

**THE INFLUENCE OF ATTITUDE IN LEARNING ENGLISH SPEAKING
COURSE TOWARDS ENGLISH FLUENCY AT STAIN MAJENE
ENGLISH EDUCATIONAL STUDY PROGRAM**



A Thesis

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State Islamic College of Majene

BY:

AFREDY KRISMAHUDDIN

Reg. Number: 10256119035

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHING TRAINING DEPARTMENT
STATE ISLAMIC COLLEGE OF MAJENE**

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Researcher,

Afredy Krismahuddin
NIM. 10256119035

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ABSTRACT

Resarcher : Afredy Krismahuddin
Reg Number : 10256119035
Title : The Influence of Attitude in Learning English Speaking Course
Towards English Fluency at STAIN Majene English Educational
Study Program

This research aims to determine the influence of students' learning attitudes towards their fluency in English speaking course. The method that used in this research is quantitative and the deisgn use survey. Researcher used questionnaires to measure students' learning attitudes and tests to measure students' speaking fluency. The data analysis technique used in this research is regression analysis to find out whether there is an influence of the X variable (learning attitude) towards Y variable (fluency). The significane value was obtained from the regression analysis is 0.017 which is a lower value than 0.05. The conclusion is there an influence on students' learning attitudes towards their fluency.

Keywords: Learning Attitude, Speaking Skill, Fluency.

Penelitian ini bertujuan untuk mengetahui pengaruh yang terjadi pada sikap belajar siswa terhadap kefasihan mereka dalam berbicara bahasa inggris. Metode yang di gunakan dalam penelitian ini adalah kuantitatif dan desainnya menggunakan survey. Dalam pengumpulan data, peneliti menggunakan angket untuk mengukur sikap belajar siswa dan test untuk mengukur kefasihan berbicara siswa. Teknik analisis data yang di gunakan dalam penelitian ini adalah analisis regresi untuk mengetahui apakah ada pengaruh variabel x terhadap variabel y. Hasilnya, di peroleh nilai signifikansi dari analisis regresi sebesar 0.017 yang merupakan nilai yang lebih rendah dari 0.05. Kesimpulannya adalah ada pengaruh yang terjadi pada sikap belajar siswa terhadap kefasihannya.

Kata Kunci: Sikap Belajar, Kemampuan Berbicara, Kefasihan.

CHAPTER 1

INTRODUCTION

A. Research Background

Speaking is a shape of communication that occur every day. By speaking, people can ask a question, answer, or express anything. “Speaking allows everyone to state their argument” (Ahmad, 2016). The majority of people all over the world cannot prevent speaking as an essential component of human communication it happens when both parties argue with each other. One person produces a sentence and the other listen to it. As a result, how a person speaks can affect how others understand and respond to an argument. That means that speaking allows for communication to occur between everyone.

The ability to speak in English is very important nowadays, especially for those who working in international and global fields. Therefore, it is considered important to develop English speaking skills in students from an early age so that they can develop international communication skills (Phoeun & Sengsri, 2021). Students with good speaking skills will definitely be able to compete in the world of work. However, many students experience difficulties in speaking English, both in pronunciation, vocabulary and grammar (Namaziandost et al, 2020) . One of these factors that influence students speaking ability is students' learning attitude.

Student learning attitudes include how students prepare themselves before learning. The way student act during the learning process takes place and how they evaluate their learning abilities, all of this is referred to as a variety of student learning attitudes in the classroom (Nasri et al., 2019). In the context of learning English, learning attitudes are very important because they can affect students' speaking skills in speaking courses. This research aims to investigate the influence of student learning attitudes on their speaking fluency in speaking courses.

Student English fluency is determined by the students' learning attitude. The student will easily understand every material in English speaking class if they have a good learning attitude (Hernandez et al., 2021). The student will often pay attention to the lecturer's explanation in front of the class. However, when the researcher made the observation. Some students admitted that the problem that hampered them in speaking was hard to express their argumentation in English even though they have learned some theories in speaking class. This is following statement by Santana, Santillán, Nieto, and Martínez. They stated that “The attitude toward language learning has a significant impact on foreign language mastery.” (Santana et al., 2017).

Student learning attitudes have an important role in the development of English fluency. Students who have a positive attitude toward learning and are eager to learn English tend to be more fluent speakers. A positive learning attitude in students can boost their confidence and motivation to continue learning and speaking English (Getie, 2020). The learning attitude of students

is one of the factors that can influence their ability to speak English. A positive attitude toward learning can boost students confidence and motivation to learn and speak English more fluently (Alimyar, 2020). Based on the statement above, it can be seen that having a good learning attitude will greatly impact the progress of students' fluency in the classroom.

The impact of the students learning attitude that will provide progress or setbacks in the classroom. This is based on the fact that the researcher has experienced, when the researcher was still at the beginning of the semester, the researcher always noticed that there were some of the research's classmates who had different learning attitudes in the speaking class. So that has an impact on student fluency, because student fluency is also influenced by how often students do speaking practice in class based on assignments that have been given by their speaking class lecturer. If they do not pay attention to assignments that lecturer gave due to they have a bad learning attitude, it will have a direct influence on their fluency.

According to previous observations by the researcher in English education study program students at STAIN Majene. Some of student in second and fourth semester argue that they have a problem with speaking fluency and also the lecturer who teaches the speaking course that the researcher asked argued that most of the students that she has taught have bad learning attitudes in class, such as not paying attention to the lecturer explanation and act as did not hear what the lecturer said when asked to do the speaking practice. The learning attitude of these students in a class affects their

fluency every time want to produce some word in English. The researcher found this as a problem and need to find out how big the influence of learning attitude in a class can affect their English fluency.

B. Research Problem

Based on the explanations in the background, the researcher wants to know about the influence of students' learning attitudes in English speaking courses on their fluency. Therefore, the research questions are as follows: “Does learning attitude of students influence students speaking fluency?”

C. Research Objectives

Based on the explanation above, the researcher wants to know whether there is an influence of students' learning attitudes on their fluency in speaking courses, English education study program students at STAIN Majene.

D. Research Significance

The findings of this research will make theoretical and practical contributions. First in theoretical significance, this research provides information to readers about how big influence that happen on students learning attitudes towards their fluency in speaking courses. As the researcher hypothesizes if an influence occurs, this research will demonstrate how significant it is on students' learning attitudes toward speaking fluency. Next, in practical significance. For the student, this research hope can be motivated them to improve themselves so that problems in learning attitude and speaking course can be avoided or at least reduce the problems that occur in each student

personally. For the teacher, this research can help the teacher to realize what students need to avoid this problem and also teacher find the best way how to encourage students to be more active in speaking class so they can fix their learning attitude, and for the other researcher can use this research as a reference when conducting research on a similar topic at the same time. To gain a better understanding of what research on the topic of problems learning attitude in English speaking course.

E. Research Scope

Based on Gayatri's argument, measuring students' learning attitudes can use a Likert scale, Gayatri stated that “In general, attitude measurement can be divided into three ways, namely interviews, observations, and questionnaires. Each method has advantages and limitations so researcher need to consider the method that suits their attitude research purposes” (Gayatri, 2014) in this research, the researcher used a questionnaire with several questions to determine student motivation in learning attitude.

Hayati states that there are 6 indicators that can be used to assess speaking ability, namely pronunciation, grammar, vocabulary, fluency, content, and comprehension (Hayati, 2017). In this research, researchers only focused on assessing fluency. The way a person pronounces words and sounds in English is referred as pronunciation. This is critical to learn due to even if a person has a fairly large vocabulary, if the pronunciation is incorrect, that person may have difficulty communicating and being understood by others (Wongsuriya, 2020). Learning proper grammar in English is important because

it will help you express yourself and your ideas more clearly and concisely in English. A good grasp of grammar can also help someone understand a piece of writing or a sentence written by someone else in a better way (Bataineh et al., 2016). A collection of words or vocabulary used in English to compose and form sentences is referred to as vocabulary. There are nouns, verbs, adjectives, adverbs, and many other words in the vocabulary (Latipah et al., 2020). Fluency in English refers to a person's ability to speak in English in a way that other listeners can understand (Wijaya et al., 2020). The material or topics discussed in an article or conversation in English are referred to as the content of the discussion in English. The discussion can cover a wide range of topics, including news, sports, politics, and education (Orfan, 2020). Comprehension in English speaking is defined as a person's ability to understand what English speakers say and express messages or ideas in a density of understanding. To fully comprehend the message conveyed in English, one person must be familiar with the vocabulary, grammar, and terminology used to describe the concept or idea under discussion (Sinaga & Pustika, 2021).

CHAPTER II

LITERATURE REVIEW

A. Previous Related Research Findings

The researcher obtained the following previous research related to the study to be conducted based on the findings of previous research:

1. The research was conducted by Fatiha, Sliman, Mustapha, and Yahia (2014) with the title “Attitudes And Motivations In Learning English As A Foreign Language”.

The purpose of this research is to find out factor that affecting influence and motivation in learning a foreign language in schools that taught English as a foreign language. In this research, the researcher is more specific to find out whether there is an influence that occur based on students learning attitudes towards student progress in an English class and also this research provides some of result such as what kind of factor that affecting student motivation which can improve and hinder their learning attitudes in the classroom.

2. The research was conducted by Ahmed (2015) with the title “Attitudes towards English Language Learning among EFL Learners at UMSKAL”.

The purpose of this research is to provide a survey to undergraduate students in Malaysia. The survey focuses on their attitudes toward learning English and the causes that might hinder their learning. This aims to find out how much impact that can have concerning their learning attitudes towards learning English. In this research, the

researcher also looked for similar things. English students who were the object of research from the researcher would be given questionnaire and tests to find out how much influence this had.

3. The research was conducted by Abidin, Mohammadi, and Alzwari (2012) with the title “EFL Students’ Attitudes towards Learning English Language: The Case of Libyan Secondary School Students”.

This research investigates the attitudes of Libyan secondary school students toward learning English in terms of behavioral, cognitive, and emotional aspects. This research also explores whether there is a significant difference in students' attitudes toward English, based on their demographic profile such as gender, major, and year of study. While in this research, the researcher focused on knowing the influence of learning attitude, without the need to find out additional data such as gender, major, and year of study. This thing happens due to the researcher only wants to know the effect of students learning attitudes on their fluency in speaking English.

4. The research was conducted by Oroujlou & Vahedi (2011) with the title “Motivation, attitude, and language learning”.

The purpose of this research is to have a better understanding of what correct role students can use in language learning. In this research, researchers designed and implemented various techniques to increase students' enthusiasm for learning. While in this research. The researcher did not design or implementing any strategy to improve students' learning

attitudes, but only to find out the effect it had on their learning outcomes in speaking class, and the test would later prove the results of student learning in the course.

5. The research was conducted by Soleimani & Hanafi (2013) with the title “Iranian Medical Students’ Attitudes towards English Language Learning”.

