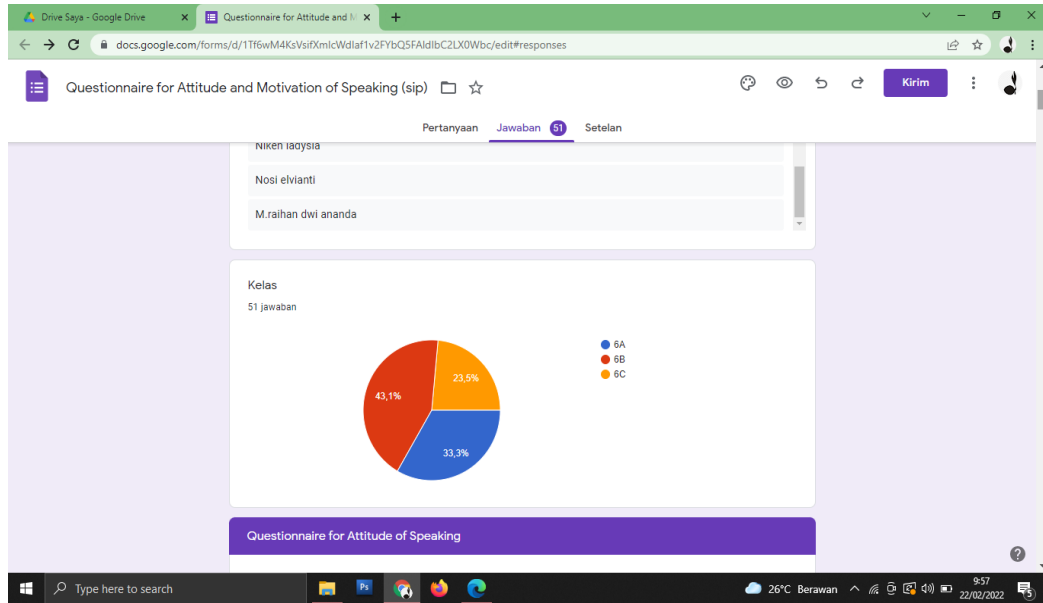
Willda asria putri

News and interests



## Appendix 2

### Students' Questionnaire score





### Appendix 3

#### QUESTIONNAIRE ATTITUDE

Instructions :

Please answer the following questions by filling in the answers or putting a check mark (√) in the box provided below!

Informations : 5 = Always      4 = Often      3 = Sometimes      2 = Ever      1 = Never

Name : \_\_\_\_\_

Class : \_\_\_\_\_

No	STATEMENT	ALTERNATIVE ANSWER				
		5	4	3	2	1
1	Speaking is an important part of my major					
2	I have a desire to learn to speak well					
3	I plan to learn as much English as possible.					
4	Learning to speak is very good					
5	I'm trying hard in learning speaking					
6	I really enjoy learning speaking					
7	I find learning English very interesting					
8	I enjoy my speaking class					
9	I will study English as often as possible					
10	When I have speaking practice, I will finish it soon					
11	I prefer to study other subjects than speaking courses.					
12	It is difficult to learn to speak.					
13	I feel stressed learning to speak.					
14	I feel doing speaking practice is very difficult.					
15	I forced myself to listen to the teacher during speaking class.					
16	During speaking class, I became really bored.					
17	In my opinion, learning to speak is boring.					
18	When I left school, I would stop learning English completely because I wasn't interested in it.					
19	I never thought about improving my					

	speaking ability.					
20	Learning to speak is a waste of time.					

NO	PERNYATAAN	5	4	3	2	1
1	Speaking adalah bagian penting dari program jurusan saya					
2	Saya memiliki keinginan untuk belajar speaking dengan baik					
3	Saya berencana untuk belajar bahasa Inggris sebanyak mungkin					
4	Saya berusaha keras dalam belajar speaking					
5	Saya sangat menikmati belajar speaking					
6	Saya merasa belajar bahasa Inggris sangat menarik					
7	Saya menikmati kelas speaking saya					
8	Saya akan belajar berbahasa Inggris sesering mungkin					
9	Ketika saya memiliki latihan speaking, saya akan segera menyelesaikannya					
10	Belajar speaking sangat bagus					
11	Saya lebih suka belajar mata kuliah lain dari pada mata kuliah speaking.					
12	Sulit untuk belajar berbicara.					
13	Saya merasa stres dalam belajar berbicara.					
14	Saya merasa melakukan latihan speaking sangat sulit.					
15	Saya memaksakan diri untuk mendengarkan guru selama kelas speaking.					
16	Selama kelas speaking, saya menjadi benar-benar bosan.					
17	Menurut saya, belajar berbicara itu membosankan.					
18	Ketika saya meninggalkan sekolah, saya akan berhenti belajar bahasa Inggris sepenuhnya karena saya tidak tertarik dengannya.					
19	Saya tidak pernah berpikir untuk meningkatkan kemampuan berbicara saya.					
20	Belajar berbicara adalah buang-buang waktu.					

