

**THE LANGUAGE ATTITUDE OF BILINGUAL STUDENTS
TOWARDS ENGLISH AS A MEDIUM OF INSTRUCTION
AT STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of the Requirements
for Achieving the Degree of *Sarjana Pendidikan* (S.Pd.)**

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Declare that the thesis I have compiled with the title, "**The Attitudes of Bilingual Students toward English as a Medium of Instruction at State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto**" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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TOWARDS ENGLISH AS A MEDIUM OF INSTRUCTION
AT STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**

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Assalamu'alaikum Wr. Wb

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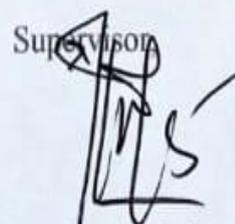
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ABSTRACT

Bilingual students are generally thought to be capable of comprehending the use of two languages in bilingual subjects. However, their attitudes toward the use of a language as a medium of instruction usually differ in both positive and negative ways. The purpose of this research was to describe the language attitude of bilingual students towards English as a medium of instruction at State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto. The approach used was descriptive quantitative. The sampling technique used was proportionate stratified random sampling consisted of 165 bilingual students in State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto including students from semester 1, 3, 5, and 7 from Class A of Islamic Education and Islamic Economics Study Programs. The data was collected using an online questionnaire distributed in the form of Google Forms. The results of the research showed that there were 92 respondents or 55,8% had positive attitude and 73 respondents or 44,2% had negative attitude. This result demonstrated that the majority of bilingual students had positive language attitude toward English as a medium of instruction in terms of their cognitive, emotional, and behavioral aspects. On cognitive aspect, the bilingual students showed: believe that English as medium of instruction can help them acquire more knowledge and help them become habituated to critical thinking. On emotional aspect, the bilingual students showed: a sense of interest, happiness, and pride to English as a medium of instruction. On behavioral aspect, the bilingual students showed: good performances while using English in bilingual subjects, such as: enjoy using English, pay attention to the subject that is covered in both languages by the lecturers, and works quickly on any assignments delivered in English. They acquire knowledge that will be valuable, such as how English as a medium of instruction can boost English language proficiency. They also have desire to practice with friends in a bilingual class who are fluent in English in order to learn more about English as a medium of instruction.

Keywords: Language Attitude, Bilingual Students, English as a Medium of Instruction, EMI

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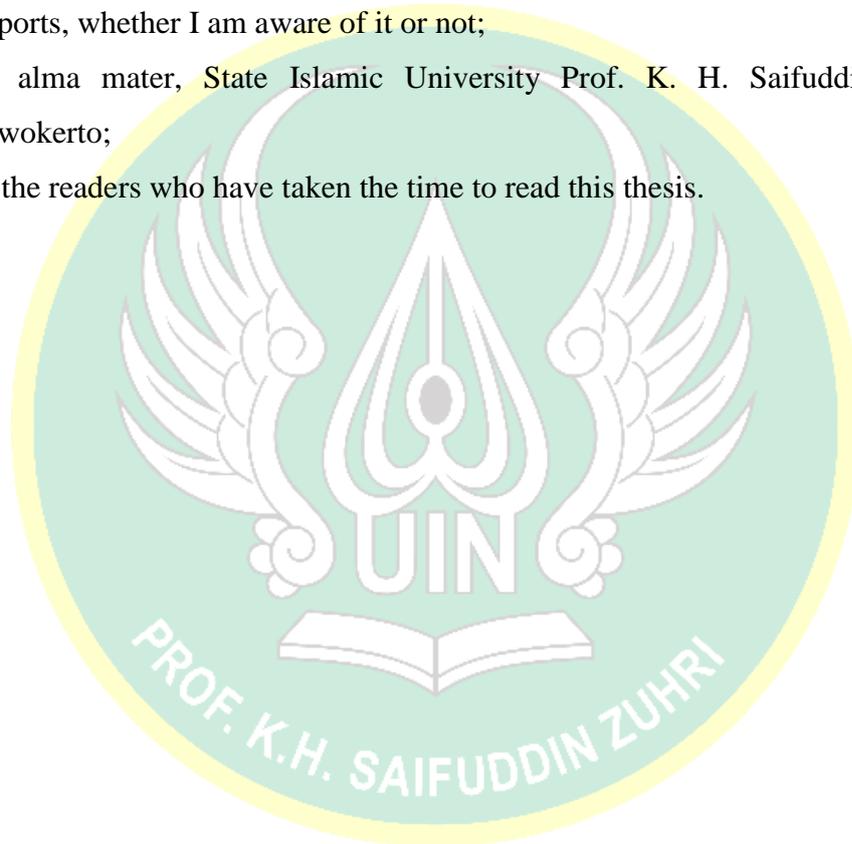
“All big things come from small beginnings.”
(James Clear)



DEDICATION

I dedicate this undergraduate thesis wholeheartedly to:

1. My beloved parents, Sri Wahyuni and Pujo Sunarso, for the wonderful opportunities that have been provided to me from my birth to the present, as well as for the never-ending loves, struggles, sacrifices, and prayers;
2. My friends, relatives, and good people I care about for the direct and indirect supports, whether I am aware of it or not;
3. My alma mater, State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto;
4. All the readers who have taken the time to read this thesis.



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Peace and salutations be upon our Prophet Muhammad SAW, his family and disciples who had delivered the truth to human beings in general, and Muslim in particular.

This undergraduate thesis is arranged as a partial fulfillment of the requirements for achieving the bachelor degree of Sarjana Pendidikan (S.Pd.) at the Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto.

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2. Dr. H. Suparjo, M.A., the Deputy Dean I of Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto.
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The researcher recognizes that this thesis has numerous flaws and imperfections. As a result, criticism and suggestions are always welcome. Hopefully the thesis will be useful to the readers, Aamiin.

Purwokerto, January 9, 2023

The researcher,



Mentari Indah Monalisa
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CHAPTER I

INTRODUCTION

A. Background of the Research

In connection with the agreement on English as an international language, in Indonesia, English has the status as a foreign language. Laufer notes that English is not utilized as an official language in Indonesian contexts, such as government, the law courts, and education system.¹ Acquisition of a foreign language as a target language can be achieved by various factors. According to Kara, students' attitudes toward language learning have a significant impact on their behavior and success.² Gardner and Lambert point out the same thing, that apart from motivation, attitude is very important in the language learning process.³

Attitudes are characterized by positive or negative reactions, and ways of thinking or acting.⁴ A positive attitude towards language is characterized by a high level of motivation to integrate and master the language, including the culture it contains. Karahan agrees that this attitude leads learners in a positive direction.⁵ Conversely, a negative attitude towards language can reduce motivation to learn.

Attitude has several well-known aspects. Kara states these aspects include cognitive, emotional, and behavioral.⁶ The cognitive relates to beliefs,

¹ Khairunnisa Dwinalida and Sholeh Setiaji, "The Correlation Between Learners' Motivation and Language Learning Strategies in EFL Context", *Journal of English Pedagogy and Applied Linguistic*, Vol. 1, No. 1, 2020, p. 38.

² Agus Husein As Sabiq et al., "Investigating Gender Difference on the Students' Attitudes and Motivation toward English Learning", *ENGLISH FRANCA: Academic Journal of English Language and Education*, Vol. 5, No. 2, 2021, p. 236.

³ Madhubashini Deldeniya et al., "An Analysis of Students' Motivation and Attitudes Toward Learning Japanese Language as a Foreign Language in Secondary Schools in Sri Lanka", *European Journal of Foreign Language Teaching*, Vol. 3, No. 4, 2018, p. 13.

⁴ Agus Husein As Sabiq et al., "Investigating Gender Difference on the ...", p. 238.

⁵ Pariwat Imsa-Ard, "Motivation and Attitudes Towards English Language Learning in Thailand: A Large-Scale Survey of Secondary School Students", *rEFLECTIONS*, Vol. 27, No. 2, July-December 2020, p. 143.

⁶ Pariwat Imsa-Ard, "Motivation and Attitudes ...", p. 143.

emotional relates to likes and dislikes, and behavioral relates to how person react to certain situations and objects.

Languages attitudes are formed in much the same way that general attitudes are formed. Jaspal states that language is more than just a means of communication, but it is also an important indicator of society identity at various levels of human interdependences, such as subcultural or national.⁷ According to Kridalaksana, language attitude is a mental attitude or feeling toward one's own or another language's position.⁸ It can be interpreted as how people react toward certain languages. Attitudes in this research were then examined in the context of language attitude towards language use in the field of bilingualism.

The use of two languages refers to the concept of bilingualism. In the early 1970s, bilingualism was seen as weakening factor of nationalism in many countries. In the 1980s, people started to become neutral, but questioned the effects of bilingualism, especially on children's cognitive abilities, by making children bilingual. Unlike before, a survey conducted by Wu in 2005 showed that people's attitudes toward bilingualism were becoming increasingly positive. This was evidenced by efforts to send children to bilingual schools. They began to understand the importance of mastering English as a language with global reach that they can use to achieve success in different walks of life.⁹

Bilingualism can be formed by improving language skills. These skills are divided into two types: language acquisition and language learning.¹⁰ The process of language acquisition usually takes place in the family and environment through language exposure. Language learning, on the other hand, is the exposure to language that takes place in a school environment.

⁷ Udiana Puspa Dewi and Criscentia Jessica Setiadi, "Language Attitude and Language Choice in Bilingual Academic Learning Environment", *Lingua Cultura*, Vol. 12, No. 4, November 2018, p. 370.

⁸ Setyo Wati and Farieda Ilhami Zulaikha, "A Sociolinguistics Study on Language Attitude of the Sundanese Community in Eastern Priangan Towards English as a Foreign Language in Indonesia", *Journal on Language and Literature*, Vol. 5, No. 2, June 2019, p. 172

⁹ Luh Putu Artini and Putu Kerti Nitiasih, *Bilingualisme dan Pendidikan Bilingual*, (Bali: Graha Ilmu, 2014), p. 26.

¹⁰ Luh Putu Artini and Putu Kerti Nitiasih, *Bilingualisme dan Pendidikan ...*, p.

A form of language learning manifests itself in a bilingual education. Bilingual education is systematic and well-planned language learning in the learning process. It has been introduced in many schools from elementary to high school. The best operation of bilingual education requires the availability of professional educators, a strong administrative team, and supporting facilities and infrastructures.

Language instruction in a bilingual classroom uses two specific languages. The first language (L1) will continue to be used, and the second language (L2) will be gradually added at each level. It is commonly known that there are three types of bilingual education: maintenance, transition, and enrichment.¹¹ Maintenance aims to maintain students' minority language than providing access to the dominant language adjusted to their language needs. Transition is a program for early childhood students who are experiencing the assimilation of linguistic minorities into a monolingual society. They learn the first language so much that they ignore it and slowly acquire the second. Enrichment is a combination program of transitional and maintenance that focuses on achieving students' academic abilities through second language media.

The implementation of bilingual education programs is characterized by the use of English or known as *English as a medium of instruction* (EMI). State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto as a university under the auspices of the Ministry of Religious Affairs of the Republic of Indonesia, is inseparable from bilingual program with English as their medium of instruction. The program is conducted in multiple majors namely class A of Islamic Education Study Program, Faculty of Tarbiya and Teacher Training, and class A of Islamic Economics Study Program, Faculty of Islamic Economics and Business. The use of English as a medium of instruction is applied by lecturers when providing oral or written bilingual subject

¹¹ Luh Putu Artini and Putu Kerti Nitiasih, *Bilingualisme dan Pendidikan ...*, p. 100.

materials, assignments written in English, and materials presentations by students in two languages.

Preliminary research that held on October 2022 revealed that bilingual students' language attitudes toward English as a medium of instruction showed differences. Some students stated that it was difficult to use English in bilingual classrooms because their English skills were still low. They could not comprehend the material well because they had to understand the English vocabulary and then understand the content. However, there were those who argued that they were still able to understand the content as long as it was supported in Indonesian. Some of these reasons became the background for conducting this research.

B. Operational Definition

1. Language Attitude

The primary function of language is to facilitate human communication. The use of a language can result to an attitude. Bohner and Wanke define an attitude as a summary appraisal of an object or thought.¹² People make judgments when they form attitudes about objects into simple categories including agree or disagree, and like or dislike. Differences in reactions to a language can be said as a language attitude. According to Kridalaksana, language attitude is a mental attitude or feeling toward one's own or another language's position.¹³ Language attitude can be positive or negative depending on the individual's reasons.

2. Bilingual Students

In Islamic education, students are associated with the Islamic perspective on humanity.¹⁴ Human beings are endowed with a grace not given to other beings with so much potential. If their potential is developed,

¹² Robert M. McKenzie, *The Social Psychology of English as a Global Language*, (United Kingdom, Springer: 2010), p. 19.

¹³ Setyo Wati and Farieda Ilhami Zulaikha, "A Sociolinguistics Study on ..., p. 172

¹⁴ Moh Roqib, *Ilmu Pendidikan Islam: Pengembangan Pendidikan Integratif di Sekolah, Keluarga dan Masyarakat*, (Yogyakarta: PT. LKiS Pelangi Aksara, 2016), p. 59.

they can achieve perfection. Students are individuals who have a lot of potential for development. One way to do this is through education.

Bloomfield reveals that bilingualism means being able to speak two languages fluently.¹⁵ It is defined as the ability to articulate, to use appropriate numbers and meanings, and to know how to form correct words and sentences. In general, Indonesian bilingualism is a learning process that uses both Indonesian and English. This is one of the government's efforts to improve the quality of education in Indonesia.

A bilingual student is an individual who has the potential to use two languages as an transitional language through bilingual education. It can be said as a student who uses their first language in the community and is learning through a second language.¹⁶ This learning may take place in a variety of educational contexts. Teachers as moderators have an important role in communicating the learning material. Collaboration between teachers and students influences the achievement of bilingual program goals.

3. English as a Medium of Instruction (EMI)

EMI shows English as the language of instruction, not English as a subject. Dearden defines EMI as the use of English to teach a subject in a country or jurisdiction where English is not the first language (L1) of the majority of the population.¹⁷ Placing English as the medium of instruction at the tertiary level is expected to increase the students' motivation to learn English more. This cannot be separated from the importance of learning English as an international language to prepare individuals to compete in all fields on a global scale.

¹⁵ Luh Putu Artini and Putu Kerti Nitiasih, *Bilingualisme dan Pendidikan ...*, p. 26.

¹⁶ Bilingual Learners and Bilingual Education, *Cambridge Assessment International Education* accessed on January 27, 2023.

¹⁷ Matthew Banks, "Exploring EMI lecturers' Attitudes and Needs", *EpiC Series in Language and Linguistics*, Vol. 3, 2018. p. 19.

C. Research Question

Based on the research background, the research question was **“What is the language attitude of bilingual students towards English as a medium of instruction at State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto?”**

D. Objective and Significances of the Research

1. Objective of the Research

This research aimed to describe the language attitude of bilingual students towards English as a medium of Instruction at State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

2. Significances of the Research

a. Theoretical Significance

The researcher hopes the research will be helpful to researchers investigating on the language attitude of bilingual students towards English as a medium of instruction.

b. Practical Significances

1) For Students

The researcher hopes this research can provide motivation for students to have better language attitude towards English as a medium of instruction and to improve their English skills.