This research examined a sample of Iranian medical students regarding their attitudes toward learning English. Three aspects of attitude such as emotional, cognitive, and behavioral were examined. This research involved approximately 40 medical students and asked 30 items in the questionnaire to find out their specific characteristics.

Based on the previous research above, the researcher found similarities and also differences in this research. The similarities of this research with previous research are the whole research aims to find out and measure students learning attitudes in the learning process by using questionnaires and tests to determine the effect. While the difference is in the sample that is the object of the research, how to analyze data and results from previous studies have different characteristics. This research was carried out at STAIN Majene an English language education study program. This research also specifically seeks to find out what kind of influence students' learning attitudes have on their fluency in the speaking course.

B. Some Pertinent Ideas

1. Learning Attitude

a. Definition of Learning Attitude

Learning attitude is the way for each student to undergo learning according to their style (Jensen et al., 2013). Attitude is a factor that can influence student learning success and vice versa, because learning attitudes influence each student's motivation (Al-Tamimi & Shuib, 2009). As can be known, the attitude of learning is how students act in the classroom.

The learning attitude is also in line with the motivation that each student has, due to the learning attitude is represent the character of each student when facing the learning process in the classroom (Abidin et al., 2012). In addition, teaching staff can easily find out the character of students by knowing how their learning attitudes are in the classroom. In other words, Students' mentalities also have an impact on their learning attitudes, such as the beliefs and feelings of these students, because that all influences the behavior of each student (Oroujlou & Vahedi, 2011). It can be seen that motivation in learning attitudes is part of the character of students who can support their self development.

Regarding the definition above, the researcher concludes that learning attitude is a behavior that is owned by each student in receiving class lessons, based on the feelings and emotions of each student while undergoing learning in a class. Learning attitude is a crucial aspect that can

influence the success of the teaching and learning process in the classroom. Due to learning attitude is the primary aspect for students to learn in the classroom.

b. Factors That Can Improve Learning Attitude

According to Oroujlou & Vahedi (2011) there are several factors that can improve learning attitude in a class. It includes high learning motivation, the mentality of students is good and maintained. Active in a good self that can encourage the spirit of learning. Feeling happy when attending in a class in the teaching and learning process can affect students' moods in learning for the better understanding.

c. Factors That Can Hinder Learning Attitude

According to Getie (2020) there are several factors that can hinder learning attitude in a class. It includes having low self-confidence can have an impact on student learning progress that is not optimal. Being afraid to take risks when wanting to practice in class has the potential to make it difficult for students to develop themselves in a lesson. Feeling anxious when the teacher gives a question to students makes it difficult for students to solve problems that are imposed on these students. An unsupportive learning environment such as the presence of students who dominate in the class so that other students do not have the opportunity to be active in the learning process at risk of making other students feel lazy to practice because they do not have the same opportunity.

d. Learning Attitude Indicators

The measurement of attitude is using a questionnaire distributed by students of the English educational study program to find out the level of their learning attitude. In measuring learning attitudes, according to Fatiha et al (2014) several dimensions can be used which will include several indicators that have been converted into questions in the researcher's questionnaire. The indicators are as below include:

1) Motivation

According to Fatiha et al (2014) motivation in this learning attitude which includes the level of interest. Interest and motivation to learn are two psychological factors that are empirically proven to have a significant effect on students academic achievement at school (Ricardo & Meilani, 2017). The attitudes of people in the environment where a person lives, including the support of the teacher and the methods used during the encouraging them to master or learn English. This perspective on one motivation for achieving or learning, particularly English, influences how students behave during the learning process (Hardianti & Marpaung, 2021). In other words, Interest in learning is someone desire to be able to participate in further learning activities, it is explained that interest in learning is a feeling of pleasure or a sense of concern that exists in students to gain knowledge (Wann, Nurdiana & Sari, 2021) . Learning motivation and future optimism are important things that must be present in everyone.

Good learning achievement can be started with future optimism and high motivation in learning (Nurmalasari & Isfahani, 2021) Attitude and motivation have a very close relationship with putting effort, desire for achievement, and a positive attitude together, showing that just having motivation but not enough effort is still not enough to achieve success in learning. (Indah & Sari, 2016).

The level of interest can be considered as an aspect of the motivational dimension of the learning attitude variable. Interest in learning refers to an individual's desire or interest in studying a particular subject or topic. Interest can influence an individual's motivation to learn because they tend to be more motivated to study topics or subjects they are interested in.

The level of self-confidence is also a very influencing indicator. Students began to be fearful and appear to avoid English classes. When the teacher asks them to explain English, students have a habit of rejecting each other due to a lack of confidence. Nowadays, students need to learn English quickly (Iswindarti & Hartono, 2021). Students are declared to have learned if there has been a change in their behavior as a result of their experience. Changes in behavior are relatively fixed and not by chance or temporary circumstances.

When someone learns they are able to respond the information they get becomes new knowledge, therefore students must have clear learning objectives (Gusniwati & Rahmawati, 2019). Learning

outcomes are abilities that individuals acquire after the learning process takes place, which can influence behavior, understanding, attitude is getting better than before, it's all based on the desire to learn (Gusniwati & Rahmawati, 2019). Learning objectives are academic goals or learning objectives that individuals must achieve through a learning activity. Learning objectives can differ depending on the context or learning material being studied, or they can be linked to career or personal objectives.

Individual motivation to learn is referred to as the desire to learn. A variety of factors can influence one's desire to learn, including interests, goals, prior experience, and relationships with others. Because motivation can influence individual learning attitudes, the desire to learn is an important factor to consider when studying the effect of learning attitude, such as in learning English.

2) Independence

According to Wijaya et al (2020) independence in learning attitudes includes several things that must be measured such as planning ability. Planning ability is an important skill that must be owned by every individual, especially in the context of learning. In a learning attitude, good planning can help a person manage time and resources more effectively, increasing the efficiency and effectiveness of their learning (Wahyuningsih & Afandi, 2020). A well planned student can assist a person in better managing their time in planning ability. A structured study schedule allows one to better allocate their time for each task or study activity. This can assist them in prioritizing the most important tasks and ensuring that they have enough time to complete them (Wann, Nurdiana & Sari, 2021).

One aspect of the independence dimension in the learning attitude variable is planning ability. Planning ability refers to a person's ability to plan and organize their learning activities, which can include things like creating study schedules, setting learning goals, and choosing appropriate learning strategies.

Furthermore, well planning can help someone in more effectively managing their resources. These resources can take the form of books, learning materials, or technology in the context of learning. One can maximize the benefits of each available resource and increase the effectiveness of their learning by planning the

effective use of their resources (Sinaga & Pustika, 2021). However, student planning abilities can affect not only a person's learning efficiency and effectiveness, but also their overall learning attitude. A good plan can help one feel more confident and organized in their learning. Which can boost motivation and interest in learning new material (Ali & Hady, 2019). Planning ability is an important skill that every individual must possess, especially in the context of learning. Proper planning can assist a person in better managing their time and resources, increasing their learning efficiency and effectiveness, and influencing their overall learning attitude. As a result, it is critical for every individual to learn and develop their planning skills in order to succeed in their studies and in life in general (Nurmalasari & Isfahani, 2021)

The ability to solve problems is an important skill that every individual, including students, should have. The ability to solve problems in a learning attitude can help a person face various challenges and obstacles in the learning process, allowing them to achieve their learning goals more effectively (Susanthi, 2021). The ability to solve problems can assist someone in identifying and resolving issues that arise during the learning process. This issue can manifest as difficulty understanding subject matter, difficulty completing assignments, or difficulty dealing with unexpected learning situations. A person with good problem-solving skills can

find creative and effective solutions to these problems and allowing them to overcome learning obstacles (Aslamiah, 2020). The ability to solve problems can also support the growth of analytical and critical thinking skills. Dealing with problems requires the ability to evaluate available information, consider various solution options, and select the most effective solution. This process necessitates the ability to think critically and objectively, which can improve learning abilities and assist a person in achieving their learning objectives (Muliana, 2020). The ability to solve problem refers to a person's ability to recognize problems or challenges, formulate alternative solutions, select the best solutions, and act to solve problems to overcome challenges.

The ability to self reflect is the ability to genuinely and objectively evaluate oneself. This ability is very important in the context of learning because it can help students improve their performance. Students can identify their strengths and weaknesses, as well as evaluate the learning strategies they have used, by self-reflecting (Mohammadi & Izadpanah, 2019). Self-reflection has the potential to improve students' learning attitudes. Students who are able to reflect on themselves will be able to identify learning attitudes that need to be improved or changed more easily. For example, if a student recognizes that he becomes easily discouraged when confronted with difficulties, he can try to change his attitude by being more patient and persistent in completing assignments (Cocca & Cocca, 2019). The

ability to self reflect refers to an individual ability to evaluate themselves, reflect on their actions and learning experiences, and take the necessary actions to improve student future learning achievements.

Students' ability to self-reflect can also help them improve their learning motivation. Students will be more motivated to continue learning if they believe they have made progress in their studies. Students can see their progress over time and feel more motivated to keep trying by self-reflecting (Antari et al., 2021). In the context of learning attitude variable, self-reflection ability can influence students learning attitudes. Students who are good at self-reflection have a more positive learning attitude and are more open to feedback because they can make their learning experiences instructive and improve their learning skills over time. Less self-reflective students, on the other hand, may be less responsive to feedback and have less fruitful learning attitudes.

3) Caring

According to Sinaga & Pustika (2021) caring in learning attitudes includes a willingness to learn from mistakes. Students' willingness to learn from their mistakes is a critical learning attitude. Students who are willing to learn from their mistakes are more motivated to learn, more patient when faced with difficulties, and more confident in taking risks in their learning. The willingness to learn from mistakes is critical in the context of learning because it can

help students improve their performance (Langi, 2020). Willingness to learn from mistakes is one aspect of the caring dimension of the learning attitude variable. This ability refers to an individual's willingness to learn from mistakes, receive constructive feedback, and correct their mistakes.

One advantage of being willing to learn from mistakes is that it allows students to learn from their mistakes and avoid repeating them in the future. When students make mistakes, they can reflect on their performance and improve in the future. For example, if a student makes a mistake in an English assignment, he can reflect on it and figure out what went wrong so that he doesn't make the same mistake again (Dalilah & Sya, 2019). In the context of the learning attitude variable, the willingness to learn from mistakes can affect the overall student learning attitude. Students who have a good willingness to learn from mistakes tend to have a more positive and motivated learning attitude, because they can take lessons from their mistakes and improve their learning skills. Students who are not willing to learn from mistakes, on the other hand, may tend to feel overly burdened by their mistakes and lose motivation.

Furthermore, students' willingness to learn from mistakes can help them improve their learning attitudes. Students who are willing to learn from their mistakes are more patient and persistent when faced with difficulties. They are less easily discouraged when faced with

challenges and are more motivated to continue learning. When they make mistakes, they are not embarrassed or afraid of failing because they understand that mistakes are part of the learning process (Setiyadi, 2020). That is why learn from mistakes truly an important aspect improving student learning attitude in a class.