## QUESTIONNAIRE

### MOTIVATION

Instructions :

Please answer the following questions by filling in the answers or putting a check mark (√) in the box provided below!

Informations : 5 = Always      4 = Often      3 = Sometimes      2 = Ever      1 = Never

Name : \_\_\_\_\_

Class : \_\_\_\_\_

No	STATEMENT	ALTERNATIVE ANSWER				
		5	4	3	2	1
1	Learning English is important for my future career.					
2	Learning to speak is useful for getting a good job.					
3	I studied English because I needed it to further my studies abroad.					
4	I learned to speak because I wanted to do well in my exams.					
5	I need to learn to speak because it makes me a more knowledgeable person.					
6	I learn to speak because I enjoy learning to speak					
7	I will be enthusiastic about learning speaking if it is easy for me to get learning facilities					
8	I only learn speaking at night because I can focus more at night					
9	Weather can affect my learning ability					
10	I feel no one is truly educated unless he is fluent in English.					
11	Learning to speak is good for self-development.					
12	Learning to speak will allow me to communicate with more and more diverse people.					
13	I learned speaking to improve my English skills.					
14	Learning to speak will make me more comfortable with English speakers.					
15	Learning to speak will allow me to better understand and appreciate English literature.					
16	Learning to speak allows me to participate more freely in the activities of other cultural groups.					

17	I learned speaking because it's something I've always wanted to do.					
18	I study English because I enjoy learning it.					
19	I feel more confident in learning English.					
20	I take full advantage of my time to learn speaking					

NO	PERNYATAAN	5	4	3	2	1
1	Belajar bahasa Inggris penting untuk karir masa depan saya.					
2	Belajar berbicara berguna untuk mendapatkan pekerjaan yang baik.					
3	Saya belajar bahasa Inggris karena saya membutuhkannya untuk melanjutkan studi saya di luar negeri.					
4	Saya belajar berbicara karena saya ingin berhasil dalam ujian saya.					
5	Saya perlu belajar berbicara karena itu membuat saya menjadi orang yang lebih berpengetahuan.					
6	Saya belajar berbicara karena saya menikmati saat belajar speaking					
7	Saya akan semangat belajar speaking apabila saya mudah mendapatkan fasilitas belajar					
8	Saya hanya belajar speaking pada saat malam hari saja karena saya lebih dapat focus di malam hari					
9	Cuaca dapat mempengaruhi kemampuan belajar saya					
10	Saya merasa tidak ada orang yang benar-benar berpendidikan kecuali dia fasih berbahasa Inggris.					
11	Belajar berbicara baik untuk pengembangan diri.					
12	Belajar berbicara akan memungkinkan saya untuk berkomunikasi dengan orang-orang yang semakin beragam.					
13	Saya belajar berbicara untuk meningkatkan kemampuan bahasa Inggris saya.					
14	Belajar berbicara akan membuat saya lebih nyaman dengan penutur bahasa Inggris.					
15	Belajar berbicara akan memungkinkan saya untuk lebih memahami dan menghargai sastra Inggris.					
16	Belajar berbicara memungkinkan saya untuk berpartisipasi lebih bebas dalam kegiatan kelompok budaya lain.					
17	Saya belajar berbicara karena itu adalah sesuatu yang selalu ingin saya lakukan.					
18	Saya belajar bahasa Inggris karena saya senang mempelajarinya.					