2) For Lecturers

The researcher hopes this research will be informative and can be used as an assessment material on the language attitude of bilingual students towards English as a medium of instruction.

3) For Faculties

The researcher hopes this research can be used as a material for the development of better bilingual programs.

4) For Future Researchers

The researcher hopes this research will serve as additional written information for other researchers on the language attitude of

bilingual students towards English as a medium of instruction, especially in bilingual classrooms.

E. Structure of the Research

The research consists of the following systematic structure:

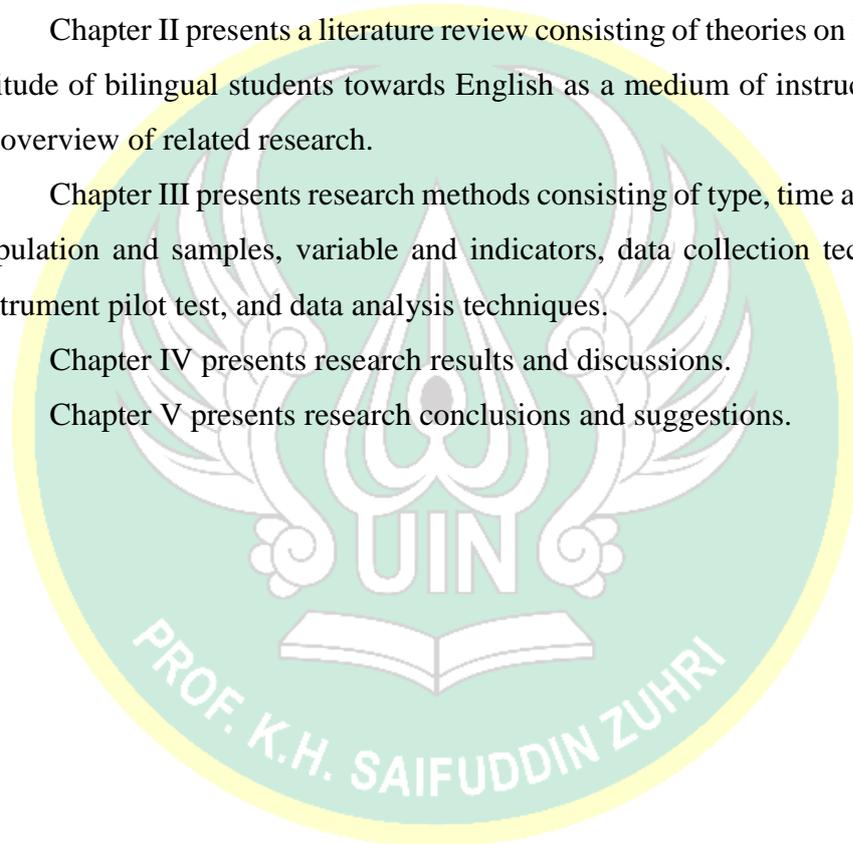
Chapter I presents an introduction consisting of research background, operational definitions, research question, research objective and significances, and research structure.

Chapter II presents a literature review consisting of theories on language attitude of bilingual students towards English as a medium of instruction and an overview of related research.

Chapter III presents research methods consisting of type, time and place, population and samples, variable and indicators, data collection techniques, instrument pilot test, and data analysis techniques.

Chapter IV presents research results and discussions.

Chapter V presents research conclusions and suggestions.



CHAPTER II

LITERATURE REVIEW

A. Literature Review

1. Attitude

a. Definition

According to Eagly and Chaiken, attitude is a psychological tendency conveyed by rating a certain entity with some degree of favor or disfavor.¹⁸ Reporting an attitude involves expressing an evaluative judgment about a stimulus object. When seen as an evaluative judgment, an attitude might differ in two important ways, namely valence and strength. Attitude in the form of valence refers to different people's attitudes towards something divided into positive, negative, and neutral feelings. In contrast, attitude in the form of strength refers to different people's attitudes towards something are very sure or less sure.

Olson and Kendrick define attitude as people's judgments about most aspects of the social world.¹⁹ They have either positive or negative reactions to problems, ideas, objects, actions, a particular person, or an entire social group. Attitude means coloring virtually every aspect of one's experiences. It has the ability to influence people's thoughts, although these are not always reflected in people's personality. In addition, it has the potential to influence long-term behavioral choices. It is important to understand how thought processes affect decision-based attitudes.

Krech and Cruthfield define attitude as a static organization of motivational, emotional, comprehensible, and cognitive processes related to various aspects of the personal world.²⁰ They emphasize

¹⁸ Geoffrey Haddock and Gregory R. Maio, *The Psychology of Attitudes*, (London: Sage Publications, 2012), p. 114.

¹⁹ Robert A. Baron and Nyla R. Branstetter, *Social Psychology Thirteenth Edition*, (United States of America: Pearson Education, 2012), p. 140.

²⁰ Yeni Widyastuti, *Psikologi Sosial*, (Yogyakarta: Graha Ilmu, 2014), p. 57.

attitude from a cognitive perspective, that attitude is a person's beliefs about an evaluative object. The cognitive component involves many people's thoughts and beliefs about the object. In this case, they will classify the quality of the object as appreciated or not, necessary or useless, and good or bad.

Ajzen and Fishbein argue that attitude is a coherent way of reacting to objects.²¹ Attitudes describe how people react to their surroundings. This concept refers to attitudes that are important in predicting and explaining human behavior. As a result, attitude is one of the factors influence human behavior.

From the above definitions, the researcher concludes that attitude gives a person's evaluation towards an object. The notes are divided into several views, whether positive, negative, or neutral. They rate a number of things, fom general to specific ratings. These allow person to easily define a behavior they will adopt.

b. Functions

According to Katz in Dayakisni, the functions of attitude include:²²

a. Utilitarian Function

This function is concerned with methods and goals. Someone assessing the extent to which an attitude can be used to achieve a specific goal. It also implies a willingness to assist people in maximizing benefits while minimizing penalties. A person can choose an attitude in order to gain approval while avoiding consequences.

b. Knowledge Function

Individuals seek knowledge to understand what is happening around them, especially when things are disorganized. By completing an assessment summary of objects and groups of objects,

²¹ Yeni Widyastuti, *Psikologi Sosial ...*, p. 58.

²² Yeni Widyastuti, *Psikologi Sosial ...*, p. 58.

or anything in the world, attitudes help to figure out the environment. Katz notes that people live in a complex world, and attitudes can help them understand that while serving no other purpose than understanding.

c. Value-Expressive Function

Attitudes serve to introduce our values or beliefs to others as a tool for expressing values and self-concept. People who oppose what is commonly perceived as negative in societal norms may be expressing the values in which they believe.

d. Ego-Defensive Function

Attitudes have the ability to nurture, boost self-esteem, or conceal mistakes. All of these actions are taken to protect oneself. This attitude reflects the individual's personality and unfinished problems, so the individual tries to defend himself unnaturally for fear of losing his status.

As stated by Katz above, attitudes have functions based on their use, such as utilitarian, knowledge, value-expressive, and ego-defensive. These functions become useful to humans in their daily activities.

2. Language Attitude

a. Definition

According to Jaspal, language is more than just a means of communication, but it is also an important marker of society identity at different levels of human interdependences, such as subcultural or national.²³ Meanwhile, as mentioned in the previous point, attitude is defined as giving an assessment or reaction to an object around us. Language attitudes are formed in much the same way that general attitudes are formed. According to Kridalaksana, language attitude is a mental attitude or feeling toward one's own or another language's

²³ Udiana Puspa Dewi and Criscentia Jessica Setiadi, "Language Attitude and ..., p. 370.

position.²⁴ Crawford, Pablo, and Lengeling explain that an individual's attitude toward a language affect their judgment of the language and the amount of language that can be used.²⁵

Attitude is one indicator of success in learning a language. Gardner and Lambert assert that students' attitudes and perceptions influence their ability to master a second language in addition to their mental competence and language skills.²⁶ Savignon claims that ultimate success in learning to use a second language will most likely be seen in the learner's attitude.²⁷ The important roles of attitude toward the target language are integrally linked to number of factors.²⁸ First, attitudes are thought to influence behavior, such as reading and speaking in a foreign language. Second, it has been demonstrated that there is a link between attitude and achievement. As a result, it is attitude that influences achievement rather than achievement that influences attitude.

Language attitude determine students' behavior toward the language they learn. Dörnyei and Csizér indicate positive attitudes facilitate foreign language learning while negative attitudes act as a psychological barrier.²⁹ Students with positive attitudes are more likely to be motivated to master the language and learn more. This will be proportional to how well they learn the language. On the other hand, students with negative attitudes are less motivated. They are hesitant to learn more about the language and are unconcerned about any mistakes they may make while learning.

It is possible to conclude that language attitude refers to how we behave toward a language. Language attitude is one of the keys to

²⁴ Setyo Wati and Farieda Ilhami Zulaikha, "A Sociolinguistics Study on ...", p. 172

²⁵ Udiana Puspa Dewi and Criscentia Jessica Setiadi, "Language Attitude and ...", p. 370.

²⁶ Qusay Mahdi Mutar, "Attitudes of Iraqi Students toward Learning English", *International Journal of Multicultural and Multireligious Understanding*, Vol. 6, No. 2, April 2019, 425.

²⁷ Qusay Mahdi Mutar, "Attitudes of Iraqi Students toward ...", p. 425.

²⁸ Pauline Grace P. Casil-Batang and Conchita Malenab-Temporal, "Language Attitude and English Proficiency of ESL Learners", *Asian EFL Journal Article*, February 2018, p. 188.

²⁹ Qusay Mahdi Mutar, "Attitudes of Iraqi Students toward ...", p. 425.

success in learning a language. Positive language attitudes promote success and ease, whereas negative language attitudes promote failure and difficulty. It is critical to influence a learner's language attitude in a positive direction.

b. Aspects of Language Attitude

The aspects of language attitude can be equated with general aspects of attitude. These aspects cover human attitudes when dealing with language. Success in learning a foreign language is connected from the learner's attitude. Kara emphasizes that there are three aspects of attitude: cognitive, emotional, and behavioral.³⁰

1) Cognitive

Cognitive aspect included beliefs and ideas or opinions about knowledge and understanding in the learning process.³¹ Responses are made up of perceptions and informations regarding the attitude object. These impressions take the shape of pre-existing views and preconceptions that have been ingrained in the mind.³² For instance, a trust is a part of this component that is not always accurate. The development of trust is more influenced by emotional need or a lack of adequate knowledge about an object.

Cognitive reactions can be classified into two groups: verbal responses and nonverbal responses.³³ Verbal cognitive responses are statements of beliefs, but nonverbal cognitive responses are more challenging to evaluate and typically do not clearly communicate attitudes.

Learner's perceptions of the information they acquire and comprehend in the language they are learning are part of the

³⁰ Pariwat Imsa-Ard, "Motivation and Attitudes ...", p. 143.

³¹ Duy Thi Thuy Pham and Trang Huyuh Nguyen, "A Study on Attitude Towards English Language Learning among Non-English Majored Students at Tra Vinh University", *Vietnam Journal of Education*, Vol. 4, No. 2, September 2020, p. 48.

³² Darmiyati Zuchdi, "Pembentukan Sikap", *Cakrawala Pendidikan*, Vol. 15, No. 3, p. 53.

³³ Icek Ajzen, *Attitudes, Personality and Behavior (Second Edition)*, (United Kingdom: Open University Press, 2005), p. 4.

cognitive side of language.³⁴ For instance, they consider English to be crucial. From this, a positive attitude will develop. Knowledge is also a part of this. This mindset will boost motivation to keep learning English.

2) Emotional

Emotional aspect refers to people's feelings and emotions regarding an object.³⁵ Positivity and negativity in human emotional response to a thing determines attitude. This response is influenced by one's perceptions of an object, whether it is good or bad, useful or useless.

As an illustration, bad reactions, for instance, frequently result in negative views regarding the topic. Someone might find monsters to be frightful.³⁶ The person's attitudes toward facing off against the monsters would be entirely influenced by this response.

The emotional component of language learning is related to the impressions including liking or disliking the language. It is generally accepted that people's attitudes regarding the target language are influenced by their sentiments and emotions. The more they enjoy the language, the better they will be as a result, and vice versa.

3) Behavioral

The behavioral aspect concerned with how a person responded and interacted with an object in specific circumstances.³⁷ Behavioral has to do with how a person tends to act. Azwar asserts that a person's predisposition to act consistently in accordance with their views constitutes their attitude.³⁸

³⁴ Mohammad Jafre Zainal Abidin et al, "EFL Students' Attitudes Towards Learning English Language: The Case of Libyan Secondary School Students", *Asian Social Science*, Vol. 8, No. 2, February 2012, p. 122.

³⁵ Duy Thi Thuy Pham and Trang Huyuh Nguyen, "A Study on Attitude ...", p. 48.

³⁶ Geoffrey Haddock and Gregory R. Maio, *The Psychology of ...*, p. 115.

³⁷ Duy Thi Thuy Pham and Trang Huyuh Nguyen, "A Study on Attitude ...", p. 48.

³⁸ Darmiyati Zuchdi, "Pembentukan Sikap" ..., p. 53.

Students who have advanced to the point where they are engaging in language activities might represent this aspect of language attitude. It also involves acquiring useful information and skills for everyday life and being excited to learn more about the language. For instance, they would like to be able to speak English as well as native speakers. They will put up a struggle to get that goal accomplished.

It comes to the conclusion that the aspects of attitudes can be categorized as cognitive, emotional, and behavioral. Cognitive is about perception and belief, emotional refers to feelings and emotions, and behavioral refers to a propensity to act.

3. Bilingual Students

a. Bilingualism

Bilingualism is a frequently discussed topic in the field of languages. Grosjean states that bilingualism is found almost everywhere in the world, in all social classes and age groups.³⁹ The main problem with understanding bilingualism is that it is a fairly open scientific concept, so the line between monolingualism and bilingualism becomes blurred. The concept of bilingualism is defined differently in different types of literature depending on the point of view of researchers. The complexity of bilingualism often raises concerns about the accuracy of bilingual measurements.

Bloomfield reveals bilingualism is being fluent in two languages like a native speaker.⁴⁰ It is a high level of language proficiency comparable to that of native speakers. Listening, speaking, reading, and writing are examples of these abilities. This is commonly referred to as a maximalist definition. Unlike Mackey and Weinreich, who take a

³⁹ Yulian Purnama, "The Influence of The First Language to English Performance of EFL Learners of IAIN Purwokerto", *ELITE JOURNAL: Journal of English Linguistics, Literature, and Education*, Vol. 1, No. 1, 2018, p. 32.