One of the most important learning attitudes for achieving learning goals is perseverance in the face of adversity. Perseverance is defined as the ability to keep trying and surviving in the face of difficulties, obstacles, or challenges encountered during the learning process. A strong persistence attitude will assist a person in overcoming frustration, failure, and weakness, which are all common parts of the learning process (Nurmalasari & Isfahani, 2021). Perseverance is essential in the learning process due to the learning process is frequently marred by unexpected difficulties and failures. Students frequently struggle to grasp new concepts, complete complex assignments, or pass difficult exams. As a result, a persistent attitude is critical in assisting students in overcoming obstacles and difficulties encountered during the learning process (Wijaya et al., 2020). Furthermore, persistence is crucial in the face of failure. Failure is frequently an integral part of the learning process. One aspect of the caring dimension of the learning attitude variable is perseverance in the face of difficulty. This ability refers to a person's ability to remain

enthusiastic, persistent, and complete tasks despite difficulties or obstacles.

Many students fail or receive poor grades on tests or assignments. On the other hand, can learn from their mistakes and keep trying to achieve their learning objectives if they maintain a strong persistence attitude (Ali et al., 2019). Based on this statement, we can know that realizing our own mistakes will improve ourselves to achieve better results in the future. As a result learning will increase more than before because it makes improvements based on mistakes that have been realized.

4) Involvement

According to Alimyar (2020) involvement in learning attitudes includes activities in class. In order to effectively collaborate, students must pay attention to several factors. First, students must learn to openly listen to and respect the opinions and experiences of others. Second, students must learn to honestly and openly share their ideas and experiences. Finally, students must learn to value the differences and diversity of others in groups or teams (Mohammadi & Izadpanah, 2019). One aspect of the involvement dimension in the learning attitude variable is classroom activity. This ability refers to the degree to which individuals participate in classroom activities and assignments (Wann, Nurdiana & Sari, 20216).

Conducting student centered learning is one way to increase student involvement in classroom activities. The teacher acts as a facilitator or director in the learning process in this learning approach, so that students are more actively involved in learning. Furthermore, the use of more interactive technology and learning media can make classroom activities more interesting and increase student involvement in learning (Wann, Nurdiana & Sari, 20216). Classroom activities, are only one indicator of the teaching and learning process that can influence students' learning attitudes. A positive learning attitude is also influenced by factors such as teaching quality, learning environment, peer and family support, and students' interest in the subject being studied (Le & Le, 2022). The teacher's role in facilitating student engagement in class includes a variety of tasks such as designing and presenting interesting and relevant learning materials, using a variety of learning methods so students don't get bored, designing challenging but appropriate tasks for students' abilities, and providing feedback. Students can be motivated by constructive feedback. Teachers must also ensure that the classroom environment is safe and comfortable for students to learn and collaborate.

Learning resources are one of the important factors that influence students' learning attitudes. With adequate learning resources, students can more easily access the information and subject

matter needed. In addition, with the various types of learning resources available, students can choose a way of learning that suits their needs and preferences (Rao, 2019). There are several types of learning resources that can influence students' learning attitudes, such as textbooks, digital teaching materials, learning videos, educational websites, and others. The use of various learning resources can make students more likely to be active and enthusiastic in learning. It can also make the learning process more interesting and fun for students (Ali & Hady, 2019).

The use of technology in learning can increase student access to learning resources in the current digital era. The use of interactive learning applications, for example, can provide a more interesting and rich learning experience. However, the use of technology must be combined with the appropriate learning approach to provide students with a positive learning experience (Langi, 2020). The advantages of using technology in the classroom are undeniable. The use of technology in the learning process is becoming more common as technology advances. Technology not only makes learning materials more interesting, but it also allows access to a broader range of resources.

Interaction between lecturers and students, as well as interaction with other students, is critical in fostering a positive learning attitude. Students have more opportunities to exchange ideas,

discuss topics, and receive needed support and input when they interact with lecturers and other students (Hernandez et al., 2021). Students can gain professional perspectives on specific topics, develop a better understanding, and broaden their knowledge through interactions with lecturers. A positive interaction between lecturers and students is critical in the learning process. In this case, lecturers with positive personalities and the ability to communicate effectively and clearly will aid students' understanding of the material being studied.

Lecturers, as teachers and academic advisors, play an important role in assisting students in discovering their interests and talents in specific academic fields. Lecturers also assist students in overcoming difficulties in understanding subject matter and provide feedback on academic and social skill development (Rababah, 2020). In addition, interaction with other students is important for student engagement in learning. Students can discuss topics and solve problems with their classmates through interactions. This not only helps them understand the subject matter better, but it also broadens their social network, which will be useful in the future (Wann, Nurdiana & Sari, 2021). Interaction between lecturers and students allows for the formation of more positive and productive partnerships. Lecturers who can encourage active student participation in the learning process will

assist students in better understanding the material and providing feedback that will improve their performance and results.

Homework has the positive effect of increasing students' motivation to learn. Students believe they have achieved their aims of completing the task correctly by finishing the tasks assigned by the lecturer. Students will be able to participate more actively in their studies and learn more about the topic being studied as a result of this (Kurniati et al., 2019). Completing assignments helps students understand the material and facilitates recall. Students have time to reread material and deepen their understanding by completing assignments. Assignments can also help correct misunderstandings and answer questions that may have remained unanswered in their minds during this process.

Furthermore, doing homework introduces to students' experience and knowledge. Students are forced to collect the necessary information from various sources and then make appropriate analyses and conclusions by completing assignments. Homework assists students in increasing their knowledge and understanding of the topics studied (Latipah et al., 2020). However, tasks can have negative consequences, such as stress or an excessive workload. Teacher and educational institutions must ensure that assignments are appropriate for students' abilities and needs. A lot of homework in a short period of time can lower the quality of work and

even be harmful to students in the long term (Kurniawan et al., 2019). Completing assignments also allows students to improve their skills. Assignments can help students improve their writing, public speaking, research, and problem-solving skills. These abilities can help students succeed in their future careers in the long run.

2. Speaking Skills

a. Definiton of speaking skills

Speaking skill is a communication skill that is carried out by producing words (Gudu, 2015). Speaking skills involve aspects of the productive ability to string words into sentences and communicate with others (Bashir et al., 2011).

Speaking is an interactive activity that includes producing and receiving information at the same time. Speaking ability also involves the ability to produce words orally and then communicate them with the other person (Florez, 1999). In addition, speaking skill is an ability that can indicate the intelligence of a person's brain, because we can judge it based on the arguments that the person put out (Rao, 2019).

Even though English is widely used as a means of communication, particularly on the internet, English speaking skills should be developed alongside other skills so that these integrated skills will improve communication achievement with both native English speakers and other members of the international community (Boonkit, 2010).

Regarding the definition above, the researcher concludes that speaking skill is a communication activity that involves the exchange of information between two people who are talking. Speaking skills is also a reference to see someone's level of intelligence based on what utterances they said. Speaking skills can also be combined with other skills you have such as listening skills to make the exchange of information that occurs in conversations properly.

b. Components of assessment in speaking

According to Hayati (2017) there are 6 indicators that we can asses in speaking skill, These include the following:

1) Pronunciation

Pronunciation is how the person pronounces various English words in a sentence and expresses them in a conversational context. Pronunciation also becomes the basis knowledge for knowing if one person has good English.

2) Grammar

Grammar is the rules that must be followed to compose a series of words in a national language. The function of grammar is to provide clearer functions according to the context and meaning of the sentence.

3) Vocabulary

Vocabulary is a collection of words that are known in their native language. Vocabulary, which typically develops with

age. A vocabulary is a fundamental tool for communicating in a context conversation and acquiring knowledge.

4) Content

Content in a conversation is the topic that is being discussed. When someone speaks, they usually put forward a topic that will be reviewed from the beginning to the end of the sentence. Content can also be categorized as the main thing that two people being discussed in one context conversation.

5) Comprehension

One individual must have a deep understanding of all aspects of speaking in order to assess them. So that the person can respond to a conversation in more detail and allows for the exchange of information happens between two people, or in a group of discussion.

c. Speaking skill Measurement

In context to measuring speaking ability, the researcher can give a test that is answered orally by the participant. So that the researcher can find out the fluency level of the participants being the object of this research.

3. Fluency

a. Definition of fluency

The ability to speak swiftly, accurately, and without hesitation is defined as fluency. Therefore, various indicators of fluency can be

determined such as pronunciation, grammatical processing, and word recognition (Zhang, 2009). Fluency in speaking refers to the ability to communicate in a language without hesitation, pauses, or repetition, in a way that is understandable to a native speaker of the language (Yildirim & Rasinski, 2014). Fluent speakers are able to express their thoughts and ideas in a natural and spontaneous manner, using a variety of vocabulary and grammar structures.

In order to achieve fluency in speaking, it is important to practice speaking as much as possible. This can be done through conversations with native speakers (Shen, 2013). It is also helpful to listen to and imitate native speakers, as well as to read and write in the language in order to develop a deeper understanding of grammar and vocabulary. Fluent speakers are able to use appropriate intonation, stress, and rhythm in their speech, which helps convey meaning and emotion. They are also able to understand and use idiomatic expressions and colloquialisms, which can be difficult for non-native speakers to grasp. Fluency in speaking is an important component of language proficiency, as it allows individuals to effectively communicate with others in both personal and professional contexts. It is also essential for individuals who wish to travel or work in countries where English is the primary language.

b. Indicators of fluency

Fluency is a term that refers to the ability to communicate effectively and smoothly in a language. It is a measure of how easily and

naturally a person can express their thoughts and ideas in a given language (Henderson et al., 2012). Fluency is not just about being able to speak without pauses and errors, but also about using appropriate vocabulary, grammar, and pronunciation to convey meaning accurately and efficiently. According to Myhre & Fiskum (2021) There are several dimension that can be used to measure fluency in a language. These include:

- 1) Completeness

According to Myhre & Fiskum (2021) Completeness refers to the ability to use words correctly and accurately in relation to the context of sentence. In other research, being able to use phrases and sentences that are appropriate and in context is included in the completeness (Namaziandost et al., 2020) Completeness in English speaking includes the ability to express ideas clearly, organize ideas into concise and clear sentences, and avoid unnecessary repetition of words or phrases. This ability is critical for ensuring perfect English communication (Usadiati & Norahmi, 2019). Language skills are important in developing effective communication skills and influencing one's success in various aspects of life. The ability to express ideas completely and in detail without losing focus and confusing the listener or reader is critical in the fluency variable. This is known as the fluency variable's completeness dimension.

The ability to tell experiences easily and clearly so that listeners can understand them is an indicator of the ability to express

ideas. Furthermore, students must be able to express their thoughts and ideas in a coherent and structured manner (Losi & Muslim Nasution, 2022). A person must be able to choose the right and appropriate words, compose meaningful and easy-to-understand sentences, and arrange ideas logically and systematically in the completeness dimension. This ability is required to ensure that listeners understanding and involvement in communication is well established.