19	Saya merasa lebih percaya diri dalam belajar bahasa Inggris.					
20	Saya memanfaatkan sepenuhnya waktu saya untuk belajar berbicara					

Appendix 4

Attitude Score Transcript

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1	4	4	4	4	5	4	4	4	3	3	3	3	2	2	2	1	1	1	5	5	64
2	4	4	4	4	4	4	4	5	4	2	2	3	2	1	2	1	4	1	4	4	63
3	4	3	3	5	3	4	3	3	3	2	4	4	5	5	3	2	2	2	2	2	64
4	5	4	4	3	4	4	4	4	4	5	3	1	1	1	1	1	1	1	1	5	57
5	5	4	4	4	4	4	4	4	4	5	2	2	2	2	1	1	1	1	1	1	56
6	4	4	4	4	4	4	4	5	4	5	1	4	1	3	2	2	3	1	1	1	61
7	4	4	4	4	4	4	4	4	4	5	1	3	2	2	1	1	1	1	1	1	55
8	5	4	4	4	4	4	4	4	4	3	1	3	3	2	1	2	1	1	1	1	56
9	4	4	4	4	4	4	4	4	4	5	1	1	1	2	2	3	1	1	1	1	55
10	4	4	4	4	4	4	4	4	4	5	1	1	2	2	1	1	1	1	1	1	50
11	4	4	4	4	4	4	4	5	5	5	1	1	1	1	2	1	1	1	1	1	54
12	4	4	5	5	4	4	5	5	5	5	1	1	1	1	1	1	1	1	1	1	56
13	4	4	5	5	4	4	4	4	4	5	2	2	1	1	1	1	1	1	1	1	55
14	5	5	4	4	4	5	5	5	5	5	2	3	1	1	1	1	1	1	1	1	60
15	5	5	4	4	4	4	5	5	5	5	2	2	1	2	1	1	1	1	1	1	59
16	4	4	4	4	4	4	5	5	5	5	1	1	1	1	1	1	1	1	1	1	54
17	5	5	5	5	5	5	4	4	5	5	1	1	2	2	1	1	1	1	1	1	60
18	4	4	4	4	5	5	5	5	5	4	3	2	1	1	1	1	1	1	1	1	58
19	5	5	5	4	4	4	4	5	5	5	1	1	1	1	1	1	1	1	1	1	56

20	4	4	4	4	5	5	5	5	5	5	1	1	1	1	1	1	1	2	2	1	58
21	4	4	4	4	4	4	5	5	5	5	2	2	1	2	2	1	1	1	2	1	59
22	5	5	5	4	4	4	4	5	5	5	2	2	2	2	2	2	1	1	1	1	62
23	4	4	4	4	4	4	4	5	5	5	3	1	1	1	1	1	2	1	1	1	56
24	5	5	5	4	5	4	4	5	5	5	1	1	1	1	1	1	1	1	1	1	57
25	4	4	4	5	5	5	5	5	5	4	3	1	2	2	2	1	1	1	1	1	61
26	5	5	4	4	4	4	4	5	5	5	2	2	2	2	3	1	1	1	3	1	63
27	4	4	4	4	4	4	4	5	5	5	3	1	1	1	1	2	2	1	1	1	57
28	4	4	4	4	4	4	4	4	4	5	3	3	2	1	1	1	1	1	1	1	56
29	4	4	4	4	4	4	4	4	5	5	3	1	1	1	1	1	1	1	2	2	56
30	4	4	4	5	5	5	5	4	4	4	3	3	3	2	1	1	1	1	1	2	62
31	4	4	4	5	4	4	4	4	3	4	3	3	3	2	2	2	2	1	1	1	60
32	5	3	4	4	3	3	3	2	3	3	5	5	3	3	2	2	2	1	2	1	59
33	5	4	4	5	5	4	5	4	5	5	1	3	2	2	1	1	1	1	1	1	60
34	5	4	4	4	4	5	5	5	5	5	2	2	1	2	1	1	1	1	1	1	59
35	4	4	4	5	4	4	4	5	4	5	3	2	2	2	2	1	1	1	1	1	59
36	4	5	5	4	4	4	5	4	5	5	2	2	1	2	1	1	1	1	1	2	59
37	4	5	5	5	4	4	4	5	4	4	2	2	1	1	1	1	1	1	1	1	56
38	3	5	4	4	5	4	4	4	4	4	2	3	2	2	1	1	1	1	1	1	56
39	5	5	4	4	4	5	4	4	4	4	2	2	1	1	1	1	1	1	1	1	55
40	5	4	4	4	4	5	4	4	4	5	1	1	1	1	2	1	1	1	1	1	54
41	5	4	4	4	4	5	4	4	3	4	2	2	2	1	1	1	2	2	2	1	57
42	5	5	4	4	4	4	4	4	4	4	2	2	1	2	1	1	1	1	1	1	55
43	5	4	4	5	4	4	5	5	5	4	2	1	1	1	1	1	1	1	1	1	56
44	5	3	4	4	3	4	3	4	4	4	2	4	2	1	2	1	1	1	1	1	54