⁴⁰ Luh Putu Artini and Putu Kerti Nitiasih, *Bilingualisme dan Pendidikan ...*, p. 26.

minimalist approach to bilingualism. According to minimalism, a person is said to have mastered two specific languages even if he is only expressing meaning with a limited vocabulary.⁴¹ Between these two extremes, Titones interprets bilingual as an individual's ability to speak a second language while following to the conceptual structure of that language rather than interpreting his mother tongue.⁴²

The above definitions show that bilingualism is the active or passive use of two languages by an individual or society. A bilingual person is someone who can use multiple languages. They were said to be bilingual when they used two languages equally or were fluent in only one. The language is a mother tongue as a first language and a reputable language as a second language.

b. Bilingual Education

Improving language skills in multiple languages can be done in a variety of ways, including language acquisition and language learning.⁴³ Language acquisition occurs naturally and wherever a person goes. Language acquisition may be the outcome of language exposure from families with diverse linguistic backgrounds. Language learning occurs in a systematic and well-planned manner through learning processes such as presentation and explanation in two languages.

A systematic two-language learning process is outlined in the form of bilingual education. Andersson and Boyer state bilingual education is teaching in two languages in which both languages are used as a teaching medium for part or all of the school curriculum.⁴⁴ He continued by stating that the use of two languages as teaching media to convey learning material was crucial to the bilingual program. This is supported by Baker and Pry-s Jones' contention that a bilingual program

⁴¹ Luh Putu Artini and Putu Kerti Nitiasih, *Bilingualisme dan Pendidikan ...*, p. 26.

⁴² Josiane F. Hamers and Michael H. A. Blanc, *Bilingualism and Bilingualism Second Edition* (United Kingdom: Cambridge University Press, 2000), p. 6.

⁴³ Luh Putu Artini and Putu Kerti Nitiasih, *Bilingualisme dan Pendidikan ...*, p. 97.

⁴⁴ Stephen May, *Bilingual Education: What the Research Tells Us*, (Switzerland: Springer International Publishing, 2016). p. 3.

is distinguished by the use of more than one language to convey lesson content, such as Mathematics, Social Sciences, or Humanities, rather than only having the language of instruction as a separate subject.⁴⁵

In bilingual education, the mother tongue and non-mother language are commonly used. The two languages are used interchangeably when presenting information. In general, the weight of using both languages is adjusted to the learners' level. It is hoped that by participating in a bilingual program, students will gain a better understanding of the material while also learning their non-native language, which will be used as the language of instruction.

c. Bilingual Students

Bilinguals, as previously stated, are individuals or groups who can communicate in two languages. When a child is born to parents who speak different languages, he or she is referred to as bilingual. However, this does not rule out the possibility for someone with no history of bilingual ancestry. Bilingualism can be developed gradually. Children can become bilingual through bilingual education programs or through exposure in their environment. The use of two languages with high and low frequencies will have an impact on their language proficiency.

In the context of education, students refer to those responsible for learning. They have an important position as an educator. These two factors cannot be separated. Accompanying students towards maturity is one of the main educational activities.

A bilingual student is a learner who uses their first language in the community and is learning through a second language.⁴⁶ Their role is to learn to become fluent in two different languages. The success of the bilingual program is the responsibility of program organizers, educators, and students. Furthermore, family support has a significant

⁴⁵ Stephen May, *Bilingual Education: What the Research Tells ...*, p. 3.

⁴⁶ Bilingual Learners and Bilingual Education, *Cambridge Assessment International Education* accessed on January 27, 2023.

impact on their children's language development. It is hoped that the implementation of bilingual education programs will result a generation that is prepared to compete globally in any field.

4. English as a Medium of Instruction (EMI)

a. Definition

EMI is not about learning English but learning through English. According to Marshan and Laitinen, EMI is a teaching and learning technique that emphasize non-linguistic subject matter while emphasizing language in terms of communication and cognition.⁴⁷ It is supported by Dearden that defines EMI as the use of English to instruct in academic topics in nations or jurisdictions where the majority of population does not speak English as their primary language.⁴⁸ Using EMI means understanding the subject contents as well as improving English proficiency.

The use of English as the language of teaching the medium of instruction in an academic setting is one of kinds of EMI implementation. It should be underlined that teaching English as a medium of instruction is not the same thing with teaching English as subject. EMI deals with learning processes and their results in the context of education. English is anticipated to be able to offer advantages in connection to the goal of holding EMI in Indonesia due to its status as global language.

b. Importance of EMI

According to Dickson, the importances of using EMI or target language are:⁴⁹

⁴⁷ A. G. Tamtam et al., "A Comparative Study of the Implementation of EMI in Europe, Asia, and Africa, *Procedia, Social, and Behavioral Sciences*, Vol. 47, p. 1418.

⁴⁸ Matthew Banks, "Exploring EMI Lecturers' Attitudes ...", p. 19.

⁴⁹ Denni Rahmadani, "Students' Perception of English as a Medium of Instruction (EMI) in English Classroom", *Journal on English as a Foreign Language*, Vol. 6., No. 2, p. 132.

- 1) Increase students' exposure to the target language. The aim is to make the context as close as to the target language in order to give students maximum exposure to the language.
- 2) Students receive more understandable information, which leads to more complex linguistic structures. Instead of learning the language, they learn through it.
- 3) It can provide students with a source of models, including language production and attitudes toward language. A teacher who can use the target language and learn it as more than just a subject leads to better appreciation by students.

The more popular EMI becomes, the more experts identify its beneficial goals. Dearden assumes EMI as a way to internationalize the educational offer, provide students with opportunities to join the global academic and the business community, whereas Kym and Kym think it can be labour market competitiveness.⁵⁰ Jusuf claims EMI increases motivation to learn the language owing to the international significance of the latter, career and studying opportunities in being bilingual, whereas Wienstein believes EMI increases the general exposure to English, which is beneficial in terms of learning and allows for skills developed whereas learning a mother tongue to be applied to study English.⁵¹

From the explanation above, the implementation of EMI aims to achieve positive goals. These goals include that students are often exposed to English including the language structure in it. They are formed to be competitive individual in a global scope in terms of achieving their dreams such as learning and career achievements. Then, EMI is one of the ways an institution to internationalize the educational

⁵⁰ Ulfah Oktaviani, "Teacher's Perspective and Challenges towards English as a Medium of Instruction (EMI)", *Lingua, Jurnal Bahasa & Sastra*, Vol. 20, No. 1, December 2019, p. 59.

⁵¹ A. G. Tamtam et al., "A Comparative Study ...", p. 1423.

offer. Those and others purposes become the concern of elements of EMI in order to reach the expected level of English mastery.

B. Review of Relevant Studies

Relevant studies are used as references for researchers to find similarities, differences, and insights between them. This research was related to several studies done by other researchers. The comparisons were presented as follows:

First, a study in 2020 by Achmad Noor titled “*Students’ Perception of English as a Medium of Instruction in Teaching English at MAN Kota Palangka Raya*”, it was aimed to investigate the extent of students’ perception towards English as a medium of instruction used by the English teachers in teaching English. The approach used was quantitative with survey research type. The techniques sampling used was cluster random sampling consisted of 136 eleventh grade students from five classes. The main instrument used was questionnaire to collected the data. According to the data, most students agreed that English as a medium of instruction can increase their English proficiency, motivated them to learn English, and improved their English skills. The similarity of both studies was questionnaire used as main instrument, and quantitative as type of research. He focused on topic about perception to English as a medium of instruction for teaching English, while the researcher focused about the language attitude to English as a medium of instruction for bilingual students in non English subject.

Second, a study in 2018 by Maita Andini from University of Muhammadiyah Sumatera Utara entitled “*The Language Attitude of Senior High School Students towards English Language and its Relationship with Their Academic Achievement*”. It was intended to determine the students’ language attitude towards English language and how their attitude had relationship to their academic achievement. The instrument used was questionnaire with quantitative approach. It was used likert scale and simple percentage to analyze the data. The findings showed that the students tend to

have both positive and negative attitude towards English and they surely said that their attitudes had relationship to their academic achievement. The similarities between the two studies are the same method used to collect the data including the approach, research instrument and data analyze technique. The difference of both studies was this discussed about the students' language attitude and their relationship to their academic achievement, the researcher focused only on the language attitude topic.

Third, a study in 2018 by Raudatul Jannah from State Islamic Institute of Palangka Raya research entitled "*The Students' Perception on EFL Teacher Talking Time on English Classroom at Senior High School of Palangka Raya*". It was intended to know students' perception on EFL teacher talking time during English learning process in the classroom. A purposive sampling technique was used to choose sample, which included 225 students in the eleventh grade from five different schools in Palangka Raya. The findings indicated that the students tended to prefer their English teacher talk using English language in the classroom. The similarities was both studies use a quantitative approach, with questionnaire used to obtain the data. There are difference on the topic discussed, this research focused on the perception of students on teacher talking time in English classroom, the researcher focused on those language attitudes on English as a medium of instruction in bilingual classroom.

CHAPTER III RESEARCH METHOD

A. Type of the Research

The research type used in this research was quantitative descriptive. Quantitative research examines the relationship between measurable variables to test objective theories.⁵² It is called quantitative because the data is presented in the form of numbers and the data analysis uses statistics.⁵³ The research steps include formulating problems, looking for and collecting theories, making hypotheses (for research that formulates hypotheses), collecting data, analyzing data, and drawing conclusions and suggestions.

Descriptive method aims to describe a variable, symptom, and state of research as it is.⁵⁴ Some descriptive research test a hypothesis, but it is not done very often. Therefore, this research aimed to examine a phenomenon without the intention of formulating and testing a hypothesis. Descriptive research conducted over a wide area is called as a survey.⁵⁵ Survey is a method of collecting raw data by presenting respondents with a series of questions.⁵⁶ It aims to collect as much data as possible and as a form of time efficiency for the researcher who cannot query the data one by one directly.

By presenting data in the form of numbers and their interpretation, the type of quantitative descriptive used in this research was intended to give a description about language attitude of bilingual students towards English as a medium of instruction at State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

⁵² John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (United States of America: Sage Publications, 2009), p. 4.

⁵³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2016), p. 7.

⁵⁴ Cut Medika Zellatifanny and Bambang Mudjiyanto, "The Type of Descriptive Research in Communication Study", *Jurnal Diakom*, Vol. 1 No. 2, December 2018, p. 84.

⁵⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), p. 153.

⁵⁶ Jogiyanto, *Pedoman Survei Kuesioner*, (Yogyakarta: BPFE-Yogyakarta, 2014), p. 3.

B. Time and Location of the Research

1. Time

The research was conducted on December 11 until December 29, 2022.

2. Location

The research was conducted on the bilingual students of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto with the following details:

- c. The Class A of Islamic Education Study Program, Faculty of Tarbiya and Teacher Training, located on Jalan Ahmad Yani No. 40A, Purwanegara, Purwokerto Utara, Banyumas.
- d. The Class A of Islamic Economics Study Program, Faculty of Islamic Economics and Business, located on Jalan Ahmad Yani No. 54, Purwanegara, Purwokerto Utara, Banyumas.

C. Population and Sample of the Research

1. Population

Population plays an important role as a data source in quantitative research. Therefore, the determination of the population and the sampling technique must be carried out carefully and precisely. Furqon states that population is a collection of objects, people, or situations that share at least one general characteristic.⁵⁷ It does not have to be a person or number, it can be a subject or an object, such as natural objects, with traits or characteristics attached to it.⁵⁸

The population for this research consisted entirely of bilingual students of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto. It consists of class A from the Islamic Education Study Program and Islamic Economics Study Program each semester, which

⁵⁷ Ismail Suardi Wekke et al., *Metode Penelitian Pendidikan Bahasa*, (Yogyakarta: Gawe Buku, 2019), p. 118.

⁵⁸ Sugiyono, *Metode Penelitian Kuantitatif ...*, p. 80.

apply the bilingual program to several subjects being taught. The population numbers was mentioned in the following table:

Table 3.1 Number of Population

No	Study Program	Semester	Number of Students
1	Islamic Economics-A	1	49
		3	47
		5	41
		7	47
2	Islamic Education-A	1	50
		3	49
		5	40
		7	42
Total			365

Source: Academic and Students Affairs of Faculty of Tarbiya and Teacher Training & Faculty of Islamic Economics and Business, State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto

2. Sample

In general, a study with a large population uses sample calculations because the researcher cannot calculate the entire population. A sample is portion or representative of a study population.⁵⁹ The sampling technique in this research was probability sampling which provides equal opportunities to be selected as part of the sample.⁶⁰ In particular, the sampling technique used was proportionate stratified random sampling. Proportionate stratified random sampling is a technique used if the population has members that are not homogeneous and is proportionally stratified.⁶¹ These strata were derived from a population divided into smaller subgroups. The number of samples was then determined by calculating each of subgroups. The strata in this research were bilingual students from semester 1, 3, 5, and 7 class A of Islamic Education and Islamic Economics Study Programs.

⁵⁹ Ismail Suardi Wekke et al., *Metode Penelitian* ..., p. 121.

⁶⁰ Sugiyono, *Prosedur Penelitian Suatu* ..., p. 82.

⁶¹ Sugiyono, *Prosedur Penelitian Suatu* ..., p. 82.

From these strata, the number of students was taken as a representative sample. As cited in Sevilla, the number of samples can be determined using Slovin's formula as follows:⁶²

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n : number of samples

N : number of population

e : margin of error 5% (error tolerance)

The following was the calculation for the number of samples adjusted to the formula above:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{365}{1 + 365 (0,05)^2}$$

$$n = \frac{365}{1 + 365 (0,0025)}$$

$$n = \frac{365}{1 + 0,9125}$$

$$n = \frac{365}{1,9125}$$

$$n = 190,8497 \text{ rounded up to } 191$$

The calculation for the number of students in each class as a representative sample used the following formula:⁶³

$$\text{Stratified Random Sampling} = \frac{\text{Number of Students in Each Class}}{\text{Entire Population}} \times \text{Number of Samples}$$

⁶² Riska Riani, "The Effects of Students' Personality and Intelegency Towards English Learning Motivation", *INFERENCE: Journal of English Language Teaching*, Vol. 1, No. 2, August 2018, p. 95.

⁶³ Natalia Sulisty anti Harsanti, "Sikap Bahasa Mahasiswa Laki-laki dan Perempuan FKIP Universitas Sanata Dharma Yogyakarta Terhadap Bahasa Indonesia dan Bahasa Daerah: Kajian Sociolinguistik", *THESIS*, Universitas Sanata Dharma Yogyakarta, September 2017, p. 58.

Table 3.2 Number of Samples Taken in Each Class

No	Study Program	Semester	Number of Students	Number of Samples
1	Islamic Economics-A	1	49	26
		3	47	25
		5	41	21
		7	47	25
2	Islamic Education-A	1	50	26
		3	49	26
		5	40	20
		7	42	22
Total			365	191

After sorting the research data, only 165 of 191 respondents were selected for data processing. The reasons for not reaching the sample size included corrupted dan double-filled data. In this research, there were 165 bilingual students from various bilingual classes were used as samples.

D. Variable and Indicators of the Research

A variable is a characteristic or attribute of an individual or organization that can be measured or observed.⁶⁴ It is an answer to a question of what is being studied in research. The variable of this research was the language attitude towards English as a medium of instruction.