The ability to organize ideas into concise and clear sentences is also essential for English fluency. Students must be able to use appropriate and contextual words and phrases so that their message is clear and does not appear ambiguous. Students must be able to organize words into concise and clear sentences in order for their messages to be understood (Phoeun & Sengsri, 2021). In the fluency variable, especially in the completeness dimension, the ability to organize ideas into complete and structured sentences is critical. In this dimension, one must be able to appropriately compose sentences so that the ideas can be conveyed clearly and easily understood by listeners.

2) Accuracy

According to Namaziandost et al (2020) a fluent speaker will use proper grammar with few errors or pauses. In other words, In other words, the speaker can use each word accurately. The use of correct grammar on a regular basis is critical for English fluency. Students must understand sentence structure, grammar, and English grammatical rules. Correct grammar usage will improve English fluency and allow students to be more easily understood by others (Orfan, 2020). Correct grammar mastery is one of the most important skills in developing English fluency, particularly in the accuracy dimension. In this dimension, one must be able to use correct grammar in order to express ideas clearly and in detail without making mistakes or confusing listeners.

The ability to differentiate between subjects, verbs, and objects, as well as the placement of words in sentences that is appropriate and according to the rules, are indicators of the ability to use correct grammar. Furthermore, understanding different types of grammar, such as present tense, past tense, future tense, and others is critical for English fluency (Hashemifardnia et al., 2021). Grammar usage must be used consistently in order for students to improve their English language skills. Students must be able to understand and correctly put various types of words such as nouns, verbs, adjectives,

adverbs, and others in sentences (Anggredi & Antara, 2019). Continuous learning such as reading English literature, paying attention to the correct use of words and sentence structures, and learning from mistakes, can lead to mastery of correct grammar. Correct grammar mastery necessitates a thorough understanding of grammatical concepts such as word types, word roles in sentences and the use of tenses.

3) Range

According to Nasri et al (2019, p. 25) range is the ability to use a variety of different vocabulary and phrases to express ideas or ideas. The indicator of range is the ability to express ideas using a diverse vocabulary being able to use sentences that are not common in English is critical for fluency in English. Students must be able to communicate their ideas and thoughts using a wide range of vocabulary. In order to improve their language fluency, students must also be able to use sentences that are not commonly used in English (Losi & Nasution, 2022). Mastering a variety of terms in English is essential for developing the ability to communicate more effectively in the fluency variable's breadth dimension. In this dimension, a person must be able to use a more diverse and varied vocabulary in order to explain ideas in greater depth and clarity.

The ability to express ideas using a variety of different vocabularies is an indicator of the ability to use a diverse vocabulary.

Students must master appropriate and contextual vocabulary in order for listeners or readers to understand their messages. Students must be able to use appropriate vocabulary in a variety of situations and contexts in order for their messages to appear varied (Kurniawan et al., 2019). Students must also be able to use non-standard English sentences. Every language has idioms, slang, or uncommon vocabulary that is frequently used by the native population or by people who are accustomed to using the language in formal and informal contexts. This is a language feature that improves students' ability to communicate in English (Le & Le, 2022). The use of various words is critical in effective communication to increase the listener understanding of the message to be conveyed. By broadening one vocabulary it can express ideas and concepts more clearly and in depth.

4) Pronunciation

According to Riadil (2019, p. 21) pronunciation is the ability to pronounce words and phrases correctly and easily understood by listeners. Clear and understandable pronunciation is critical for English fluency. Students must be able to pronounce each word correctly and clearly so that English speaking listeners or readers can understand them. Ability to identify correct sounds, vowels, and consonants, as well as pronounce words correctly and consistently, are indicators of correct pronunciation ability (Nasri et al., 2019). Mastery

of clear and understandable pronunciation is essential for developing communication skills in English. In this dimension, a speaker must be able to convey ideas in a clear and understandable manner to listeners.

One of the fundamental skills in learning English is the ability to pronounce each word clearly and correctly. Students must understand the fundamental sounds and rules of English pronunciation and be able to apply them correctly. This will improve students' ability to speak and communicate in English with others (Myhre & Fiskum, 2021). Mastering clear pronunciation skills in English is critical for developing communication skills in the fluency variable's pronunciation dimension. In this dimension, a speaker must be able to clearly articulate every word so that listeners can understand the message.

To improve their ability to pronounce words clearly, students must focus on how to pronounce each syllable correctly so that there are no pronunciation errors. Students must also consistently practice pronouncing words correctly in order to have a positive influence on their English fluency. This could include reading a book, watching an English video or movie, or conversing with a native English speaker (Namaziandost et al., 2020). Pay attention to the intonation, accent, and proper pronunciation of the words to improve your ability to pronounce each word clearly.

5) Intonation

According to Ali et al (2019, p. 29) Intonation is the ability to use the right intonation to express the meaning of a sentence or expression. Intonation on indicators Being able to control stress/ intonation in sentences according to context, being able to use the right tone variations in one sentence to show different meanings or show emotions and expressions in English is an important skill in English fluency (Purba & Herman, 2020). The ability to control intonation when pronouncing sentences is essential for improving one's English fluency. The right intonation can add meaning to sentences, focus the message being conveyed, and increase the attractiveness of English communication.

Intonation is the use of pitch variations in speech. In English, proper intonation ensures that the meaning of a sentence is understood correctly. In English, the right intonation can also convey emotions and expressions. Students must be able to control the intonation and stress of words in sentences so that listeners or readers can understand the message (Asadu et al., 2019). In English students must understand that intonation differs from accent. Accent refers to the use of sounds and vowels that can indicate the speakers origin, whereas intonation refers to the use of pitch variations during the speaking process. Students must be able to identify appropriate intonation and practice using it in various speaking situations (Alsmadi et al., 2020). To

improve one's intonation skills, one should pay attention to several important factors such as emphasis, pitch, volume, and rhythm. Emphasizing a specific word or phrase in a sentence can assist in conveying a strong and clear message. When pronouncing words, the right pitch or tone of voice can also help to emphasize important words in a sentence. Different sound volumes in sentence articulation also affect the meaning conveyed.

Overall fluency is an important aspect of language proficiency. Being fluent in a language can greatly enhance communication and facilitate successful interactions with others who speak that language.

C. Hypothesis

The hypothesis of the research is formulated as follows:

1. Working Hypothesis (H1): there is an influence that occur in students learning attitudes on their fluency in English educational study program STAIN Majene.
2. Null Hypothesis (H0): there is not influence that occur in students learning attitudes on their fluency in English educational study program STAIN Majene.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The methodology of this research is quantitative and the design uses survey, this research observed research samples in English education study program classes who were studied English speaking courses. The researcher already asked students who are taking the speaking course by giving a questionnaire regarding their learning attitudes and also giving a test to find out the progress of their speaking fluency.

B. Population and Sample

The students of English education study program at STAIN Majene who study speaking courses in this semester consisted of two classes, they are second semester students with the “Public Speaking” course and fourth semester students with the “Speaking for Academic Purposes” course. The population of this research used all students in second semester and fourth semester academic year 2023/2024. The number of students is 62 which were divided into 2 classes.

The researcher used cluster random sampling technique. This sampling technique is carried out randomly by selecting respondents or sample units that represent the population as a whole (Indah. Sari, 2016). The researcher used two classes as the sample in this research. The researcher took TBI.1 Second Semester consisting of 29 students and TBI.1 Fourth Semester consisting of 33 students.

Each class have selected 15 students as sample on this research to represent population for second and fourth semester.

Table 1. Population & Sample Of The Research

Class	Total Of Students	Sample
TBI.1 (Second Semester)	29	15
TBI.1 (Fourth Semester)	33	15

C. Variables of the Research

The variables in this research include the independent variable (X) namely learning attitude and dependent variable (Y) namely fluency.

Learning attitudes are individual tendencies or skills to display certain behaviors in the learning process, such as persistence, curiosity, self-confidence, responsibility, and the ability to receive and utilize feedback. In the context of education, learning attitudes are important because they affect a person ability to learn and achieve learning goals (Alimyar, 2020). Fluency is a person ability to convey messages or information clearly, precisely, and easily understood by listeners or readers. An eloquent person can convey messages smoothly, without stuttering or faltering, and with proper use of vocabulary and grammar. Fluency also includes the ability to construct sentences or arguments logically and consistently so as to provide the right understanding to the recipient of the message (Sinaga & Pustika, 2021).

D. Research Instrument

In collecting the data, the researcher used the instrument to collect the necessary data. The research instrument that used in this research were a Likert questionnaire and an oral test for participant that being sample in this research. Questionnaire consisted 13 questions related to learning attitude topic and a speech text that will be read by participants to assess their speaking fluency. According to (Pradana & Mawardi, 2021) the Likert scale is used to measure students' attitudes towards a variable to find out how the magnitude of the influence of students' learning attitudes on their fluency in learning speaking.

1. Questionnaire

The data analysis of the questionnaire would use the Likert Scale and then be analyzed in percentage to see what students attitudes in learning according to the question items asked. The answering each instrument item of the Likert Scale was divided into positive statements to negative statements as follow:

Table 2. Range of Statement

Positive statement		Negative statement	
Score	Category	Score	Category
5	Strongly Agree	1	Strongly Agree
4	Agree	2	Agree
3	Uncertain	3	Uncertain
2	Disagree	4	Disagree
1	Strongly Disagree	5	Strongly Disagree

Sugiyono (2013)

2. Test

In speaking test, students need one component, namely fluency. The assessment of the speaking classification has been proposed by Council et al (2005). The IELTS Speaking band is one of the standards for assessed the ability to speak English used by the International English Language Testing System (IELTS). The speaking assessment in IELTS uses certain criteria such as pronunciation, grammar, vocabulary, fluency, and the interrelationships between ideas. The following is a detailed explanation of the criteria:

Table 3. Assesment Of Fluency

The Assesment of Fluency		
Classification	Score	Criteria
Very Good	5	Speaks fluently with only rare repetition or self-correction. Develops topics fully and appropriately.
Good	4	Speak fluently with only occasional or self correction, hesitation is usually content related and only rarely to search for language. Develops topics coherently and appropriately
Fairly Good	3	usually maintains flow of speech but uses repetition, self correction and slow speech to keep going, produces simple speech fluently, but more complex communication causes fluency problems.
Poor	2	Pause lengthily before most words, little communication possible.
Very Poor	1	No comunication possible

1. Scoring the students' speaking ability (Ali et al., 2019)

$$\text{Score} = \frac{\text{The Result Of Students}}{\text{Maximum Score}} \times 100\%$$

2. To know the students score in speaking, the students product speaking will be scored by the following classification which is divided into five classifications as follow (Rusdi, 2015):

Table 4. Classification Of Criteria

No	Classification	Score	Criteria
1	5	90-100	Very Good
2	4	80-89	Good
3	3	70-79	Fairly Good
4	2	60-69	Poor
5	1	0-59	Very Poor

E. Instrument Validity And Realibility

1. Validity

a) Field Validity

The field validity test on the Likert scale questionnaire was carried out to evaluate the extent to which the questionnaire can measure the concept or variable in question accurately and consistently (Wulandari & Radia, 2021). In the context of likert scale questionnaire, validity refers to the extent to which the measurement scale can estimate or predict the concept or variable you want to measure. Therefore, the validity test is very important to ensure that the measurement results obtained from the Likert scale questionnaire can be trusted and relied upon in decision making. Testing the validity of the Likert scale questionnaire used by researchers can use the **SPSS (Statistical Product and Service Solution)** program.