45	5	4	4	4	4	4	4	5	4	5	1	1	1	1	1	1	1	1	1	53
46	4	4	4	5	4	5	5	5	5	5	2	2	2	2	1	1	1	1	1	60
47	5	5	4	4	4	4	4	4	4	4	2	2	1	2	1	1	1	1	1	55
48	5	5	4	4	5	5	4	4	4	5	3	2	1	2	1	1	1	1	1	59
49	4	5	5	4	4	4	4	5	5	4	4	4	5	3	2	1	1	1	1	67
50	5	5	4	4	4	5	4	4	4	4	2	2	1	1	1	1	1	2	1	56
51	5	5	4	4	4	4	5	4	4	5	2	2	2	2	1	1	1	1	1	58

**Motivation Score Transcript**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1	4	4	4	4	4	3	3	1	4	5	5	5	5	4	5	5	4	3	4	4	80
2	4	5	5	4	3	3	2	3	5	4	4	5	5	5	4	5	5	5	4	4	84
3	4	3	2	3	3	2	4	3	2	1	4	3	2	2	2	3	2	2	2	3	52
4	5	5	5	4	5	4	4	4	4	3	5	5	5	4	5	4	5	5	4	5	90
5	5	5	4	5	4	4	3	3	2	2	5	5	4	5	5	5	5	5	4	5	90
6	5	5	4	4	4	4	4	3	3	2	5	4	4	5	4	4	4	4	4	4	80
7	4	4	4	4	4	4	3	3	1	5	4	5	4	4	4	4	4	4	4	4	77
8	4	4	4	4	4	4	3	2	2	1	4	4	4	4	4	4	4	4	4	4	72
9	5	1	4	4	4	4	4	4	4	3	2	1	5	4	4	4	4	4	4	4	73
10	4	4	5	5	5	5	4	2	2	1	2	4	4	4	5	4	4	4	4	4	76
11	4	4	4	4	4	5	3	3	3	1	4	5	5	4	4	4	4	4	4	4	77
12	4	4	4	4	5	5	5	3	3	2	5	4	4	4	4	4	4	4	5	4	81
13	4	4	4	4	4	4	5	3	3	2	5	5	5	4	4	4	4	4	4	3	79
14	4	4	4	4	4	5	4	3	3	2	5	5	5	5	5	4	5	5	5	4	85



15	4	4	4	4	5	5	3	3	3	1	5	4	5	5	5	4	4	4	4	4	80
16	4	4	4	4	4	3	3	3	2	1	5	5	4	4	4	4	4	5	5	4	76
17	5	4	4	4	5	5	5	3	2	2	5	5	5	5	4	4	4	4	4	4	83
18	5	5	5	4	5	5	3	3	3	1	5	4	4	4	4	4	4	4	4	4	80
19	5	4	4	5	5	5	5	1	3	2	5	5	5	4	4	4	4	4	4	4	82
20	5	5	5	5	5	5	5	3	3	3	5	5	4	4	4	4	4	4	5	4	87
21	5	5	5	2	2	2	2	2	2	1	1	1	1	1	5	5	4	4	4	4	58
22	5	5	4	4	4	4	4	4	4	4	4	4	5	5	5	4	4	4	4	4	85
23	4	4	4	5	4	5	5	1	2	2	5	5	4	5	5	5	5	4	5	5	84
24	5	5	5	4	5	4	4	1	3	1	5	4	5	4	5	4	5	5	5	5	84
25	5	5	3	5	5	5	5	4	3	2	5	4	5	5	3	4	5	5	5	5	88
26	4	4	1	5	4	4	4	1	2	1	4	4	4	4	3	3	4	4	4	4	68
27	5	4	1	5	5	4	4	3	3	1	5	4	4	4	4	3	4	4	4	5	76
28	5	5	1	5	4	4	4	4	3	3	3	3	4	5	5	5	5	5	4	4	81
29	5	5	2	5	5	5	3	2	2	1	4	4	4	4	4	4	4	4	4	4	75
30	5	5	2	4	4	4	3	2	1	1	5	5	4	4	4	5	5	5	5	3	76
31	5	4	4	4	4	5	5	3	2	4	5	4	5	4	4	5	4	3	3	3	80
32	4	3	3	2	3	3	3	4	3	1	3	3	3	2	2	3	3	3	3	3	57
33	5	3	5	5	5	5	4	3	2	3	4	4	5	4	5	5	4	5	5	5	86
34	5	5	3	5	5	4	4	5	4	4	4	4	5	5	5	5	5	4	5	5	91
35	5	5	4	4	4	4	4	5	5	5	5	5	4	4	4	4	4	4	4	5	88
36	4	4	3	4	4	5	5	3	3	3	5	5	5	4	5	5	5	4	5	5	4
37	5	5	4	4	4	4	5	2	3	5	5	4	4	4	4	4	4	4	4	4	82
38	5	4	5	4	5	5	4	4	3	5	4	5	4	4	4	4	4	5	4	5	87
39	5	4	5	4	4	4	5	2	1	5	4	4	4	4	4	4	4	4	4	4	79