Anwar clarifies that an indicator is a form of indicating whether an attribute is distinct and measurable.⁶⁵ The indicators of this research were:

Table 3.3 Indicators of Research

Variable	Aspect	Indicator
Language Attitude towards English as a	Cognitive	Belief in the knowledge gained
		Understand the language being studied

⁶⁴ John W. Creswell, *Research Design Qualitative ...*, p. -.

⁶⁵ Ismail Suardi Wekke et al., *Metode Penelitian ...*, p. 111.

Variable	Aspect	Indicator
Medium of Instruction		Perception of the language being studied
	Emotional	Like and dislike the language being studied
		Feel both good and bad the language being studied
	Behavioral	Perform an act
Acquire useful informations and skills for everyday life		
		Try to learn more about the language being studied

E. Techniques of Data Collection

The main instrument required by a researcher while conducting the survey method is a questionnaire. A questionnaire is a series of questions asked of respondents to achieve a specific goal. It is commonly used by decision-makers and researchers across all academic and industrial sectors to uncover answers to specific questions.⁶⁶ It is also used to obtain answers from a large number of respondents in a short period of time for a specific phenomenon or object. These responses are kept confidential and objective without researcher intervention.

The questionnaire in this research was adapted from Abidin, which focused on attitudes toward learning English.⁶⁷ The type of the questionnaire was a closed-ended question—a questionnaire in which answer choices were already available. It was designed based on the attitude questionnaire used in the study of Boonrangsari et al. in 2004, Gardner's AMTB (Attitude Motivation Test Battery) in 1985, and the experiences of researchers in teaching English. It was divided into three aspects of

⁶⁶ Hamed Taherdoost, "What is the Best Response Scale for Survey and Questionnaire Design; Review of Different Lengths of Rating Scale/Attitude Scale/Likert Scale", *International Journal of Academic Research in Management (IJARM)*, Vol. 8, No. 1, 2019, p. 2.

⁶⁷ Mohamad Jafre Zainol Abidin, "EFL Students' Attitudes ...", p. 123.

language attitudes: cognitive, emotional, and behavioral aspects. The items were organized using a five-point Likert scale, for a total of 45 items, of which 30 were positive and 15 were negative.

The questionnaire was adapted for the purpose of this research. The items were translated into Indonesian and associated to the variable of language attitude towards English as a medium of instruction. There were three aspects of language attitude: cognitive, emotional, and behavioral, which were organized using a four-point Likert scale. Out of 20 items, 14 were positive and 6 were negative. Likert scale is a scale that shows the degree of agreement or disagreement of respondents with various statements about an attitude, object, person, or event.⁶⁸ A scale with four points is recommended to avoid the tendency of respondents in choosing the answer or response that is in the middle or neutral.⁶⁹ Furthermore, the format aims to make it easier for respondents to choose one of them. The response alternatives were arranged as in the table below:

Table 3.4 Response Alternatives of Likert Scale

Response	Item	
	Favorable	Unfavorable
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

F. Pilot Test of the Research Instrument

It was mentioned earlier that there was a research technique that researcher used, namely by using a questionnaire. The questionnaire still requires further testing before being used to obtain research data. It should be underlined that a quality questionnaire is one that is proven to be valid and reliable. Therefore, this point focused on discussing the test of the questionnaire, which consists of a validity and a reliability tests.

⁶⁸ Hamed Taherdoost, "What is the Best Response Scale for ..., p. 3.

⁶⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu ...*, p. 284.

The questionnaire used by the researcher was an existing questionnaire or one built on previous research. Using an existing questionnaire means there is no need to create our questionnaire items. However, it does not mean the questionnaire does not need to be tested further. It still needs to be piloted because it will be used in different situations, times, respondents, and it applies especially to questionnaires translated from one language to another.⁷⁰ The questionnaire tailored by Abidin was translated into Indonesian to help respondents better understand the content of the statements.

1. Validity Test

Anastasi and Urbina declare validity is a measure of how well a measuring tool fulfills its purpose by determining if it measures the behavior or quality that it is designed to assess.⁷¹ Validity is a test that shows a test measures what should be measured.⁷² A valid instrument can measure data from variables accurately and by the actual situation.⁷³ It takes several steps before a non-test instrument is declared as a valid instrument including consultation, testing, and factor analysis.⁷⁴

First, conduct a consultation with experts. In this case, the researcher consulted with Mrs. Desi Wijayanti Ma'rufah, M.Pd., the Coordinator of the English Education Study Program of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto, according to the recommendation of the thesis supervisor. The result revealed that the questionnaire was sufficient to be used with minor revisions.

Second, the questionnaire was tested on several respondents who had the same characteristics as the real research respondents. The respondents were randomly selected but covered the full range of study

⁷⁰ Jogiyanto, *Pedoman Survei Kuesioner ...*, p. 36.

⁷¹ Lütfi Sürücü and Ahmet Maslakçı, "Validity and Reliability in Quantitative Research", *BMIJ*, Vol. 8, No. 3, 2020, p. 2696.

⁷² Jogiyanto, *Pedoman Survei Kuesioner ...*, p. 57.

⁷³ Febrianawati Yusup, "Uji Validitas dan Reliabilitas Instrumen Penelitian Kuantitatif", *Jurnal Tarbiyah: Jurnal Ilmiah Kependidikan*, Vol. 7, No. 1, January-June 2018, p. 17.

⁷⁴ Sugiyono, *Metode Penelitian Kuantitatif ...*, p.

programs under consideration; they were in class A of Islamic Education and Islamic Economics Study Programs from each semester. Those who have already conducted the pilot test will no longer be respondents for the research. There were 30 students chosen who did the pilot test of the questionnaire.

The results of the pilot tests were then analyzed using the Pearson Product-Moment Correlation Coefficient in IBM SPSS Statistics 21. There are two basics for making valid Pearson Product Moment test decisions, including:⁷⁵

- a. Comparing the value of r count (r_{xy}) and r table
 1. If r count $>$ r table, the item is declared valid
 2. If r count $<$ r table, the item is declared invalid
- b. Checking the significance value (α)
 1. If sig. (2-tailed) $<$ 0.05, the item is declared valid
 2. If sig. (2-tailed) $>$ 0.05, the item is declared invalid

From two considerations above, the following was the recapitulation of the questionnaire validity test:

Table 3.5 Recapitulation of the Questionnaire Validity Test

Item Number	r_{xy}	r_{table} 5% (30)	Sig. (2-tailed)	Criteria
1	0,594	0,361	0,001	Valid
2	0,582	0,361	0,001	Valid
3	0,461	0,361	0,010	Invalid
4	0,626	0,361	0,000	Valid
5	0,702	0,361	0,000	Valid
6	0,677	0,361	0,000	Valid
7	0,418	0,361	0,021	Invalid
8	0,781	0,361	0,000	Valid
9	0,840	0,361	0,000	Valid
10	0,813	0,361	0,000	Valid
11	0,799	0,361	0,000	Valid
12	0,771	0,361	0,000	Valid

⁷⁵ Tugiman et al., "Uji Validitas dan Reliabilitas Kuesioner Model Utaut Untuk Evaluasi Sistem Pendaftaran Online Rumah Sakit", *Jurnal Teknik Informatika dan Sistem Informasi*, Vol. 9, No. 2, June 2022, p. 1626.

Item Number	r_{xy}	$r_{table\ 5\% (30)}$	Sig. (2-tailed)	Criteria
13	0,782	0,361	0,000	Valid
14	0,781	0,361	0,000	Valid
15	0,661	0,361	0,000	Valid
16	0,088	0,361	0,643	Invalid
17	0,673	0,361	0,000	Valid
18	0,646	0,361	0,000	Valid
19	0,647	0,361	0,000	Valid
20	0,795	0,361	0,000	Valid
21	0,707	0,361	0,000	Valid
22	0,561	0,361	0,001	Valid
23	0,610	0,361	0,000	Valid
24	0,382	0,361	0,037	Invalid

Based on the results of the SPSS calculation, from the 24 questionnaire items distributed at the tryout stage, 20 items were declared valid (item numbers: 1, 2, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, and 23), and 4 items were declared invalid (item numbers: 3, 7, 16, and 24).

2. Reliability Test

A reliability test is a process that is carried out after valid questionnaire items are declared. Reliability is the ability of a measuring instrument to measure stably and consistently.⁷⁶ Arikunto elaborates that a reliable instrument can explain data that can be trusted or reliable.⁷⁷ It can be defined as the result of a measure that is consistent if it is measured several times with the same measuring instrument. The following Cronbach's Alpha Coefficient formula was used for the reliability test:⁷⁸

$$r_i = \frac{k}{k-1} \left(1 - \frac{\sum s_i^2}{s_t^2} \right)$$

⁷⁶ Jogiyanto, *Pedoman Survei Kuesioner* ..., p. 44.

⁷⁷ Febrianawati Yusup, "Uji Validitas Dan Reliabilitas ...", p. 18.

⁷⁸ Tugiman et al., "Uji Validitas dan Reliabilitas ...", p. 1628.

r_i : Cronbach's Alpha Coefficient

k : number of items

$\sum s_i^2$: variance of scores per item

s_r^2 : sum of variance of the overall score over the entire test

The instrument is considered reliable if Cronbach's Alpha Coefficient is greater than 0,70 ($r_i > 0,70$).⁷⁹ If the value of the coefficient is less than 0,70, it is recommended to revise or eliminate the item whose reliability value is low. The following table showed the results of Cronbach's Alpha Coefficient calculations:

Table 3.6 Reliability Statistics

Cronbach's Alpha	N of Items
,947	20

Below was a table for interpreting the reliability test results:

Table 3.7 Classification of Cronbach's Alpha Coefficient⁸⁰

Cronbach's Alpha Coefficient	Interpretation of Cronbach's Alpha Coefficient
$\geq 0,9$	The internal consistency of the scale is high
$0,7 \leq r_i < 0,9$	The scale has internal consistency
$0,6 \leq r_i < 0,7$	The internal consistency of the scale is acceptable
$0,5 \leq r_i < 0,6$	The internal consistency of the scale is weak
$r_i \leq 0,5$	The scale has no internal consistency

Based on the results of the SPSS calculation, a reliability value of 0,947 was obtained. It can be concluded that the value of Cronbach's Alpha Coefficient is greater than 0,70 ($0,947 > 0,70$) so that the questionnaire was declared reliable with high internal consistency.

From the validity and reliability tests that have been carried out, the following was the blueprint of the research questionnaire used:

⁷⁹ Tugiman et al., "Uji Validitas dan Reliabilitas ...", p. 1628.

⁸⁰ Lütüfi Sürücü and Ahmet Maslakçı, "Validity and Reliability in ...", p. 2714.

Table 3.8 Blueprint of Language Attitude Scale

Aspect	Indicator	Item		Number of Items
		F	UF	
Cognitive	Belief in the knowledge gained	1, 2		5
	Understand the language being studied	3	5	
	Perception of the language being studied		4	
Emotional	Like and dislike the language being studied	6, 7, 8	12	8
	Feel both good and bad the language being studied	9, 10, 11	13	
Behavioral	Perform an act	15, 16, 17	19, 20	7
	Acquire useful informations and skills for everyday life	14		
	Try to learn more about the language being studied	18		
Total				20

G. Techniques of Data Analysis

Data analysis is the activity performed after collecting all the data, including grouping the data by object type, tabulating the data according to the variables of all subjects, presenting the data for each variable, perform computation to answer problem formulation, and compute hypotheses that have been tested (for hypothesis-forming research).⁸¹ A statistic is a data analysis technique used in quantitative research. Statistics are divided into two types of data, both descriptive statistics and inferential statistics. Descriptive statistics are intended to describe the data collected as it is

⁸¹ Sugiyono, *Metode Penelitian Kuantitatif ...*, p. 147.

without the intention of drawing conclusions that apply to generalizations or populations.⁸² In addition, in descriptive statistics, there are usually no significance tests or margins of error.⁸³ As opposed to an inferential statistic, drawing a conclusion that applies to the entire population.

The descriptive statistical techniques used in this research described the language attitude of bilingual students towards English as a medium of instruction in State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto. The statistical analysis software used was IBM SPSS Statistics 21. Anas Sudijono claims that the following percentage formula can be used to determine research data:⁸⁴

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

Where:

F : response frequency per category

N : total number of respondents

P : percent for per category

The analyzed data were then classified into categorization norms. A two-level categorization was chosen as the method for data classification.

Table 3.9 Norms of Categorization⁸⁵

No	Interval	Category
1	Data \geq Mean	Positive
2	Data $<$ Mean	Negative

The norms of categorization were interpreted as follows:

Table 3.10 Interpretation of the Data Category

No	Category	Interpretation
1	Positive	The majority of students demonstrated positive language attitudes in terms of their cognitive, emotional, and behavioral aspects.

⁸² Cut Medika Zellatifanny and Bambang Mudjiyanto, "The Type of ..., p. 86.

⁸³ Sugiyono, *Metode Penelitian Kuantitatif* ..., p. 148.

⁸⁴ Luluk Kusumaningtias, "Sikap Siswa Kelas Atas Terhadap Pembelajaran Pendidikan Jasmani di SD Negeri 3 Pengasih", *SKRIPSI*, Universitas Negeri Yogyakarta, 2017, p. 49.

⁸⁵ Mutiatul Hasanah, "Pemilihan Jumlah Kategori Terbaik Pada Model *Rough-Regresi* Berdasarkan *Mean Square Error*", *SKRIPSI*, Universitas Negeri Islam Sultan Syarif Kasim Riau Pekanbaru, 2019, p. 30.

No	Category	Interpretation
		<p>On cognitive aspect, the bilingual students showed:</p> <ul style="list-style-type: none"> - Believe that English as medium of instruction can help them acquire more knowledge and help them become habituated to critical thinking <p>On emotional aspect, the bilingual students showed:</p> <ul style="list-style-type: none"> - A sense of interest, happiness, and pride in English as a medium of instruction <p>On behavioral aspect, the bilingual students showed:</p> <ul style="list-style-type: none"> - Good performances while using English in bilingual subjects, such as: enjoy using English, pay attention to the subject that is covered in both languages by the lecturers, and works quickly on any assignments delivered in English - Acquire knowledge that will be valuable, such as how English as a medium of instruction can boost English language proficiency - The desire to practice with friends in a bilingual class who are fluent in English in order to learn more about English as a medium of instruction
2	Negative	<p>The majority of students demonstrated negative language attitudes in terms of their cognitive, emotional, and behavioral aspects.</p> <p>On cognitive aspect, the bilingual students showed:</p> <ul style="list-style-type: none"> - Lack of comprehension of the subject delivered by English and inability to summarize its key points - The perception that using English as a medium of instruction is challenging to understand <p>On emotional aspect, the bilingual students showed:</p> <ul style="list-style-type: none"> - Lack of enthusiasm for bilingual subjects, and preference for Indonesian over English as the language of Instruction. <p>On behavioral aspect, the bilingual students showed:</p> <ul style="list-style-type: none"> - Do not like expressing opinions in English, get anxious when have to speak in English, and put off doing bilingual subjects assignments frequently - English as medium of instruction is unable to support the development of English language proficiency - They have no desire to learn English as medium of instruction and to practice with friends who can speak English well in bilingual classes

CHAPTER IV

RESULTS AND DISCUSSIONS

A. General Description of the Research Location

The research was conducted on the bilingual students of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto. Two study programs that apply bilingual learning in Indonesian and English including Islamic Education and Islamic Economics Study Programs. Furthermore, only class A was selected in each of the study programs to run the bilingual program. The following were details of the research location:

- a. The Class A of Islamic Education Study Program, Faculty of Tarbiya and Teacher Training, located on Jalan Ahmad Yani, No. 40A, Purwanegara, Purwokerto Utara, Banyumas.
- b. The Class A of Islamic Economics Study Program, Faculty of Islamic Economics and Business, located on Jalan Ahmad Yani No. 54, Purwanegara, Purwokerto Utara, Banyumas.