The steps to check the validity of the questionnaire question items are as follows:

- 1) Question items that have been answered by respondents are entered into microsoft excel for analysis.
- 2) The analysis uses “if” function on microsoft excel
- 3) The analysis is carried out using “r-hitung” and “r-tabel”. If $r_{hitung} > r_{tabel}$ it is concluded that it is valid. If $r_{hitung} < r_{tabel}$ it is concluded that it is not valid.

b) Expert Validity

Expert validity is a method of testing the validity of an instrument or test by gathering the views of experts in the fields relevant to the instrument or test. The expert referred to here is an individual who has sufficient experience or expertise in a field relevant to the instrument or test to be tested.

Expert validity procedures usually involve asking experts to evaluate instruments or tests in terms of construct feasibility, content, and contextual appropriateness. They were asked to provide their views on the extent to which the instrument or test could measure the intended construct correctly, whether the questions or items contained in the instrument or test were sufficiently precise, and whether the instrument or test was appropriate to the context to be used.

Expert validity is usually used in developing new instruments or tests or revising existing instruments or tests. By seeking the views of experts, the developer can improve the instrument or test so that it can measure the construct in question more accurately and reliably. Thus, expert validity is

an important step in ensuring that the instrument or test used produces accurate and useful data. Researcher obtain 13 valid questions from this test.

2. Realibility

The main function to conducted a reliability test on a Likert scale questionnaire is to ensure that the instrument can measure constructs consistently and accurately (Wulandari & Radia, 2021). By conducting a reliability test, we can find out how much the level of reliability or consistency of the questionnaire is in measuring the same construct at different times or in different groups of respondents.

To measure reliability on the likert scale questionnaire, there are several methods that can be used, such as Cronbach's alpha, split-half, and test-retest. Cronbach's alpha method is the most commonly used and considered the most reliable method for measuring the internal consistency of a Likert scale questionnaire (Janti, 2014). By knowing the reliability level of the Likert scale questionnaire, researchers can determine whether the instrument can be used to collect valid and reliable data. Researchers can use the **SPSS (Statistical Product and Service Solution)** program to conduct reliability tests.

The steps for checking the reliability of the questionnaire question items are as follows:

- 1) The researcher enter the analyze menu in the SPSS software and then select the scale feature. Next, enter the reliability analysis menu.
- 2) Researcher moves all question items into the right column.

- 3) After that, check the "scale if item selected" section in the available menu. Then press the ok button.
- 4) Next, the researcher looked at the cronbach alpha value in the Reliability Statistics column.
- 5) The questionnaire can be claim as reliable if the cronbach alpha value is $> 0,6$. In this research the cronbach alpha value = 0.6131205.

F. Technique of Data Collection

In collecting data, researcher applied the following steps. Researcher already prepared questionnaires and tests. The questionnaire was conducted with the intention of knowing the learning attitude of students have. While the test, aims to measure the fluency of English educational study program students. The researcher has asked for permission from the Head of the English Education Department to obtain and collected samples from 30 students in the English education department of STAIN Majene. The content of the questionnaire has 30 question items that represent to a learning attitude topic based the problem in background that research wrote previously. Students who have been classified as research sample will be given an oral test, and the students have to answer directly the topic that researcher give. The test that already gave by the researcher divided into 3 parts with each different topic, each task of the test provides an opportunity for students to speak for 1-2 minutes, this is intended to find out how far each student fluency. After that the researcher will be responsible for analyze the results of the tests given.

G. Technique of Data Analysis

1. Data Presentation

The data already presented in the form of tables or figures which give an overview of the characteristics of the data, the researcher has visualized the data so that it is easier for readers to understand in reading information from this research.

2. Data Analysis

The data is analyzed using simple linear regression analysis. Simple linear regression analysis is a method of modeling the influence between one dependent variable and one independent variable. The independent variable is regarded as an influence or cause on the dependent variable in this model, so that the possible value of the dependent variable can be predicted if the value of the independent variable changes. The steps that will be carried out to carry out in this analysis such as:

a) Formulation of the hypothesis, the hypothesis of the research is formulated as follows:

1. Working Hypothesis (H1): there is an influence that occurs in students learning attitudes on their fluency in English educational study program STAIN Majene.

2. Null Hypothesis (H0): there is not influence that occurs in students learning attitudes on their fluency in English educational study program STAIN Majene.

- b) Conduct regression analysis testing using SPSS (Statistical Product and Service Solution) software
- c) Based on regression analysis test, decision will be made based on the significance value of the results shown in the output of the SPSS (Statistical Product and Service Solution) software.
 - 1. If the significance value (Sig.) is less than < 0.05 , it means that there is an influence of learning attitudes (X) on student fluency (Y).
 - 2. If the significance value (Sig.) is greater than > 0.05 , it means that there is no influence learning attitudes (X) on student fluency (Y).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings

In accordance with the instrument of this research in chapter 3, that researcher use questionnaire and test to measure the student who participate in learning attitude and fluency level toward English speaking course. In this chapter, the researcher would present the result of the given instrument to the sample such as questionnaire and the test. This section mainly describes the data gathered from the research sample and analysis. The result will be shown in a table and graphs to make the data easier to understand.

Table 5. Results of Questionnaire

No	Participants	Class	Number of Question													Total
			1	2	3	4	5	6	7	8	9	10	11	12	13	
1	Student 1	TBI. 1 2nd Semester	4	4	4	5	5	2	4	5	4	5	3	4	54	
2	Student 2	TBI. 1 2nd Semester	5	5	5	4	5	3	5	5	5	4	5	4	60	
3	Student 3	TBI. 1 2nd Semester	4	5	4	5	4	3	4	4	5	4	5	4	54	
4	Student 4	TBI. 1 2nd Semester	5	1	5	3	4	2	3	2	5	4	5	3	47	
5	Student 5	TBI. 1 2nd Semester	3	2	3	5	2	2	3	3	2	3	4	2	38	
6	Student 6	TBI. 1 2nd Semester	3	4	5	4	5	3	3	4	5	3	5	4	51	
7	Student 7	TBI. 1 2nd Semester	5	2	4	5	5	2	1	5	5	5	5	4	53	
8	Student 8	TBI. 1 2nd Semester	2	5	4	5	4	4	3	4	5	3	5	4	53	
9	Student 9	TBI. 1 2nd Semester	3	4	2	5	3	2	3	3	2	4	2	3	39	
10	Student 10	TBI. 1 2nd Semester	2	3	3	5	3	3	2	2	2	2	4	5	2	38
11	Student 11	TBI. 1 2nd Semester	3	5	3	4	3	2	2	2	4	2	4	2	3	39
12	Student 12	TBI. 1 2nd Semester	4	5	4	2	4	3	3	3	5	3	3	4	3	46
13	Student 13	TBI. 1 2nd Semester	3	4	3	4	3	3	3	3	4	4	4	3	3	44
14	Student 14	TBI. 1 2nd Semester	3	3	4	4	4	2	4	4	3	3	4	3	4	45
15	Student 15	TBI. 1 2nd Semester	3	4	4	4	4	3	4	4	2	2	4	4	4	46
16	Student 16	TBI. 1 4th Semester	5	5	5	5	4	3	5	5	4	4	5	5	3	58
17	Student 17	TBI. 1 4th Semester	4	5	4	5	5	3	3	4	4	4	5	4	4	54
18	Student 18	TBI. 1 4th Semester	4	5	3	5	5	3	3	4	5	4	5	4	3	53
19	Student 19	TBI. 1 4th Semester	3	4	3	4	4	2	4	3	5	4	3	4	3	46
20	Student 20	TBI. 1 4th Semester	4	5	1	5	5	3	4	2	3	4	4	3	2	45
21	Student 21	TBI. 1 4th Semester	2	5	4	4	5	3	3	4	3	4	3	3	3	46
22	Student 22	TBI. 1 4th Semester	2	4	3	5	4	2	3	4	5	4	4	3	3	46
23	Student 23	TBI. 1 4th Semester	5	4	4	5	4	3	4	4	4	3	4	5	3	52
24	Student 24	TBI. 1 4th Semester	1	3	4	5	3	3	2	4	3	1	5	3	3	40
25	Student 25	TBI. 1 4th Semester	4	4	5	5	5	4	3	4	5	4	4	4	4	55
26	Student 26	TBI. 1 4th Semester	2	4	3	5	5	3	3	2	4	3	4	3	3	44
27	Student 27	TBI. 1 4th Semester	2	5	3	5	3	2	4	4	5	4	4	5	3	49
28	Student 28	TBI. 1 4th Semester	5	5	4	5	4	4	5	5	5	5	5	4	4	60
28	Student 29	TBI. 1 4th Semester	3	5	3	4	4	3	3	2	4	2	3	3	2	41
30	Student 30	TBI. 1 4th Semester	4	5	5	5	4	3	5	5	5	5	5	5	2	58

As can be seen in the table above, after the researcher gave the questionnaire to the participants consists of 7 favorable questions (numbers printed in black) and 6 questions unavailable (numbers printed in red) with a total of 13 questions. Based on the results of the previously administered questionnaire, a total of 30 participants' responses will be entered into the SPSS Software to determine the influence between students' learning attitudes towards student fluency.

Based on the results of the questionnaire, it can be seen that the low indicator that can be concluded about learning attitudes is involvement. In table 5 there are students with numbers 5 and 10 having answers stating that their involvement is low as a result of the analysis results of the questionnaire.

Then the second indicator which was quite low in the results of the questionnaire was independence, looking at the answers from the questionnaire students number 5 and 10 expressed doubts about the question items given in the questionnaire. Then finally, there is an indicator of motivation which is quite low based on the results of the questionnaire which states that this indicator is considered sufficient to give a big picture of student motivation.

Based on the analysis carried out by the researcher, students number 5 and 10 got a fairly low total score on the questionnaire. These results

illustrate the low level of student interest in learning speaking in class and can represent how low the learning attitude of the students concerned is in class.

The test is given to participants to measure the fluency of students in each population class. The test is given with total of 3 tasks consisting task 1 self introduction which include full name, age, hometown, job, reason for learning english and many more that students can explain to the researcher in self introduction.