40	5	3	5	5	5	4	4	1	1	4	4	4	4	4	4	5	4	4	4	4	78
41	5	3	5	5	5	4	4	1	1	4	4	4	4	4	5	4	4	5	4	5	80
42	5	5	4	4	4	5	3	5	2	4	4	3	4	4	4	4	4	5	4	4	81
43	5	3	5	5	5	5	5	3	4	4	4	4	4	4	4	4	4	4	4	4	84
44	5	4	3	4	4	4	5	2	1	5	4	4	4	4	4	4	4	4	4	4	77
45	5	5	3	5	5	5	5	3	5	4	4	4	3	3	4	4	4	4	4	4	83
46	5	4	4	4	4	4	4	3	2	4	4	4	4	3	4	4	4	4	4	4	77
47	5	5	5	4	4	4	4	3	1	4	4	4	4	4	4	4	4	4	5	5	81
48	5	4	4	4	5	4	4	4	4	4	5	5	5	5	5	4	4	4	4	4	87
49	5	4	4	4	4	4	3	1	1	4	4	4	4	4	4	4	4	4	4	4	74
50	5	4	4	4	3	4	4	3	2	4	4	4	4	4	4	4	4	4	4	4	77
51	5	4	4	4	4	5	4	3	2	5	4	4	4	4	4	5	4	4	4	4	81

## Appendix 5

### The number of Students' speaking Attitude

INDICATOR	NUMBER OF ITEMS	Options (percentage %)					TOTAL
		SL	SR	KD	P	TP	
<b>Students' speaking Positive Attitude</b>							
a. Internal Factor	2	33,3% 17	60,8% 31	5,9% 3	0,0% 0	0,0% 0	100% 51
	3	17,9% 9	80,4% 41	2,0% 1	0,0% 0	0,0% 0	100% 51
	4	23,5% 12	74,5% 38	1,0% 1	0,0% 0	0,0% 0	100% 51
	6	25,5% 13	72,5% 37	2,0% 1	0,0% 0	0,0% 0	100% 51
	8	47,1% 24	49,0% 25	2,0% 1	0,5% 1	0,0% 0	100% 51
<b>Total</b>	<b>5</b>	<b>147,3</b>	<b>337,2</b>	<b>12,9</b>	<b>0,5</b>	<b>0,0</b>	
<b>Average</b>		<b>29,5</b>	<b>67,4</b>	<b>2,6</b>	<b>0,1</b>	<b>0,0</b>	
b. External Factor	1	47,1% 24	51,0% 26	2,0% 1	0,5% 0	0,0% 0	100% 51
	5	19,6% 10	74,5% 38	5,9% 3	0,0% 0	0,0% 0	100% 51
	7	29,4% 15	64,7% 33	5,9% 3	0,0% 0	0,0% 0	100% 51
	9	47,1% 24	43,1% 22	9,8% 5	0,0% 0	0,0% 0	100% 51
	10	60,8% 31	27,5% 14	5,9% 3	1,0% 2	0,5% 1	100% 51
<b>Total</b>	<b>5</b>	<b>204,0</b>	<b>260,8</b>	<b>29,4</b>	<b>1,0</b>	<b>0,5</b>	
<b>Average</b>		<b>40,8</b>	<b>52,2</b>	<b>5,9</b>	<b>0,2</b>	<b>0,1</b>	

INDICATOR	NUMBER OF ITEMS	Options (percentage %)					TOTAL
		SL	SR	KD	P	TP	
<b>Students' speaking Negative Attitude</b>							
a. Internal	11	2,0% %	3,9%	23,5%	41,2%	29,4%	100%