The bilingual program runs under the instruction of each faculty.⁸⁶ The use of two languages, both Indonesian and English, which are used interchangeably, as in material explanation by lecturers, material presentation by students, and material and assignment distribution, demonstrates the implementation of the this program. The following were details about the bilingual subjects taught in each study program at State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto during the odd semester 2022/2023 academic year:⁸⁷

⁸⁶ Information from one of the UPT Bahasa staffs of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto on Friday, September 23, 2022.

⁸⁷ Preliminary research on October 2022.

Table 4.1 Bilingual Subjects Taught in the Bilingual Study Programs of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto for the Odd Semester 2022/2023 Academic Year

No	Study Program	Semester	Subjects and Lecturers		
1	Islamic Economics-A	1	Ulumul Hadis Farah Nuril Izza, Lc., M.A.		
			2	Ushul Fikih Shofiyulloh, M.H.I.	
		3	1	Akad Muamalah Kontemporer H. Kholilur Rohman, Lc., M.A.	
			2	Islamic Marketing Ubaidillah, S.E.	
		5	1	Ekonomi Internasional Dewi Laela Hilyatin, S.E., M.S.I	
			2	Ekonomi Politik Dr. Ahmad Dahlan, M.S.I.	
		7	1	Ekonomi Keuangan Publik Muhammad Ash-Shiddiqy, M.E.	
		2	Islamic Education-A	1	Living Religious Education Agus Husein As-Sabiq, M.Pd.
					2
				3	3
1	Ilmu Pendidikan Islam Mawi Khusni Albar, M.Pd.I.				
5	3			Psikologi Pendidikan Toifur, S.Ag., M.Si.	
	3			Sejarah Islam di Indonesia Herman Wicaksono, S.Pd.I.	
7	1			Sejarah Islam Modern Dr. Fahri Hidayat, M.Pd.I.	
				2	Sosiologi Pendidikan Desi Wijayanti Ma'rufah, M.Pd.
	2			1	Antropologi Pendidikan Khairunnisa Dwinalida, M.Pd.
				2	Pengenalan Agama-agama di Dunia Muh. Hanif, M.Ag., M.A.

Source: Respondents' Informations

1. Data Presentation and Analysis Based on Language Attitude Questionnaire Items

Table 4.2 Item 1 Belajar mata kuliah bilingual yang menggunakan bahasa Inggris membantu saya untuk terbiasa berpikir kritis

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	1,2	1,2	1,2
Disagree	39	23,6	23,6	24,8
Valid Agree	102	61,8	61,8	86,7
Strongly Agree	22	13,3	13,3	100,0
Total	165	100,0	100,0	

Source: SPSS Data Calculation

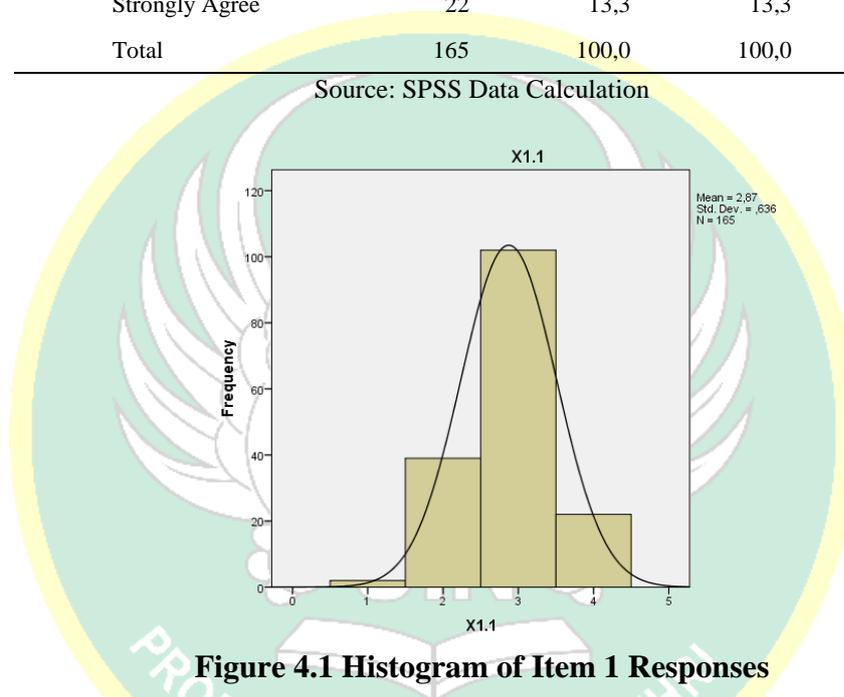


Figure 4.1 Histogram of Item 1 Responses

According to table 4.2, the language attitudes of bilingual students for the item about studying subjects with English as a medium of instruction make to get used to critical thinking revealed that 22 respondents or 13,3% strongly agreed, 102 respondents or 61,8% agreed, 39 respondents or 23,6% disagreed, and 2 respondents or 1,2% strongly disagreed. It can be concluded that the materials delivered in English acquainted students with critical thinking. This can be seen in the activities of comprehending the material's contents and gradually interpreting it in Indonesian.

Table 4.3 Item 2 Saya mempunyai banyak pengetahuan ketika belajar mata kuliah bilingual yang menggunakan bahasa Inggris

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	1,8	1,8	1,8
Disagree	39	23,6	23,6	25,5
Valid Agree	103	62,4	62,4	87,9
Strongly Agree	20	12,1	12,1	100,0
Total	165	100,0	100,0	

Source: SPSS Data Calculation

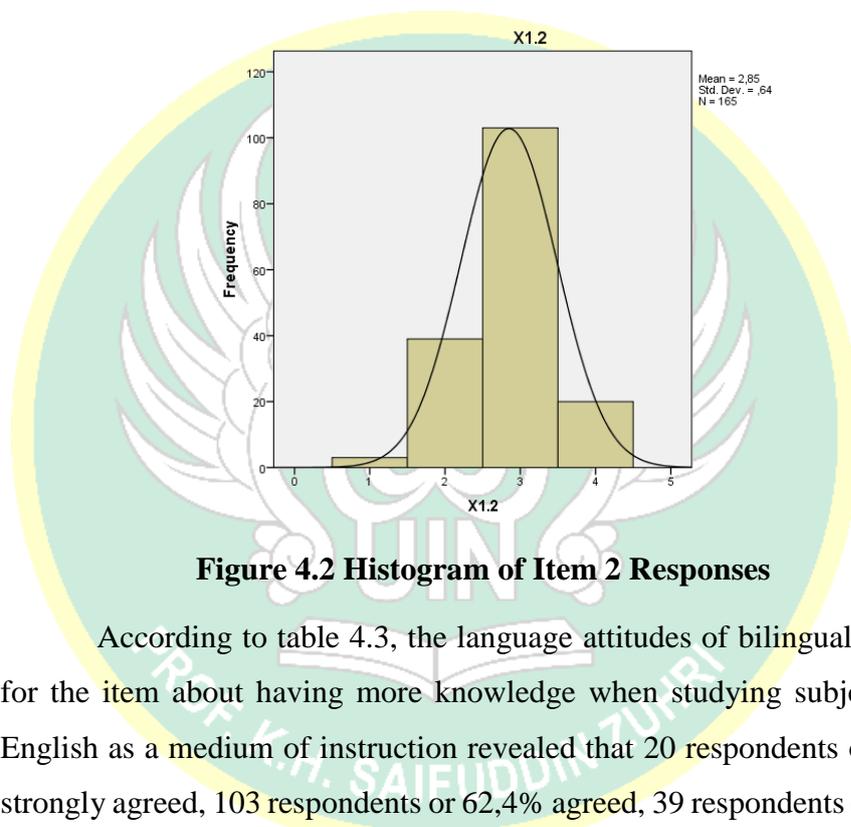


Figure 4.2 Histogram of Item 2 Responses

According to table 4.3, the language attitudes of bilingual students for the item about having more knowledge when studying subjects with English as a medium of instruction revealed that 20 respondents or 12,1% strongly agreed, 103 respondents or 62,4% agreed, 39 respondents or 23,6% disagreed, and 3 respondents or 1,8% strongly disagreed. The majority of students agreed that attending bilingual classes expanded their knowledge.

Table 4.4 Item 3 Saya dapat dengan mudah memahami isi materi kuliah bilingual yang menggunakan bahasa Inggris

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	12	7,3	7,3	7,3
Disagree	104	63,0	63,0	70,3
Valid Agree	46	27,9	27,9	98,2
Strongly Agree	3	1,8	1,8	100,0
Total	165	100,0	100,0	

Source: SPSS Data Calculation

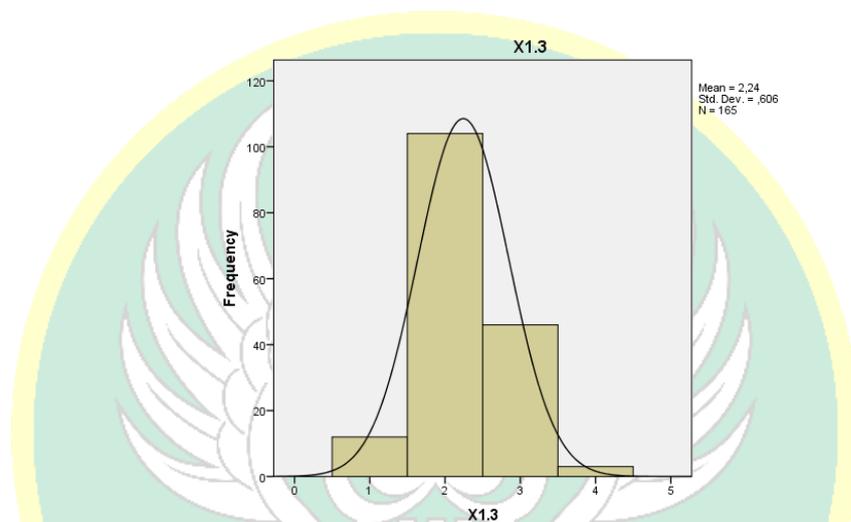


Figure 4.3 Histogram of Item 3 Responses

According to table 4.4, the language attitudes of bilingual students for the item about being able to analyze the subjects' content in English revealed that 3 respondents or 1,8% strongly agreed, 46 respondents or 27,9% agreed, 104 respondents or 63% disagreed, and 12 respondents or 7,3% strongly disagreed. It demonstrated that many of them still found it difficult to learn materials delivered in English.

Table 4.5 Item 4 Menurut saya, materi kuliah bilingual yang menggunakan bahasa Inggris itu sulit untuk dipelajari

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	26	15,8	15,8	15,8
Agree	90	54,5	54,5	70,3
Valid Disagree	44	26,7	26,7	97,0
Strongly Disagree	5	3,0	3,0	100,0
Total	165	100,0	100,0	

Source: SPSS Data Calculation

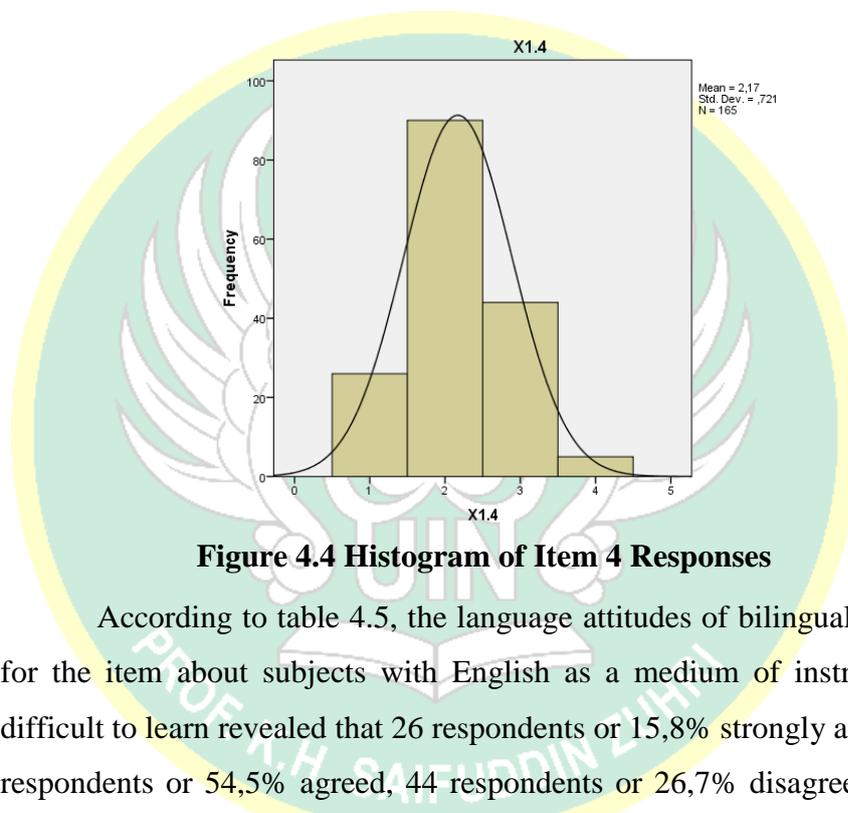


Figure 4.4 Histogram of Item 4 Responses

According to table 4.5, the language attitudes of bilingual students for the item about subjects with English as a medium of instruction is difficult to learn revealed that 26 respondents or 15,8% strongly agreed, 90 respondents or 54,5% agreed, 44 respondents or 26,7% disagreed, and 5 respondents or 3% strongly disagreed. The majority of disagreeing answers in the previous item was coherent with this item. The use of English as the medium of instruction in certain subjects made it difficult for students to learn the materials.