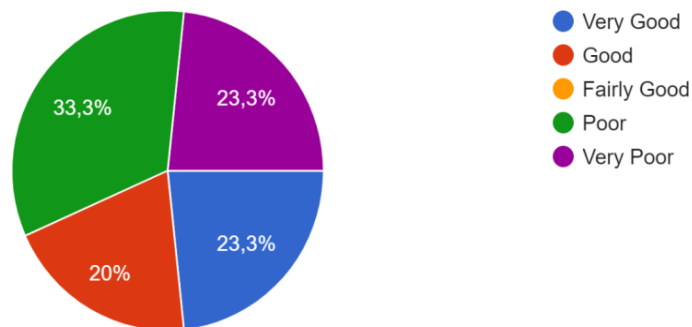
Task 2 describing picture, researcher already let the students for speak around 1-2 min based on the picture that student attach on the test. The students can describe based on characteristic of that picture.

Task 3 giving opinion, there are 9 topic that students can choose and student free to use their own argumentation to give opinion as much as they can in this section. After the researcher gives the test to the students, the results can be obtained as shown in the table below:

Table 6. Results of Fluency Test

No	Participants	Class	Task 1		Task 2		Task 3	
			Score	Criteria	Score	Criteria	Score	Criteria
1	Student 1	TBI.1 2nd Semester	80	Good	60	Poor	40	Very Poor
2	Student 2	TBI.1 2nd Semester	80	Good	60	Poor	60	Poor
3	Student 3	TBI.1 2nd Semester	40	Very Poor	40	Very Poor	40	Very Poor
4	Student 4	TBI.1 2nd Semester	80	Good	40	Very Poor	40	Very Poor
5	Student 5	TBI.1 2nd Semester	40	Very Poor	40	Very Poor	40	Very Poor
6	Student 6	TBI.1 2nd Semester	100	Very Good	80	Good	60	Poor
7	Student 7	TBI.1 2nd Semester	100	Very Good	40	Very Poor	60	Poor
8	Student 8	TBI.1 2nd Semester	60	Poor	40	Very Poor	40	Very Poor
9	Student 9	TBI.1 2nd Semester	60	Poor	40	Very Poor	60	Poor
10	Student 10	TBI.1 2nd Semester	60	Poor	60	Poor	40	Very Poor
11	Student 11	TBI.1 2nd Semester	40	Very Poor	40	Very Poor	40	Very Poor
12	Student 12	TBI.1 2nd Semester	40	Very Poor	60	Poor	20	Very Poor
13	Student 13	TBI.1 2nd Semester	40	Very Poor	20	Very Poor	40	Very Poor
14	Student 14	TBI.1 2nd Semester	60	Poor	40	Very Poor	40	Very Poor
15	Student 15	TBI.1 2nd Semester	40	Very Poor	40	Very Poor	20	Very Poor
16	Student 16	TBI.1 4th Semester	60	Poor	40	Very Poor	60	Poor
17	Student 17	TBI.1 4th Semester	80	Good	60	Poor	40	Very Poor
18	Student 18	TBI.1 4th Semester	100	Very Good	80	Good	100	Very Good
19	Student 19	TBI.1 4th Semester	60	Poor	40	Very Poor	40	Very Poor
20	Student 20	TBI.1 4th Semester	60	Poor	40	Very Poor	40	Very Poor
21	Student 21	TBI.1 4th Semester	100	Very Good	60	Poor	40	Very Poor
22	Student 22	TBI.1 4th Semester	60	Poor	40	Very Poor	60	Poor
23	Student 23	TBI.1 4th Semester	60	Poor	40	Very Poor	40	Very Poor
24	Student 24	TBI.1 4th Semester	80	Good	60	Poor	80	Good
25	Student 25	TBI.1 4th Semester	80	Good	40	Very Poor	40	Very Poor
26	Student 26	TBI.1 4th Semester	40	Very Poor	40	Very Poor	40	Very Poor
27	Student 27	TBI.1 4th Semester	100	Very Good	80	Good	80	Good
28	Student 28	TBI.1 4th Semester	100	Very Good	80	Good	80	Good
29	Student 29	TBI.1 4th Semester	60	Poor	60	Poor	60	Poor
30	Student 30	TBI.1 4th Semester	100	Very Good	60	Poor	80	Good

Each criterion obtained by each student for each task completed will be visualized in the diagram below so that the data is easier to understand.



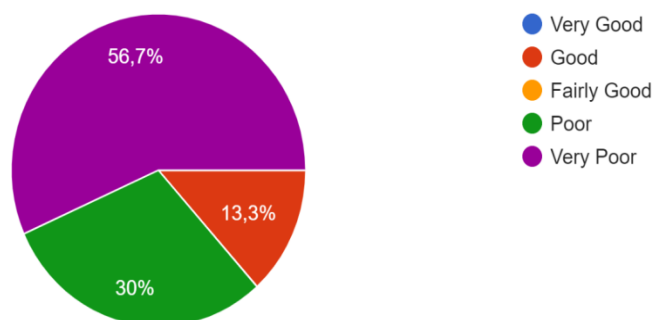
Picture 1: Proportion of the criteria from self introduction

As can be seen in the Task 1 diagram, there are 23.3% or 7 students who had Very Good criteria. While 20% students who had Good criteria consist 6 students and no students had Fairly Good criteria. Furthermore, students who obtained the Poor criteria totaled 33.3% are 10 students, while students who obtained Very Poor criteria amounted to 23.3% or 7 students.

In the fluency test that was given by researcher previously to the students who were the object of research, it can be seen that many students still have very poor English speaking skills. This is proven by the test results in each task given by the researcher to the participants who are in the very poor criteria, which is the lowest level in the assessment rubric that has been set by researcher previously.

In the task 1 diagram it can be seen that there were only 23.3% with a total of 7 students who got very good criteria on their level of fluency in speaking. From 30 samples only 7 were able to obtain this very good criteria. Meanwhile, the very poor criteria also obtained the same figure, namely 23.3% with a total of 7 students. Even though the questions in task

1 are very basic questions that they have often practiced since learning English at school to university, namely self-introduction.

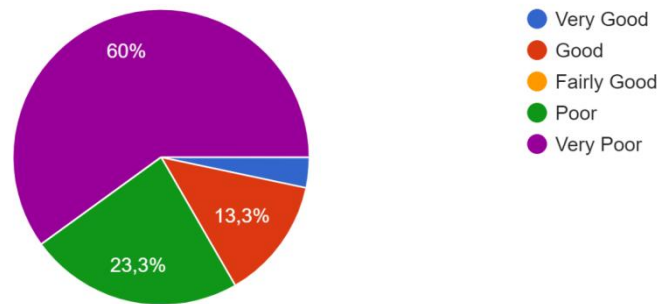


Picture 2: Proportion of the criteria from describing picture

As can be seen in the Task 2 diagram, there were no students who had Very Good criteria, while students who had Good criteria totaled 13.3% or 4 students, and no students had fairly good criteria. Furthermore, for students who obtained Poor criteria there were 30% or 9 students, while students who obtained Very Poor criteria amounted to 56.7% or 17 students.

In the Task 2 diagram if researcher pay attention carefully, researcher can see that none of the students got the very good criteria at all. In task 2, it discusses describing the images that have been given by researchers to students who are the objects of research with a fairly varied choice of images. In this diagram it is also known that there are around 13.3% or 4 students who get good criteria in their English fluency. This can prove that few students from the 30 samples did have good speaking skills when the researcher asked them to describe the pictures. In task 2, students who obtained very poor criteria amounted to 56.7% or 17 students

from total 30 students who became the research sample. This figure illustrates that students' fluency in English still needs to be honed.



Picture 3: Proportion of the criteria from giving opinion

As can be seen in the Task 3 diagram, 1% of students who had Very Good criteria or 1 student, while 13.3% of students or 4 students who had Good criteria, and no students had fairly good criteria. Furthermore, for students who obtained the Poor criteria there were 23.3% or 7 students, while students who obtained the Very Poor criteria amounted to 60% or 18 students.

In the diagram shown in task 3 it is illustrated that only 1 student out of 30 research samples was involved and managed to achieve very good criteria. Task 3 is that the participants will be asked by the researcher to give their opinion on the topic that has been set by the researcher previously. Furthermore, students who obtained the good criteria in their speaking fluency amounted to 13.3%, namely as many as 4 students, the number of which experienced an increase from the previous criterion which only amounted to 1 student.

In diagram 3 it is also shown that students who get poor criteria are as much as 23.3% or 7 students from the 30 research samples involved. Meanwhile, what is quite concerning in the diagram in task 3 is the students who get very poor criteria namely 60% or as many as 18 students from the 30 research samples that are involved.

From both results that have been obtained by researchers on each instrument that has been tested on 30 participants, the total score from both instruments will be combined and then entered into the SPSS software to do regression analysis testing. The questionnaire instrument is to measure students' learning attitudes which represent X variable and the test instrument is to measure students' speaking fluency in English education which represents Y variable.

To find out the influence of X variable towards Y variable based on researcher hypothesis, researcher will conduct simple regression analysis test that will be carried out using SPSS software, the total results of the two instruments will be made into the same table and then analyzed to determine the influence of X variable towards Y variable. The table can be seen below:

Table 7. Total Score of Both Instrument

No	Learning Attitude (X)	Fluency (Y)
1	54	180
2	60	200
3	54	120
4	47	160
5	38	120
6	51	240
7	53	200
8	53	140
9	39	160
10	38	160
11	39	120
12	46	120
13	44	100
14	45	140
15	46	100
16	58	160
17	54	180
18	53	280
19	46	140
20	45	140
21	46	200
22	46	160
23	52	140
24	40	220
25	55	160
26	44	120
27	49	260
28	60	260
29	41	180
30	58	240

After testing using SPSS software, the results are as follows:

Table 8. Significance Value

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13204.854	1	13204.854	6.397	0.017
	Residual	57795.146	28	2064.112		
	Total	71000.000	29			

- a. Predictors: (Constant), Learning Attitude
- b. Dependent variable, Fluency

After conduct the regression analysis on the SPSS software, the significance value that research get is 0.017 which is a smaller value than 0.05 so that it can be concluded that there is an influence that occurs on X variable called learning attitude towards Y variable called fluency. That means H1 accepted and H0 rejected in this research. This is also in line

with the results of the two instruments that the researcher got. The questionnaire instrument illustrates how low students' learning attitudes towards learning speaking in a class and the test gives an illustration of how low students' English speaking fluency is which is indeed influenced by students' learning interest who are still lacking in learning speaking.

B. Discussion

Based on the theory from Hernandez (2021) which states that student English fluency is determined by the students' learning attitude. The student will easily understand every material in English speaking class if they have a good learning attitude. The result obtained by the researcher are also in line with this theory, based on the results of a questionnaire that measures students' learning attitudes and the results of the fluency test prove that there is indeed an influence that occurs on students' learning attitudes on their speaking fluency. Based on the hypothesis test, it also obtained a significance value of 0.017 which is a lower value than 0.05 and proves that there is an influence that occurs on the X variable towards Y variable.