Factor		1	2	12	21	15	51	
	12	2,0 %	7,8%	19,6%	37,3%	33,3%	100%	
		1	4	10	19	17	51	
	13	3,9 %	0,0%	7,8%	33,3%	54,9%	100%	
		2	0	4	17	28	51	
	14	2,0 %	0,0%	5,9%	47,1%	45,1%	100%	
		1	0	3	24	23	51	
	15	0,0 %	0,0%	3,9%	27,5%	68,6%	100%	
		0	0	2	14	35	51	
	<b>Total</b>	<b>5</b>	<b>9,8</b>	<b>11,8</b>	<b>60,8</b>	<b>186,3</b>	<b>231,4</b>	
	<b>Average</b>		<b>2,0</b>	<b>2,4</b>	<b>12,2</b>	<b>37,3</b>	<b>46,3</b>	
	b. External Factor							
		16	0,0 %	0,0%	2,0%	13,7%	84,3%	100%
			0	0	1	7	43	51
		17	0,0 %	2,0%	2,0%	11,8%	84,3%	100%
0			1	1	6	43	51	
18		0,0 %	0,0%	0,0%	7,8%	92,2%	100%	
		0	0	0	4	47	51	
19		2,0 %	2,0%	2,0%	11,8%	82,4%	100%	
		1	1	1	6	42	51	
20		3,9 %	2,0%	0,0%	7,8%	86,3%	100%	
		2	1	0	4	44	51	
<b>Total</b>		<b>5</b>	<b>5,9</b>	<b>5,9</b>	<b>5,9</b>	<b>52,9</b>	<b>429,4</b>	
<b>Average</b>			<b>1,2</b>	<b>1,2</b>	<b>1,2</b>	<b>10,6</b>	<b>85,9</b>	

## Appendix 6

### The number of Students' speaking Motivation

INDICATOR	NUMBER OF ITEMS	Options (percentage %)					TOTAL	
		SL	SR	KD	P	TP		
<b>Students' speaking Extrinsic Factor</b>								
a. Social Factor	1	68,6 %	31,4 %	0,0%	0,0%	0,0%	100%	
		35	16	0	0	0	51	
	2	37,3 %	49,0 %	11,8 %	0,0%	2,0%	100%	
		19	25	6	0	1	51	
	3	27,5 %	49,0 %	11,8 %	5,9%	5,9%	100%	
		14	25	6	3	3	51	
	4	31,4 %	62,7 %	2,0%	3,9%	0,0%	100%	
		16	32	1	2	0	51	
	5	39,2 %	51,0 %	7,8%	2,0%	0,0%	100%	
		20	26	4	1	0	51	
	<b>Total</b>	<b>5</b>	<b>203,9</b>	<b>243,1</b>	<b>33,3</b>	<b>11,8</b>	<b>7,8</b>	
	<b>Average</b>		<b>40,8</b>	<b>48,6</b>	<b>6,7</b>	<b>2,4</b>	<b>1,6</b>	
b. Non-social Factor	6	39,2 %	49,0 %	7,8%	3,9%	0,0%	100%	
		20	25	4	2	0	51	
	7	27,5 %	43,1 %	25,5 %	3,9%	0,0%	100%	
		14	22	13	2	0	51	
	8	5,9%	15,7 %	47,1 %	15,7 %	15,7 %	100%	
		3	8	24	8	8	51	
	9	5,9%	13,7 %	33,3 %	31,4 %	17,6 %	100%	
		3	7	17	16	9	51	
	10	15,7 %	27,5 %	11,8 %	17,6 %	27,5 %	100%	
		8	14	6	9	14	51	
	<b>Total</b>	<b>5</b>	<b>96,1</b>	<b>149,0</b>	<b>125,5</b>	<b>72,5</b>	<b>60,8</b>	
	<b>Average</b>		<b>19,2</b>	<b>29,8</b>	<b>25,1</b>	<b>14,5</b>	<b>12,2</b>	