Table 4.6 Item 5 Saya tidak dapat merangkum poin penting materi kuliah bilingual yang menggunakan bahasa Inggris

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	20	12,1	12,1	12,1
Agree	69	41,8	41,8	53,9
Valid Disagree	71	43,0	43,0	97,0
Strongly Disagree	5	3,0	3,0	100,0
Total	165	100,0	100,0	

Source: SPSS Data Calculation

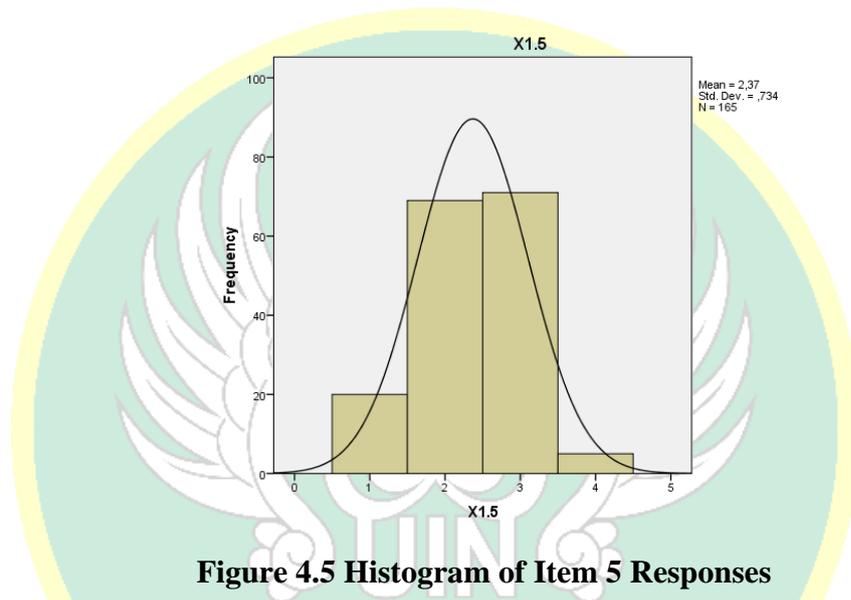


Figure 4.5 Histogram of Item 5 Responses

According to table 4.6, the language attitudes of bilingual students for the item about they cannot summarize the important points in the subjects with English as a medium of instruction revealed that 20 respondents or 12,1% strongly agreed, 69 respondents or 41,8% agreed, 71 respondents or 43% disagreed, and 5 respondents or 3% strongly disagreed. Even though the difference in agreeing and disagreeing with this item was small, many students disagreed if they were unable to summarize the key points of materials in English.

Table 4.7 Item 6 Saya merasa tertarik untuk belajar mata kuliah yang menggunakan bahasa Inggris

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	2,4	2,4	2,4
Disagree	49	29,7	29,7	32,1
Valid Agree	92	55,8	55,8	87,9
Strongly Agree	20	12,1	12,1	100,0
Total	165	100,0	100,0	

Source: SPSS Data Calculation

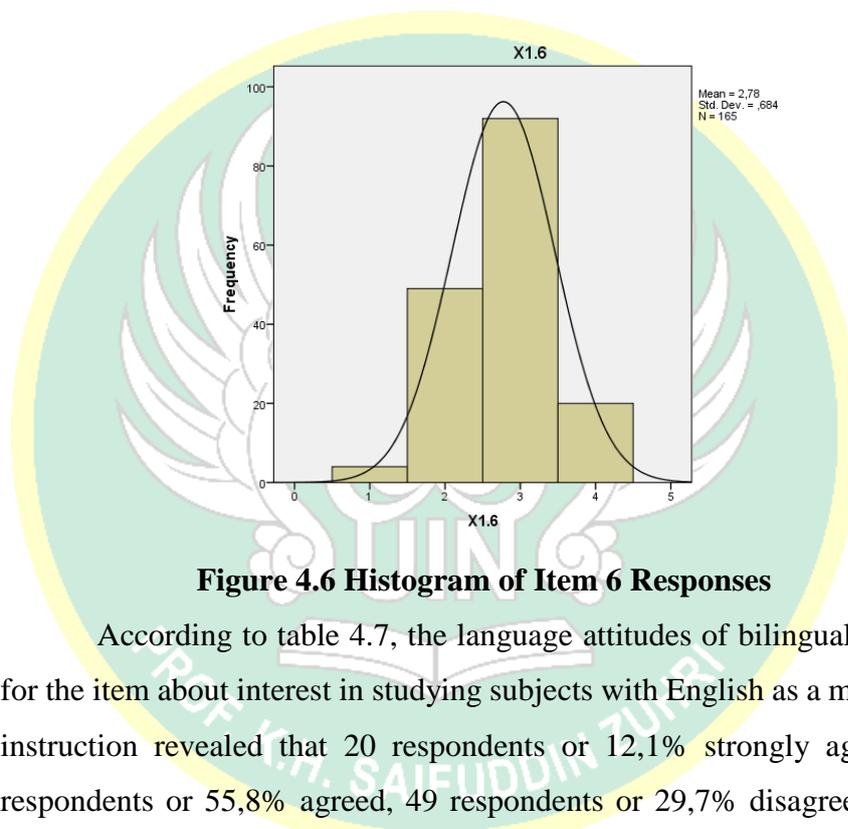


Figure 4.6 Histogram of Item 6 Responses

According to table 4.7, the language attitudes of bilingual students for the item about interest in studying subjects with English as a medium of instruction revealed that 20 respondents or 12,1% strongly agreed, 92 respondents or 55,8% agreed, 49 respondents or 29,7% disagreed, and 4 respondents or 2,4% strongly disagreed. It can be concluded that they were interested in learning subjects with English as a medium of instruction.

Table 4.8 Item 7 Saya selalu menantikan mata kuliah bilingual yang menggunakan bahasa Inggris dengan antusias

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	10	6,1	6,1	6,1
Disagree	101	61,2	61,2	67,3
Valid Agree	45	27,3	27,3	94,5
Strongly Agree	9	5,5	5,5	100,0
Total	165	100,0	100,0	

Source: SPSS Data Calculation

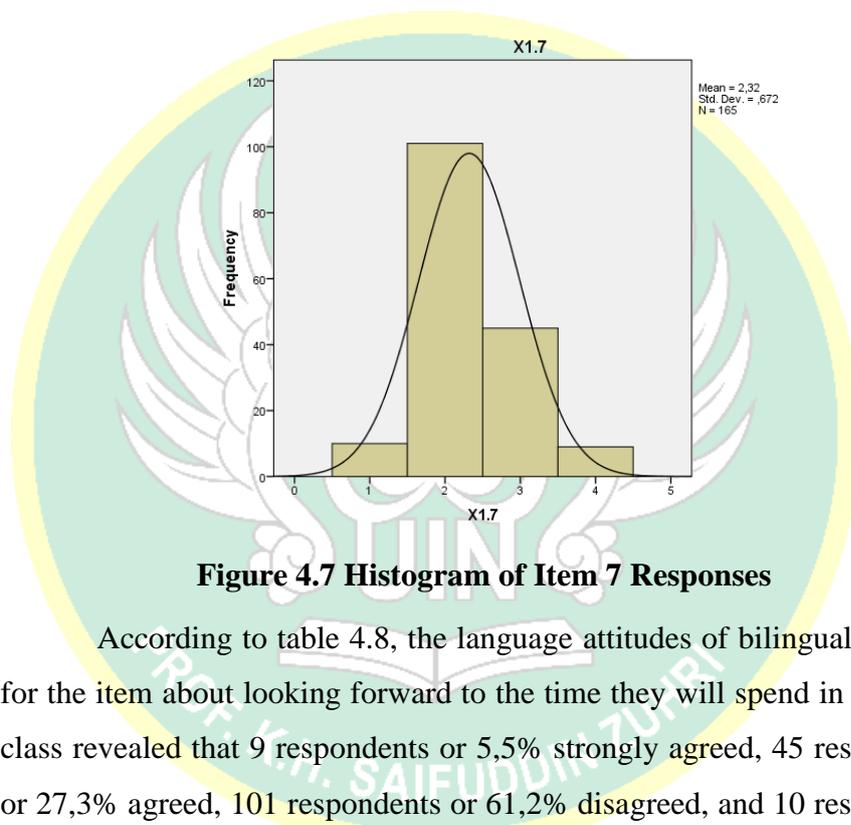


Figure 4.7 Histogram of Item 7 Responses

According to table 4.8, the language attitudes of bilingual students for the item about looking forward to the time they will spend in bilingual class revealed that 9 respondents or 5,5% strongly agreed, 45 respondents or 27,3% agreed, 101 respondents or 61,2% disagreed, and 10 respondents or 6,1% strongly disagreed. Many students responded that they were not enthusiastic when bilingual classes were taking place.

Table 4.9 Item 8 Belajar mata kuliah bilingual yang menggunakan bahasa Inggris itu menyenangkan

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	3,0	3,0	3,0
Disagree	63	38,2	38,2	41,2
Valid Agree	85	51,5	51,5	92,7
Strongly Agree	12	7,3	7,3	100,0
Total	165	100,0	100,0	

Source: SPSS Data Calculation

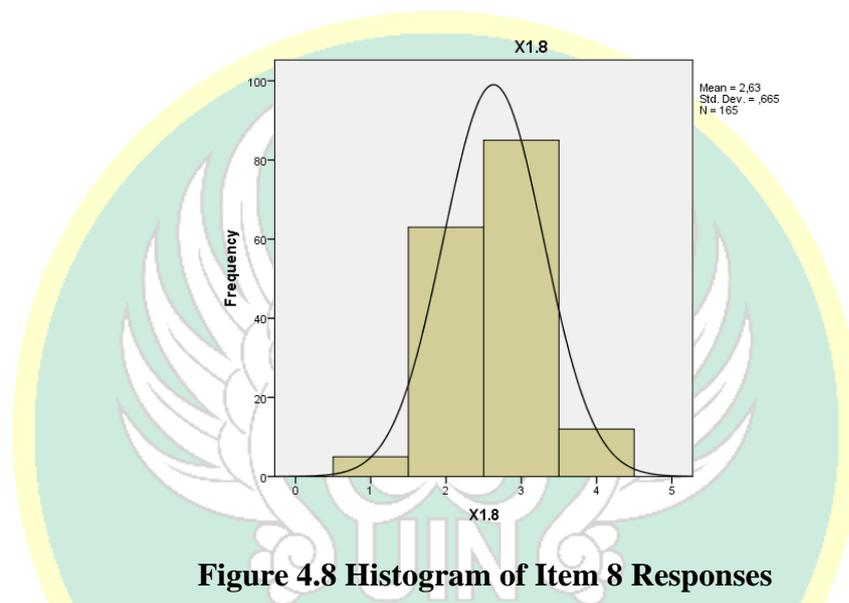


Figure 4.8 Histogram of Item 8 Responses

According to table 4.9, the language attitudes of bilingual students for the item about studying subjects with English as a medium of instruction is enjoyable revealed that 12 respondents or 7,3% strongly agreed, 85 respondents or 51,5% agreed, 63 respondents or 38,2% disagreed, and 5 respondents or 3% strongly disagreed. It can be concluded that they were pleased when they learn subjects in English.

Table 4.10 Item 9 Saya merasa bangga ketika belajar mata kuliah bilingual yang menggunakan bahasa Inggris

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	1,8	1,8	1,8
Disagree	38	23,0	23,0	24,8
Valid Agree	103	62,4	62,4	87,3
Strongly Agree	21	12,7	12,7	100,0
Total	165	100,0	100,0	

Source: SPSS Data Calculation

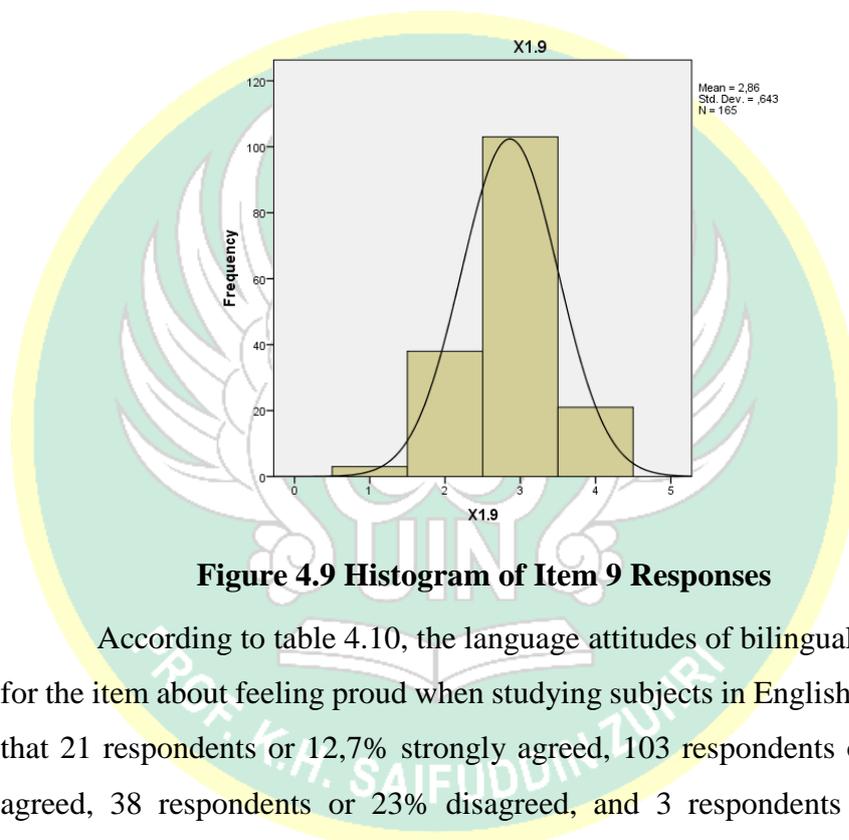


Figure 4.9 Histogram of Item 9 Responses

According to table 4.10, the language attitudes of bilingual students for the item about feeling proud when studying subjects in English revealed that 21 respondents or 12,7% strongly agreed, 103 respondents or 62,4% agreed, 38 respondents or 23% disagreed, and 3 respondents or 1,8% strongly disagreed. More than half of the student population agreed that studying subjects with English as a medium of instruction gave them a sense of pride.