In addition, learning attitudes that can affect fluency are also proven by the theory from Santana (2017) which states that the attitude toward language learning has a significant impact on foreign language masters. The results obtained by researchers after testing the hypothesis are prove that there is an influence that occur on learning attitudes towards students English speaking fluency.

However, in table 7 it can be seen that student number 24 also proves that indeed sometimes there are individuals who have a relatively low learning attitude but have a fairly high level of fluency. As can be seen in table 7, student number 24 has 220 score which is a fairly high value when the values of the 3 tasks are combined.

Involvement is an important factor that affects the quality of learning. Without involving yourself actively in the lesson, the learning attitude will be low. In the context of English, lack of involvement in the learning process can lead to fluency in English. Learning attitudes that are less active and do not pay attention to lessons can have an impact on bad habits such as not completing assignments actively, lack of focus and quickly feel bored in the learning process. This can affect fluency in English, due to a lack of interest and motivation in learning the language. This is in accordance with the theory that state one aspect of the involvement dimension in the learning attitude variable is classroom activity. This ability refers to the degree to which individuals participate in classroom activities and assignments (Wann, Nurdiana & Sari, 2016)

The ability to be independent in learning is an important factor for achieving success in education. If a person does not have sufficient independence in learning, then that person's learning attitude will be low. In the context of English, a lack of independence in learning can lead to a lack of fluency in English. Learning attitudes that are less active and not independent in finding the right learning resources can have negative

impacts such as not completing assignments properly, lack of focus, and easily bored in the learning process. This can have an impact on fluency in English due to a lack of interest and motivation in learning the language. Motivation can be increased when students are aware of their own ability to self-reflect. This is in accordance with the theory that state Students' ability to self-reflect can also help them improve their learning motivation. Students will be more motivated to continue learning if they believe they have made progress in their studies. Students can see their progress over time and feel more motivated to keep trying by self-reflecting (Antari et al., 2021).

When a person loses motivation in learning, a negative impact can occur on his learning attitude. Low engagement in learning and a lack of attention can lead to a lack of fluent English speaking skills. An attitude of learning that is less active and has no motivation in learning English is an unhealthy environment for learning. A person who loses motivation often completes assignments only to qualify, does not pay attention to the small details in the material taught by the teacher, and is not interested in deepening their English speaking skills. All of these things can lead to fluency in speaking English. This can be avoided when students have the awareness to arrange regular study schedules to improve their learning attitudes, according to theory a structured study schedule allows one to better allocate their time for each task or study activity. This can assist them in prioritizing the most important tasks and ensuring that they have

enough time to complete them (Wann, Nurdiana & Sari, 2021).

Based on the problems that have been explained in the background, there are some students who have different learning attitudes in learning English, such as not paying attention to the lecturer and being embarrassed to practice speaking in class when the lecturer tells them to. So that it has an impact on their fluency in speaking English directly.

Based on that, this research tries to further reveal whether there is indeed an influence that occurs on students learning attitudes towards their fluency in speaking English. Therefore, the researcher gave two instruments to the students who were involved as research subjects, the first was a questionnaire to measure students' learning attitudes and a fluency test to find out the level of the student's fluency.

From the results obtained by the researchers from both instruments, namely the questionnaire and fluency test, as well as based on the results of the regression analysis test on the SPSS software. It is known that there is indeed an influence that occurs on learning attitudes towards fluency in speaking English. This is evidenced by the results of the regression analysis test which shows a significance value of 0.017 which is a value smaller than 0.05 so that the research hypothesis stating that there is an influence that occurs on students' learning attitudes towards their fluency in speaking English is true.

Individual tendencies to take actions related to learning English can

be defined as students' learning attitudes in the context of learning English. Learning attitudes such as motivation, interest, and self-confidence can all have an impact on English fluency (Alimyar, 2020). Due to it is indeed the main basis in learning attitude English.

Based on the statement above and also the results found by the researcher after tested both instruments. It was found that indeed the students' interest in learning and their ability to speak or express arguments in English were still very low, the number of students who got the very poor criteria in each task gave a lot of evidence about what level of student fluency was affected by their learning attitude.

Research by Fatiha, Sliman, Mustapha, and Yahia with the title “ (2014) found that teachers have a large influence on their students' motivation. A student may come to class with a certain amount of motivation. However, the teacher's behavior, teaching style, method, and informal interactions with students all have a significant impact on student motivation. Many students are physically present in the classroom but mentally absent; they fail to fully discover themselves in the learning experience. Students' motivation naturally encompasses the reasons or goals that underpin their participation or non-participation in academic activities. It also has something to do with students' desire to participate in the learning process. However, it also refers to the reasons or goals that motivate their participation or non-participation in academic activities.

Research by Ahmed (2015) with the title “Attitudes towards

English Language Learning among EFL Learners at UMSKAL” found that The findings of a research on learners' attitudes toward the English language are discussed in this research. The positive attitude of the learners who, despite having English courses in their educational institution, still feel the need for extra care and the necessity to visit private language centers to learn English was of particular interest.

Research from Abidin, Mohammadi, and Alzwari (2012) with the title “EFL Students’ found that attitudes towards Learning English Language: The Case of Libyan Secondary School Students”. The respondents' obvious negative attitude toward English may lead one to believe that they are unaware of the importance of English and do not learn it as a compulsory subject. In a nutshell, the attitude concept is regarded as an essential component in language learning. As a result, language learning should be framed by a positive attitude. EFL teachers should prioritize students' feelings, beliefs, and behaviors over cognitive abilities.

Research from Oroujlou & Vahedi (2011) with the title “Motivation, attitude, and language learning”. Found that this research findings, we can conclude that, in addition to language learners' talents, there are other factors - motivation and attitude that can influence learners' efficiency. The research findings provide an answer to the research question (Is there an effective and efficient relationship between language learning and motivation and attitude?) raised at the start of the research. It demonstrates that there is a direct relationship between student efficiency in language classes and motivation and

attitude. The research suggests some strategies for teachers that can be very effective in increasing language learners' external motivation and creating a positive attitude among students toward language learning.

Research from Soleimani & Hanafi (2013) with the title “Iranian Medical Students’ Attitudes towards English Language Learning”. Found that one of the most important aspects of language learning is one's attitude. In terms of learners' attitudes toward English language learning, it is clear that the majority of learners in EFL contexts learn English as a compulsory subject. It is recommended that teachers in EFL classrooms motivate students to learn English by emphasizing its importance. Teachers should be sensitive to their students' attitudes and preconceptions, as these can affect their success in foreign language learning. To summarize, EFL teachers should engage students in activities that foster positive attitudes toward English language learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results, it is concluded that there is an influence between students' learning attitudes towards their fluency in English speaking courses. This is proven by looking at the significance value generated in the SPSS test results, which is equal to 0.017, the value lower than 0.05 which proves that H1 is accepted and H0 is rejected and means that there is an influence that occurs on X variable namely learning attitudes towards Y variable namely student fluency.

In this research there were also weaknesses in the questionnaire instrument used by researchers. Each item of the questions that has been set could not be representative based on the learning attitude indicators due to the researcher eliminating invalid question items on validity test. It is hoped that future researchers who want to measure students' learning attitudes by using questionnaire instrument to pay more attention to the question items properly and try to make sure that each question item truly represents each indicator on the specified variable.

B. Suggestion

1. For the Students

Due to all students have the same opportunity, students should be able to participate in speaking activities. Students are expected to be confident and fearless even if they make mistakes. Students are

expected to participate more actively in the teaching and learning process.

2. For the Lecturer/Teacher

The teacher/lecturer must find out the right way of teaching. so the teacher can make the students more active in English speaking class and problems such as low learning attitudes in learning speaking can be avoided and create more active learning in the classroom. Furthermore, teachers can also create closeness with their students so that students also feel they can be more open to their teachers when they want to carry out learning in the classroom.

3. Further Researchers

Researcher hoped that this research can be a reference for future researchers who wish to conduct research on the same topic. As well as future researchers can also overcome similar problems based on the results of the discussion that has been presented in this research. It is also hoped that future researchers will provide more in-depth analysis regarding student attitudes that can affect their speaking fluency in English.

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APPENDIX

Appendix 1 Research Permit



PEMERINTAH KABUPATEN MAJENE
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
(DPM-PTSP)
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar



IZIN PENELITIAN

Nomor : 222/IP/DPM-PTSP/MM/VI/2023

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/231/VI/2023 Tanggal 06 Juni 2023 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

N a m a	: AFREDY KRISMAHUDDIN
Pekerjaan	: Mahasiswa
N I M	: 10256119035
Program Study/Jurusan	: S1 Tarbiyah dan Keguruan
Universitas	: STAIN Majene
Alamat	: Lampa Kel. Mapilli Kec. Mapilli Kab. Polewali Mandar

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul "THE INFLUENCE OF ATTITUDE IN LEARNING ENGLISH SPEAKING COURSE TOWARDS ENGLISH FLUENCY AT STAIN MAJENE ENGLISH EDUCATIONAL STUDY PROGRAM" dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exemplar copy hasil Penelitian kepada Bupati Majene Cq. Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab. Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
Pada Tanggal : 12-06-2023
Kepala Dinas