INDICATOR	NUMBER OF ITEMS	Options (percentage %)					TOTAL	
		SL	SR	KD	P	TP		
<b>Students' speaking Intrinsic Factor</b>								
physical Factors	12	35,3%	52,9%	7,8 %	0,0 %	3,9 %	100%	
		18	27	4	0	2	51	
	14	23,5%	66,7%	3,9 %	3,9 %	2,0 %	100%	
		12	34	2	2	1	51	
	16	25,5%	66,7%	7,8 %	0,0 %	0,0 %	100%	
		13	34	4	0	0	51	
	18	25,5%	66,7%	5,9 %	2,0 %	0,0 %	100%	
		13	34	3	1	0	51	
	19	23,5%	70,6%	3,9 %	2,0 %	0,0 %	100%	
		12	36	2	1	0	51	
	<b>Total</b>	<b>5</b>	<b>133,3</b>	<b>323,5</b>	<b>29,4</b>	<b>7,8</b>	<b>5,9</b>	
	<b>Average</b>		<b>26,7</b>	<b>64,7</b>	<b>5,9</b>	<b>1,6</b>	<b>1,2</b>	
	psychological factors	11	45,1%	45,1%	3,9 %	3,9 %	2,0 %	100%
			23	23	2	2	1	51
		13	35,3%	56,9%	3,9 %	2,0 %	2,0 %	100%
			18	29	2	1	1	51
		15	31,4%	60,8%	3,9 %	3,9 %	0,0 %	100%
			16	31	2	2	0	51
17		21,6%	74,5%	2,0 %	2,0 %	0,0 %	100%	
		11	38	1	1	0	51	
20		25,5%	64,7%	9,8 %	0,0 %	0,0 %	100%	
		13	33	5	0	0	51	
<b>Total</b>		<b>5</b>	<b>158,8</b>	<b>302,0</b>	<b>23,5</b>	<b>11,8</b>	<b>3,9</b>	
<b>Average</b>			<b>31,8</b>	<b>60,4</b>	<b>4,7</b>	<b>2,4</b>	<b>0,8</b>	

## Appendix 7

**List of names for sixth semester English students at IAIN Kerinci**

<b>NO</b>	<b>NAMA</b>	<b>KELAS</b>
1.	Dhea Agnesia	6A
2.	Dira noti farera	6A
3.	Dini afrianti	6A
4.	Friska deni	6A
5.	Frengi pautar	6A
32.	Gilang ramadhan	6A
33.	M.kholiq	6A
34.	Rasyid hasmiral	6A
35.	Loli maising keta fera	6A
36.	Nadia widuri	6A
37.	Ikbal ropaldi	6A
38.	Sri maiyani	6A
39.	Aulia rachmad pidie	6A
40.	Resta amalia	6A
41.	Riny susanti	6A
42.	Sonia detriani	6A
43.	Ardinal wafiq	6A
6.	Agus arya mukhti	6B
7.	Amelia aisyah herminanda	6B
8.	Aldera L Gazela	6B

9.	Aldi mulia putra	6B
10.	Anita hendro putri	6B
11.	Benni sufran	6B
12.	Deri refald	6B
13.	Deni elfariani	6B
14.	Dosi area lusi	6B
15.	Eben nesa putra	6B
16.	Eza silvia	6B
17.	Maulidia tila wahyuni	6B
18.	Marliza yunita	6B
19.	Muhammad agus	6B
20.	Mukrozi	6B
21.	Nisya yustika	6B
22.	Nur anisa charenia	6B
23.	Okgia gamara ratna	6B
24.	Silvani rahmadian	6B
25.	Yora maryana	6B
26.	Wahyu alfiandi	6B
27.	Aris seprizal	6B
28.	Azizah	6C
29.	Ijol saputra	6C
30.	Mhd pipin anugrah	6C
31.	M evendi	6C



44.	Wilda asria putri	6C
45.	Ulanda zulhyyah	6C
46.	Puti rosalia	6C
47.	Ovi hafiza	6C
48.	Nurhaida	6C
49.	Niken ladysia	6C
50.	Nosi elvianti	6C
51.	M.raihan dwi ananda	6C



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
JURUSAN TADRIS BAHASA INGGRIS

Jalan Pelita IV Sungai Penuh Telp. 0748 – 21065 Kode Pos. 37112 web : www. iainkerinci.ac.id

**SURAT KETERANGAN**

No. In. 31 / J5.1 / PP.00.9 /041/ 2022

Yang bertanda tangan dibawah ini Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci. Menerangkan bahwa :

Nama : **KARIN TAMARA**  
NIM : 1710203059  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tadris dan Ilmu Keguruan

Telah melaksanakan penelitian pada Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci, yang dilaksanakan dari tanggal 28 Desember 2021 Sampai 28 Februari 2022. Dengan judul “**ENGLISH SPEAKING ATITUDE AND MOTIVATION OF ENGLISH DEPARTMENT STUDENTS OF IAIN KERINCI**”.