Table 4.11 Item 10 Saya merasa senang ketika berkomunikasi dalam bahasa Inggris dengan teman-teman di dalam kelas bilingual

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	3,0	3,0	3,0
Disagree	72	43,6	43,6	46,7
Valid Agree	78	47,3	47,3	93,9
Strongly Agree	10	6,1	6,1	100,0
Total	165	100,0	100,0	

Source: SPSS Data Calculation

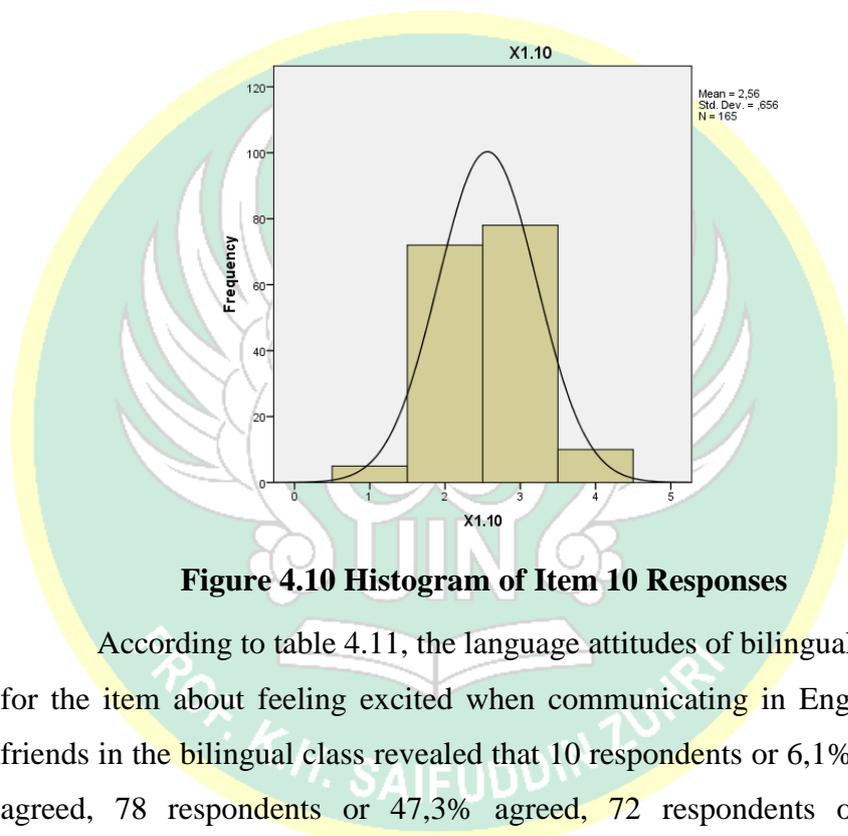


Figure 4.10 Histogram of Item 10 Responses

According to table 4.11, the language attitudes of bilingual students for the item about feeling excited when communicating in English with friends in the bilingual class revealed that 10 respondents or 6,1% strongly agreed, 78 respondents or 47,3% agreed, 72 respondents or 43,6% disagreed, and 5 respondents or 3% strongly disagreed. It can be concluded that many students in bilingual classes enjoyed communicating in English with their peers.

Table 4.12 Item 11 Saya tidak cemas ketika harus menjawab sebuah pertanyaan dalam bahasa Inggris di kelas bilingual

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	16	9,7	9,7	9,7
Disagree	101	61,2	61,2	70,9
Valid Agree	40	24,2	24,2	95,2
Strongly Agree	8	4,8	4,8	100,0
Total	165	100,0	100,0	

Source: SPSS Data Calculation

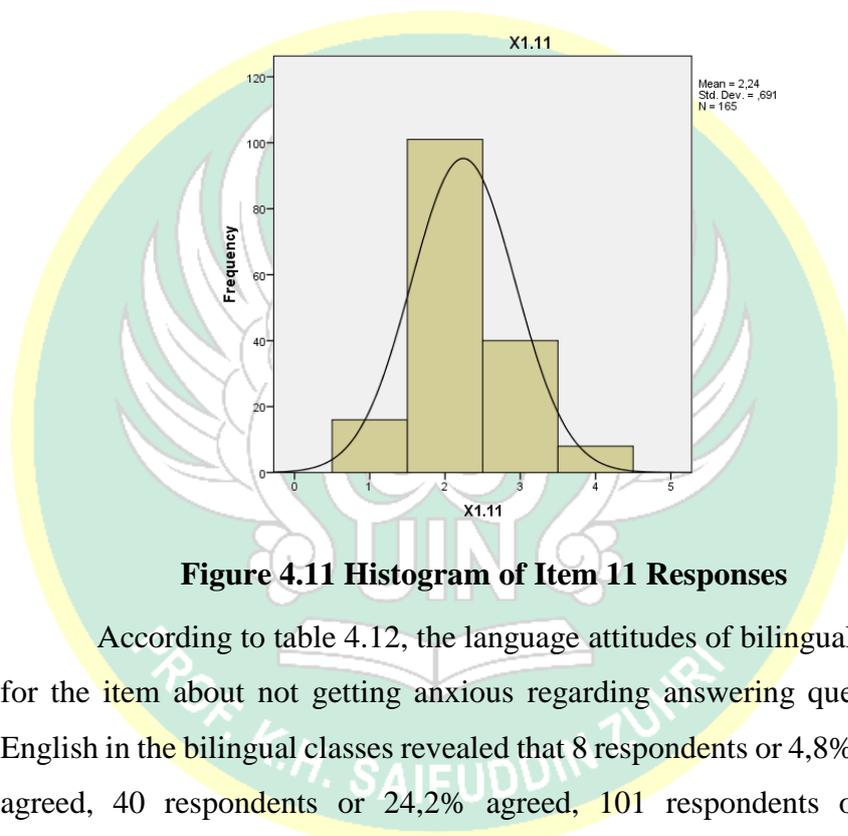


Figure 4.11 Histogram of Item 11 Responses

According to table 4.12, the language attitudes of bilingual students for the item about not getting anxious regarding answering questions in English in the bilingual classes revealed that 8 respondents or 4,8% strongly agreed, 40 respondents or 24,2% agreed, 101 respondents or 61,2% disagreed, and 16 respondents or 9,7% strongly disagreed. This demonstrated that most students were still nervous when asked to respond to questions in English during bilingual class.

Table 4.13 Item 12 Sejujurnya, saya tidak begitu tertarik dengan mata kuliah bilingual yang menggunakan bahasa Inggris

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	15	9,1	9,1	9,1
Agree	86	52,1	52,1	61,2
Valid Disagree	58	35,2	35,2	96,4
Strongly Disagree	6	3,6	3,6	100,0
Total	165	100,0	100,0	

Source: SPSS Data Calculation

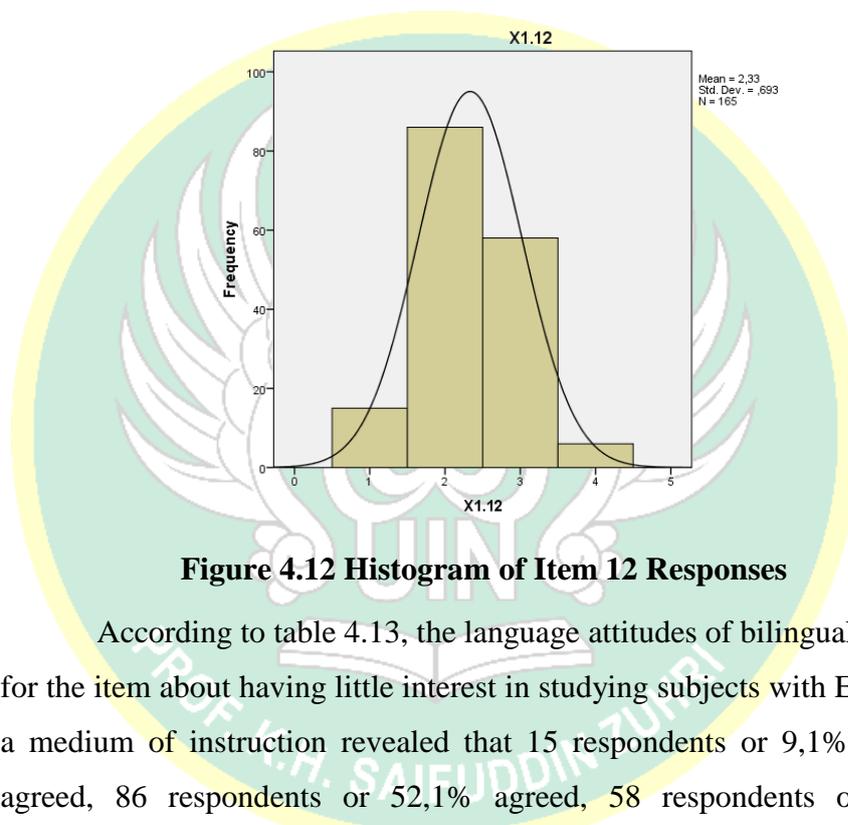


Figure 4.12 Histogram of Item 12 Responses

According to table 4.13, the language attitudes of bilingual students for the item about having little interest in studying subjects with English as a medium of instruction revealed that 15 respondents or 9,1% strongly agreed, 86 respondents or 52,1% agreed, 58 respondents or 35,2% disagreed, and 6 respondents or 3,6% strongly disagreed. The findings above indicated that bilingual students were not particularly interested in learning bilingual subjects.

Table 4.14 Item 13 Saya lebih menyukai mata kuliah berpengantar dalam bahasa Indonesia daripada dalam bahasa Inggris

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	56	33,9	33,9	33,9
Agree	90	54,5	54,5	88,5
Valid Disagree	17	10,3	10,3	98,8
Strongly Disagree	2	1,2	1,2	100,0
Total	165	100,0	100,0	

Source: SPSS Data Calculation

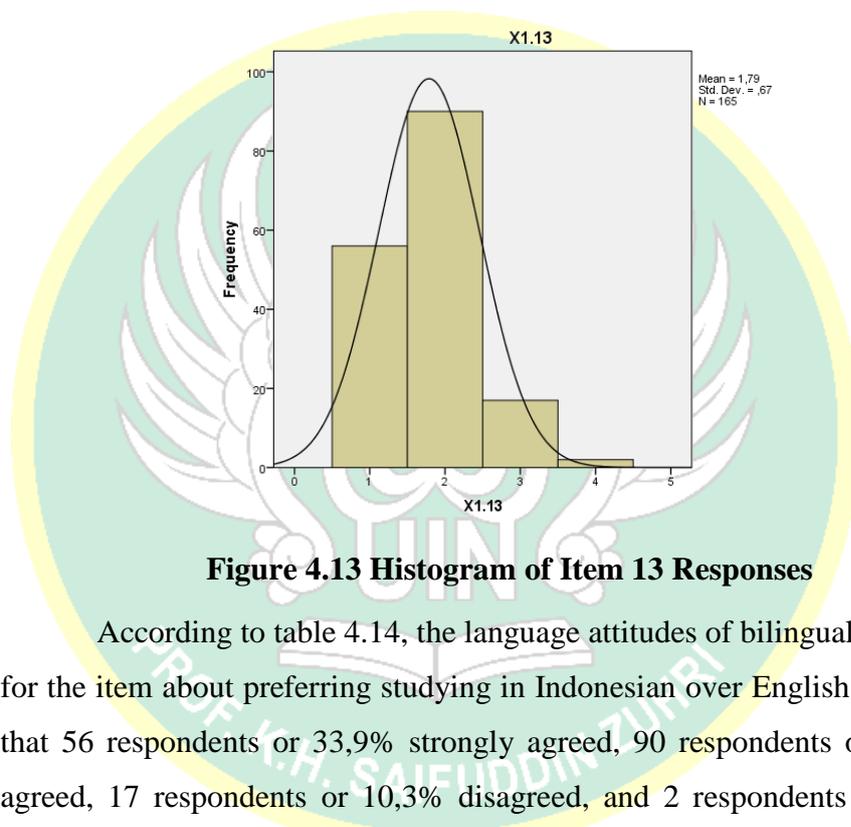


Figure 4.13 Histogram of Item 13 Responses

According to table 4.14, the language attitudes of bilingual students for the item about preferring studying in Indonesian over English revealed that 56 respondents or 33,9% strongly agreed, 90 respondents or 54,5% agreed, 17 respondents or 10,3% disagreed, and 2 respondents or 1,2% strongly disagreed. The answers to this item was still related to the previous one, in that most bilingual students were not interested in English and prefer Indonesian as the medium of instruction.

Table 4.15 Item 14 Belajar mata kuliah bilingual yang menggunakan bahasa Inggris membantu saya meningkatkan kepercayaan diri dalam berbicara bahasa Inggris

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	1,2	1,2	1,2
Disagree	32	19,4	19,4	20,6
Valid Agree	106	64,2	64,2	84,8
Strongly Agree	25	15,2	15,2	100,0
Total	165	100,0	100,0	

Source: SPSS Data Calculation

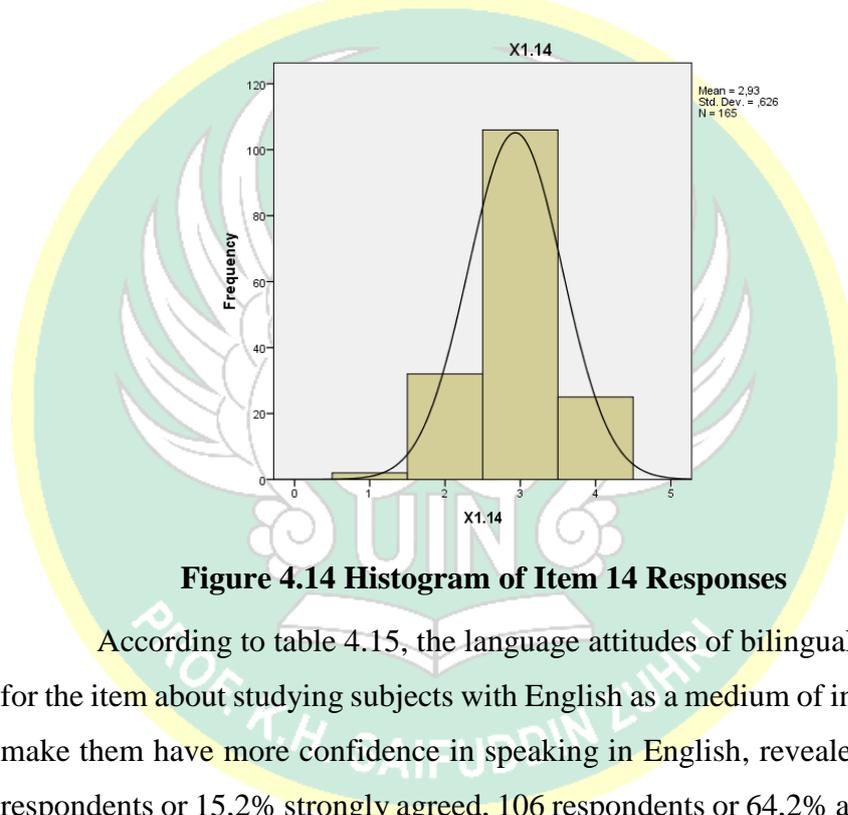


Figure 4.14 Histogram of Item 14 Responses

According to table 4.15, the language attitudes of bilingual students for the item about studying subjects with English as a medium of instruction make them have more confidence in speaking in English, revealed that 25 respondents or 15,2% strongly agreed, 106 respondents or 64,2% agreed, 32 respondents or 19,4% disagreed, and 2 respondents or 1,2% strongly disagreed. According to the responses above, the majority of students agreed that one of the benefits of participating in bilingual classes was that it helped them improve their speaking skills, especially since their first language is not English.