H. LIES HIRAWATI THAHIR, S.Sos, M.AP
Pangkat: Pembina Utama Muda
Nip. 196809281992032011

Appendix 2 Validity of The Instruments

Name	Number of Question																														
	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q 17	Q 18	Q 19	Q 20	Q 21	Q 22	Q 23	Q 24	Q 25	Q 26	Q 27	Q 28	Q 29	Q 30	
Student 1	2	1	5	2	4	1	5	5	2	2	3	4	1	1	4	4	4	1	2	2	4	4	2	1	3	5	5	4	4	5	
Student 2	3	2	4	2	4	2	2	4	2	2	3	4	1	1	3	3	3	4	4	2	2	4	3	5	4	3	2	4	4	4	
Student 3	1	2	1	2	5	1	4	1	1	1	3	4	1	1	3	4	4	1	1	1	4	1	1	1	3	5	4	4	4	4	
Student 4	4	1	5	1	5	3	3	5	2	1	5	4	1	3	4	4	4	1	1	1	4	5	2	2	1	4	5	4	3	5	
Student 5	4	4	5	2	5	1	3	5	1	2	3	4	1	1	3	3	4	1	1	5	5	4	3	3	3	5	4	4	5	5	
Student 6	3	2	2	2	3	2	4	4	3	2	3	3	2	2	3	4	4	2	3	3	4	5	4	3	3	4	4	4	3	4	
Student 7	3	3	4	2	4	3	4	5	2	3	3	4	2	3	3	4	3	2	3	2	4	4	3	3	3	3	4	3	4	5	
Student 8	5	3	5	2	5	1	4	5	1	4	4	4	1	3	3	3	4	5	2	2	4	3	4	2	1	2	2	3	4	4	
Student 9	4	1	5	1	5	3	4	5	2	4	1	2	5	1	1	3	5	5	5	1	2	1	5	5	1	1	3	5	5	5	
Student 10	3	2	4	1	4	1	3	5	2	3	3	5	2	2	3	3	3	1	2	2	2	3	5	2	2	3	2	4	4	4	
Student 11	2	2	3	2	4	3	2	4	2	3	3	3	4	3	4	4	4	1	4	3	4	3	4	4	5	4	3	2	2	5	
Student 12	4	4	4	5	4	5	4	3	4	3	3	3	4	4	4	5	1	1	5	2	4	5	4	5	5	3	5	3	3	5	
Student 13	3	3	5	2	3	2	4	4	3	4	1	3	1	3	3	4	4	2	2	2	4	4	3	2	3	3	4	4	4	4	
Student 14	3	4	4	1	5	1	4	4	2	2	5	4	2	3	5	5	1	1	2	3	5	2	3	2	4	3	4	4	4	4	
Student 15	3	2	4	2	5	2	3	5	1	2	3	4	2	3	3	2	5	2	2	5	4	5	2	3	4	5	5	4	5	4	
Student 16	1	1	5	1	5	1	5	5	1	5	3	5	1	4	5	4	5	1	4	1	4	5	5	1	3	5	5	5	4	5	
Student 17	3	1	5	2	3	4	4	5	4	4	3	4	2	3	3	4	4	4	3	2	4	4	3	3	4	3	3	3	3	4	
Student 18	3	3	5	1	5	1	5	5	1	1	1	5	2	3	5	5	1	1	1	3	5	1	3	5	5	5	5	5	5	5	
Student 19	3	1	5	1	4	2	4	4	2	2	4	4	4	2	4	4	2	3	2	3	4	2	2	2	4	4	3	3	4	4	
Student 20	3	2	2	5	2	5	5	4	4	4	5	1	4	5	3	5	2	2	1	5	5	2	5	5	5	5	5	4	5	2	
Student 21	2	3	3	3	2	2	4	2	4	2	2	2	5	4	2	5	4	4	5	4	5	4	5	1	2	4	1	4	3	5	
Student 22	3	3	1	5	1	4	5	1	5	3	3	1	3	3	4	5	3	1	1	3	5	2	2	3	3	4	5	4	5	3	
Student 23	3	2	1	1	2	3	1	1	2	3	1	1	1	2	1	5	2	1	1	5	5	1	2	4	5	5	5	5	4	4	
Student 24	2	3	4	2	3	4	5	3	4	5	3	2	4	3	5	3	5	3	5	3	5	3	5	3	5	2	5	3	5	3	5
Student 25	1	4	3	4	5	3	5	3	4	3	3	5	3	4	5	5	3	3	4	5	3	5	3	5	3	4	5	3	4	5	
Student 26	3	4	5	3	4	2	4	1	4	2	3	3	4	2	4	5	3	4	5	3	4	5	3	4	5	3	3	1	3	5	
Student 27	3	4	3	5	3	5	3	5	3	4	5	3	3	2	1	4	5	2	4	5	3	4	3	2	4	5	3	4	5	5	
Student 28	4	4	3	3	5	5	3	4	2	3	4	3	5	3	5	3	4	5	3	5	3	4	5	3	4	2	4	5	3	5	
Student 29	3	3	4	5	3	4	5	3	4	3	4	5	3	2	1	1	3	4	3	5	3	2	3	3	4	2	4	3	3	5	
Student 30	3	3	3	4	2	4	5	3	4	2	4	3	4	5	3	4	5	3	4	5	3	5	5	3	5	4	5	3	3	5	

No	R Hitung	R Tabel	Result
1	0.06741953	0.3610069	Invalid
2	0.46550858	0.3610069	Valid
3	0.16564708	0.3610069	Invalid
4	0.55337634	0.3610069	Valid
5	-0.04738059	0.3610069	Invalid
6	0.58790027	0.3610069	Valid
7	0.41577068	0.3610069	Valid
8	0.16236925	0.3610069	Invalid
9	0.45333045	0.3610069	Valid
10	0.3670592	0.3610069	Valid
11	0.31059066	0.3610069	Invalid
12	-0.0572536	0.3610069	Invalid
13	0.55355321	0.3610069	Valid
14	0.62729732	0.3610069	Valid
15	0.30817851	0.3610069	Invalid
16	0.05581982	0.3610069	Invalid
17	0.09526942	0.3610069	Invalid
18	0.28026232	0.3610069	Invalid
19	0.50241978	0.3610069	Valid
20	0.4333078	0.3610069	Valid
21	-0.02682282	0.3610069	Invalid
22	0.52063047	0.3610069	Valid
23	0.4673874	0.3610069	Valid
24	0.39582737	0.3610069	Valid
25	0.25604483	0.3610069	Invalid
26	-0.03222046	0.3610069	Invalid
27	0.2021721	0.3610069	Invalid
28	-0.12137132	0.3610069	Invalid
29	-0.11499565	0.3610069	Invalid
30	0.26964498	0.3610069	Invalid

Appendix 3 Instrument 1: Questionnaire

Format Angket Sikap Siswa

ANGKET (SIKAP SISWA) SPEAKING CLASS, ENGLISH EDUCATIONAL STUDY PROGRAM

A. IDENTITAS

NAMA :

KELAS :

B. PETUNJUK DALAM PENGISIAN

Untuk setiap pernyataan-pernyataan dibawah ini terdapat beberapa pilihan jawaban. Untuk setiap pilihan jawaban berikan tanda (√) sesuai dengan kenyataan yang ada. SS (sangat setuju), S (setuju), RG (Ragu-ragu), TS (tidak setuju), dan STS (Sangat tidak setuju). Jawaban anda tidak mempengaruhi nilai pada mata pelajaran speaking anda.

NO	PERNYATAAN	SS	S	RG	TS	STS
1	Saya tidak dapat berpartisipasi dengan baik dalam tugas kelompok di mata kuliah speaking					
2	Saya punya tujuan jelas yang ingin saya capai dalam mata kuliah speaking.					
3	Saya sering mencari informasi tambahan dari sumber lain di internet selain dari yang di berikan oleh dosen.					
4	Saya selalu hadir dalam pembelajaran mata kuliah speaking.					
5	e-book, video pembelajaran, dan blog membantu saya dalam belajar teori dalam speaking.					

6	Saya tidak memiliki rencana mingguan untuk melatih speaking saya.					
7	Saya tidak dapat menyelesaikan dengan baik masalah yang saya hadapi dalam mata kuliah speaking.					
8	Saya mampu mengevaluasi kekuatan dan kelemahan saya dalam belajar speaking.					
9	Mata kuliah speaking merupakan mata kuliah yang tidak saya sukai.					
10	Saya selalu menyelesaikan dengan baik masalah yang saya hadapi dalam mata kuliah speaking.					
11	Saya tidak tekun di dalam mengikuti mata kuliah speaking di dalam kelas.					
12	Saya tidak dapat belajar dari kesalahan saya ketika melakukan praktik speaking.					
13	Saya punya rencana mingguan untuk melatih speaking saya.					

Appendix 4 Instrument 2: Test

Speaking Test To Measure English Fluency

Task 1: Self-Introduction

- Introduce yourself (Full Name, Age, Hometown, Job, Reason for learning English, etc.)
- Speak for 1-2 minutes.

Task 2: Describing a Picture

- The examiner will provide a picture and give you 1 minute to prepare.
- Describe the picture using as much detail as possible (e.g., objects, people, colors, activities, etc.)
- Speak for 1-2 minutes.

Task 3: Giving your opinion

- The examiner will give you a statement or topic and ask for your opinion.

Researcher can choose one of the topics below:

1. Hobbies and interests
2. Life experience
3. Places you want to visit
4. Fun activities
5. Important events in life
6. Social problems in society
7. Academic or professional needs
8. Cultural differences and similarities
9. Future plans

- Speak for 1-2 minutes.

Rule:

1. Each student will speak according to the assigned task

2. After students finish each task. Then the researcher can determine the value obtained for each student according to the assessment rubric that has been determined to student performance.

Appendix 5: Picture List To Describe





Appendix 6: Second Semester Participant





Appendix 7: Fourth Semester Participant





Appendix 7: Operationalization of Learning Attitude and Fluency Variables

Variabel	Dimensi	Indikator
Sikap Belajar (X)	Motivasi	1. Tingkat minat
		2. Tingkat kepercayaan diri
		3. Tujuan belajar
		4. Keinginan belajar
	Kemandirian	1. Kemampuan perencanaan
		2. Kemampuan mencari informasi
		3. Kemampuan menyelesaikan masalah
		4. Kemampuan refleksi diri
	Kepedulian	1. Kemauan belajar dari kesalahan
		2. Ketekunan dalam menghadapi kesulitan
		3. Kesiapan untuk bekerja sama
	Keterlibatan	1. Aktivitas di kelas
		2. Penggunaan sumber daya belajar
		3. Interaksi dengan dosen dan mahasiswa lain
		4. Pengerjaan tugas
		5. Partisipasi dalam kegiatan ekstrakurikuler
Kefasihan (Y)	Kelengkapan	1. Mampu untuk mengungkapkan gagasan
		2. Mampu untuk mengorganisir ide menjadi kalimat
		3. Mampu untuk menghindari pengulangan kata atau frasa yang tidak perlu
	Keteraturan	1. Mampu menggunakan tata bahasa yang benar di dalam bahasa Inggris
	Keluasan	1. Mampu menggunakan kosakata yang variatif dalam menyatakan ide
		2. Mampu menggunakan kalimat yang tidak

		umum.
	Pengucapan	1. Mudah di pahami
		2. Jelas dalam melafalkan tiap kata
	Intonasi	1. Mampu mengontrol stress/intonasi di dalam kalimat sesuai dengan context
		2. Mampu menggunakan variasi nada yang tepat pada satu kalimat untuk menunjukkan makna yang berbeda atau menunjukkan emosi dan ekspresi

Appendix 8: Curriculum Vitae

Afredy Krismahuddin was born in Kandeapi on April 21, 2001. He is the only son of Mahamuddin and Maryam Rasyid. The author completed his education at the elementary school level at the MI DDI 372 Lampa school in 2012. Then returned to study at the junior high school level at the MTS DHI GUPPI school in 2016. After that, he completed his education at the senior high school level at MAN 1 Polman school in in 2019. After graduating, Afredy Krismahuddin returned to study at STAIN Majene in 2019 and finished in 2023 with an English education study program.

While still in grade 11 of junior high school, the writer had joined the Mel-T organization, which is an organization engaged in the development of the English language because since school the writer had shown an interest in English.

The author was also ranked 7th in general as the best graduate at MAN 1 Polman school in the class of 2019 who graduated at that time. At the end of his education at the STAIN Majene campus, the author achieved a cum laude degree as a bachelor of education because he completed his education in under 4 years.