Demikianlah surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sungai Penuh, 07 Maret 2022

An, Ketua Jurusan,  
Sekretaris Jurusan,





KEMENTERIAN AGAMA REPBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI

FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
Jl. Kapten Muradi Kec. Pesisir Bukit Sungai Penuh Telp. (0748) 21065 Fax. (0748) 22114  
Kode Pos. 37112 Web: [www.iainkerinci.ac.id](http://www.iainkerinci.ac.id) Email: [info@iainkerinci.ac.id](mailto:info@iainkerinci.ac.id)

Nomor : In.31/D.1/PP.00.9/88/2021  
Lampiran : -  
Perihal : **Mohon Izin Penelitian**

05 Januari 2022

Kepada  
Yth Ketua Jurusan Tadris Biologi  
Di  
Tempat

Assalamualaikum w.w,

Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan menyusun skripsi sehubungan dengan hal tersebut kami mengharapkan dengan hormat atas kesediaan kerjasama Bapak/Ibu untuk memberikan izin kepada mahasiswa berikut ini:

Nama : **Karin Tamara**  
NIM : 1710203059  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah Dan Ilmu Keguruan

Untuk melakukan penelitian di instansi/lembaga Bapak/Ibu, dengan judul skripsi: **ENGLISH SPEAKING ATTITUDE AND MOTIVATION OF ENGLISH DEPARTMENT STUDENTS OF IAIN KERINCI**. Waktu penelitian yang diberikan kepada yang bersangkutan dimulai pada tanggal **28 Desember 2021 s.d. 28 Februari 2022**.

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamualaikum w.w



**Dr. Jiadi Candra, S.Ag. M.Pd.**

Tembusan:

1. Rektor IAIN Kerinci (sebagai laporan)
2. Arsip



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Alamat : Jalan Kepren Merah Sungai Penuh Telp. 0745 - 21083 Faks : 0745 - 22114  
Kode Pos : 37112 Website : www.iainkerinci.ac.id e-mail : info@iainkerinci.ac.id

**SURAT PENETAPAN JUDUL DAN PEMBIMBING SKRIPSI**  
Nomor: In.31/D.1/PP.00.9/36/2021

Berdasarkan Rapat Tim Seleksi Judul Skripsi Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan tentang Penetapan Judul dan Pembimbing Skripsi Mahasiswa, dengan ini Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Kerinci menetapkan:

1. Nama : Dr. Toni Indrayadi, S.Pd, M.Pd  
NIP : 19770302 200710 1 001  
Pangkat/Golongan : Gol. III/d  
Jabatan : Lektor  
Sebagai : Pembimbing I
2. Nama : Heri Mudra, M.Pd  
NIP : 19851216 201101 1 008  
Pangkat/Golongan : Gol. IV/b  
Jabatan : Dosen  
Sebagai : Pembimbing II

Dalam penulisan skripsi :  
Nama : Karin Tamara  
NIM : 1710203059  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul Skripsi : English Speaking Attitude and Motivation of English Department Students of IAIN Kerinci

Demikian surat penetapan ini disampaikan agar dilaksanakan sebagaimana mestinya.



- Tembusan :
1. Wakil Dekan Bidang Akademik dan Pengembangan Lembaga
  2. Ketua Jurusan
  3. Dosen Pembimbing
  4. Peringatan

## CURRICULUM VITAE

### CONTACT INFORMATION

Name : Karin Tamara  
Address : Rt 02, Desa Pondok Agung,  
Phone : 0812-7775-0931  
Email : Karintamara0@gmail.com



### PERSONAL INFORMATION

Date of Birth : 10 April 1999  
Place of Birth : Sungai Penuh  
Citizenship : Indonesia  
Gender : Female  
Job : Student Collage of State Islamic Institute of Kerinci  
Father's Name : Marjufrianto  
Mother's Name : Desnikengtriani

No	School Name	Place	Graduation
1	SDN 10/XI Pondok Agung	Pondok Agung	2005
2	SMPN 2 Kota Sungai Penuh	Sungai Penuh	2011
3	SMAN 2 Kota Sungai Penuh	Sungai Penuh	2014
5	IAIN Kerinci	Kerinci	2017- Sekarang