Table 4.16 Item 15 Saya suka berlatih berbahasa Inggris di dalam kelas bilingual

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	6	3,6	3,6	3,6
Disagree	55	33,3	33,3	37,0
Valid Agree	87	52,7	52,7	89,7
Strongly Agree	17	10,3	10,3	100,0
Total	165	100,0	100,0	

Source: SPSS Data Calculation

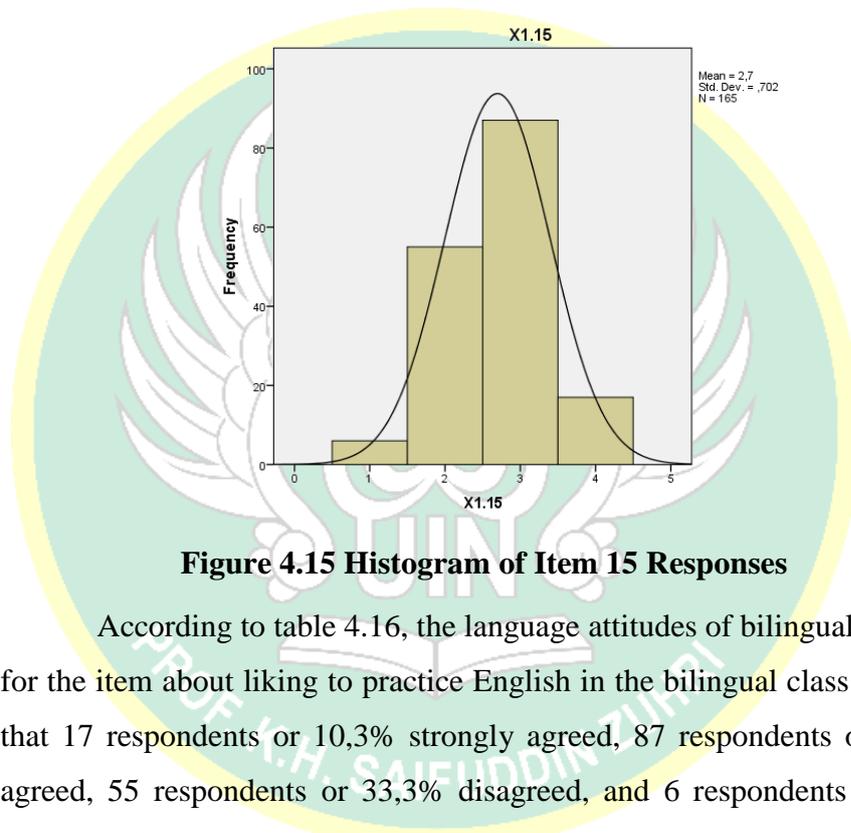


Figure 4.15 Histogram of Item 15 Responses

According to table 4.16, the language attitudes of bilingual students for the item about liking to practice English in the bilingual class revealed that 17 respondents or 10,3% strongly agreed, 87 respondents or 52,7% agreed, 55 respondents or 33,3% disagreed, and 6 respondents or 3,6% strongly disagreed. This demonstrated that many students liked using English during bilingual classes.

Table 4.17 Item 16 Saya memperhatikan dengan baik penjelasan dosen yang menggunakan bahasa Inggris dalam menyampaikan materi kuliah di kelas bilingual

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	1,8	1,8	1,8
Disagree	28	17,0	17,0	18,8
Valid Agree	107	64,8	64,8	83,6
Strongly Agree	27	16,4	16,4	100,0
Total	165	100,0	100,0	

Source: SPSS Data Calculation

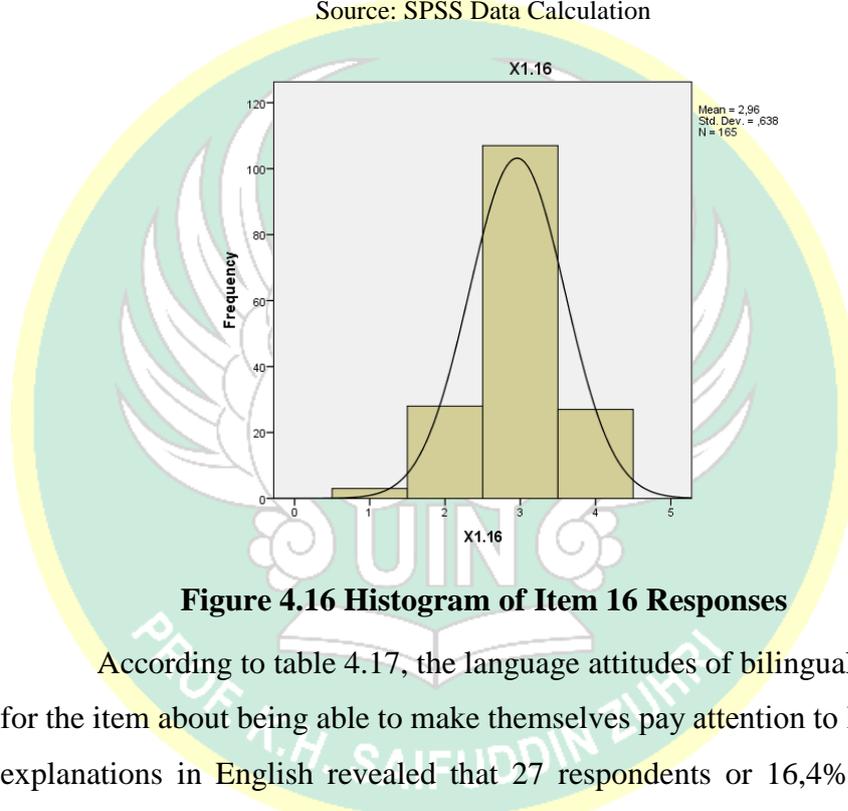


Figure 4.16 Histogram of Item 16 Responses

According to table 4.17, the language attitudes of bilingual students for the item about being able to make themselves pay attention to lecturers' explanations in English revealed that 27 respondents or 16,4% strongly agreed, 107 respondents or 64,8% agreed, 28 respondents or 17% disagreed, and 3 respondents or 1,8% strongly disagreed. The answers above showed that in bilingual classes, more students always paid attention to the lecturers when they were delivering materials in English.

Table 4.18 Item 17 Saya suka memberikan pendapat berbahasa Inggris selama kelas bilingual sedang berlangsung

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	13	7,9	7,9	7,9
Disagree	120	72,7	72,7	80,6
Valid Agree	25	15,2	15,2	95,8
Strongly Agree	7	4,2	4,2	100,0
Total	165	100,0	100,0	

Source: SPSS Data Calculation

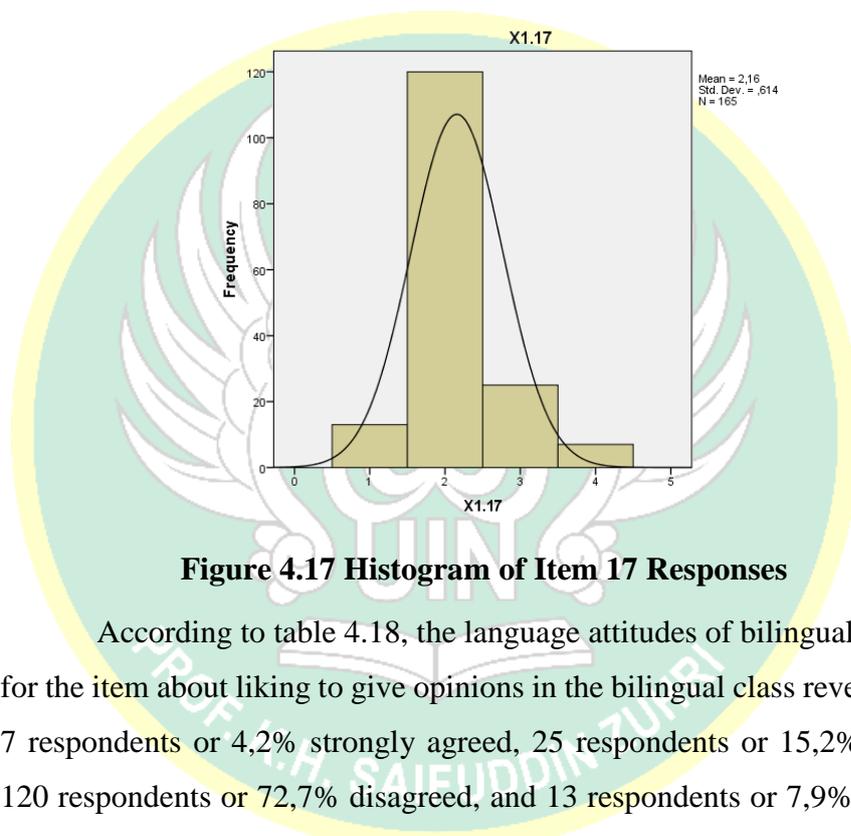


Figure 4.17 Histogram of Item 17 Responses

According to table 4.18, the language attitudes of bilingual students for the item about liking to give opinions in the bilingual class revealed that 7 respondents or 4,2% strongly agreed, 25 respondents or 15,2% agreed, 120 respondents or 72,7% disagreed, and 13 respondents or 7,9% strongly disagreed. It can be stated that students' involvement or participation in bilingual classes, particularly in terms of giving opinions, remains relatively low.

Table 4.19 Item 18 Saat mendengar teman-teman dapat berbahasa Inggris dengan baik di kelas bilingual, saya ingin berlatih bersama mereka

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	1,8	1,8	1,8
Disagree	21	12,7	12,7	14,5
Valid Agree	111	67,3	67,3	81,8
Strongly Agree	30	18,2	18,2	100,0
Total	165	100,0	100,0	

Source: SPSS Data Calculation

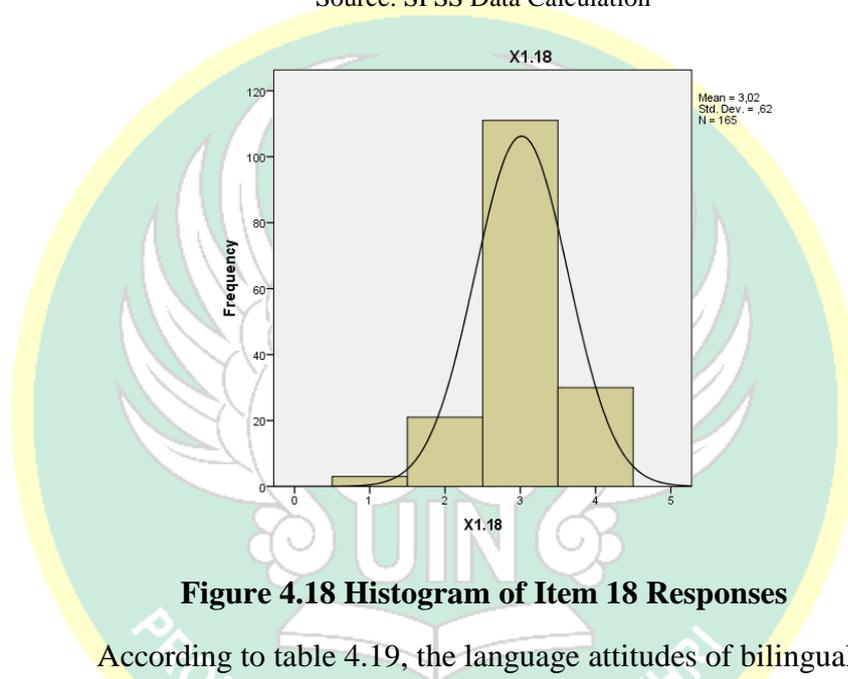


Figure 4.18 Histogram of Item 18 Responses

According to table 4.19, the language attitudes of bilingual students for the item about when they hear friends speaking English well in the bilingual classes, they like to practice with them revealed that 30 respondents or 18,2% strongly agreed, 111 respondents or 67,3% agreed, 21 respondents or 12,7% disagreed, and 3 respondents or 1,8% strongly disagreed. The majority of agreeing on responses demonstrated that they want to learn more to improve their English skills.

Table 4.20 Item 19 Saya merasa gugup setiap kali harus berbicara dalam bahasa Inggris di kelas bilingual

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	38	23,0	23,0	23,0
Agree	104	63,0	63,0	86,1
Valid Disagree	20	12,1	12,1	98,2
Strongly Disagree	3	1,8	1,8	100,0
Total	165	100,0	100,0	

Source: SPSS Data Calculation

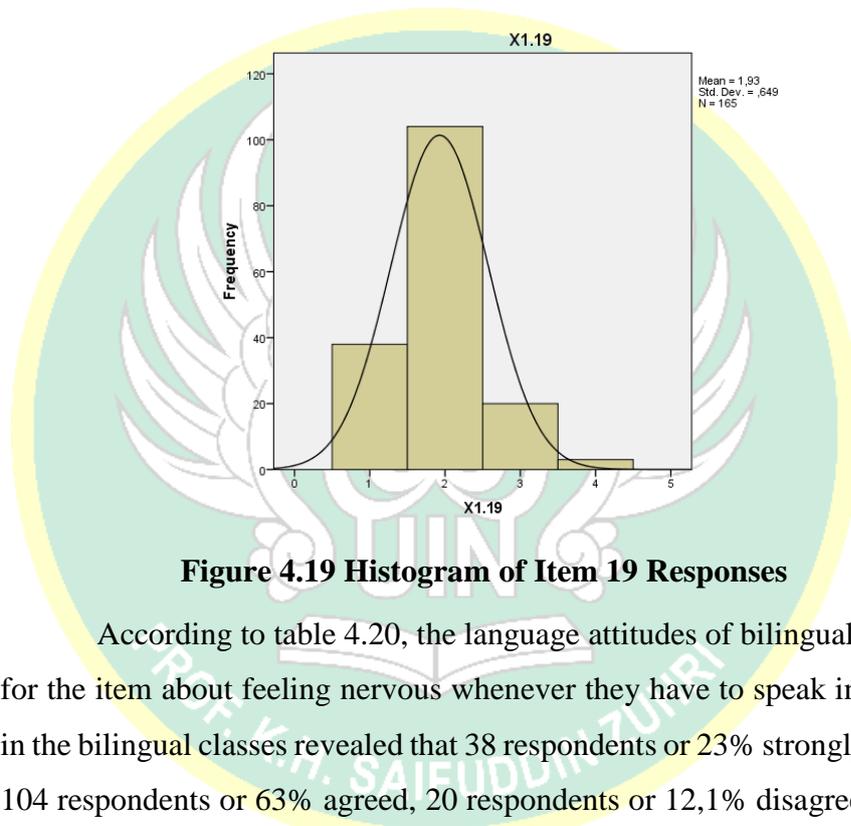


Figure 4.19 Histogram of Item 19 Responses

According to table 4.20, the language attitudes of bilingual students for the item about feeling nervous whenever they have to speak in English in the bilingual classes revealed that 38 respondents or 23% strongly agreed, 104 respondents or 63% agreed, 20 respondents or 12,1% disagreed, and 3 respondents or 1,8% strongly disagreed. Many students responded that they were still uneasy whenever they have to speak English. There could be several reasons for answering this item, including the fact that English was not their first language and was rarely used outside bilingual classes.

Table 4.21 Item 20 Saya banyak menunda dalam mengerjakan tugas-tugas mata kuliah bilingual yang menggunakan bahasa Inggris

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	13	7,9	7,9	7,9
Agree	48	29,1	29,1	37,0
Valid Disagree	94	57,0	57,0	93,9
Strongly Disagree	10	6,1	6,1	100,0
Total	165	100,0	100,0	

Source: SPSS Data Calculation

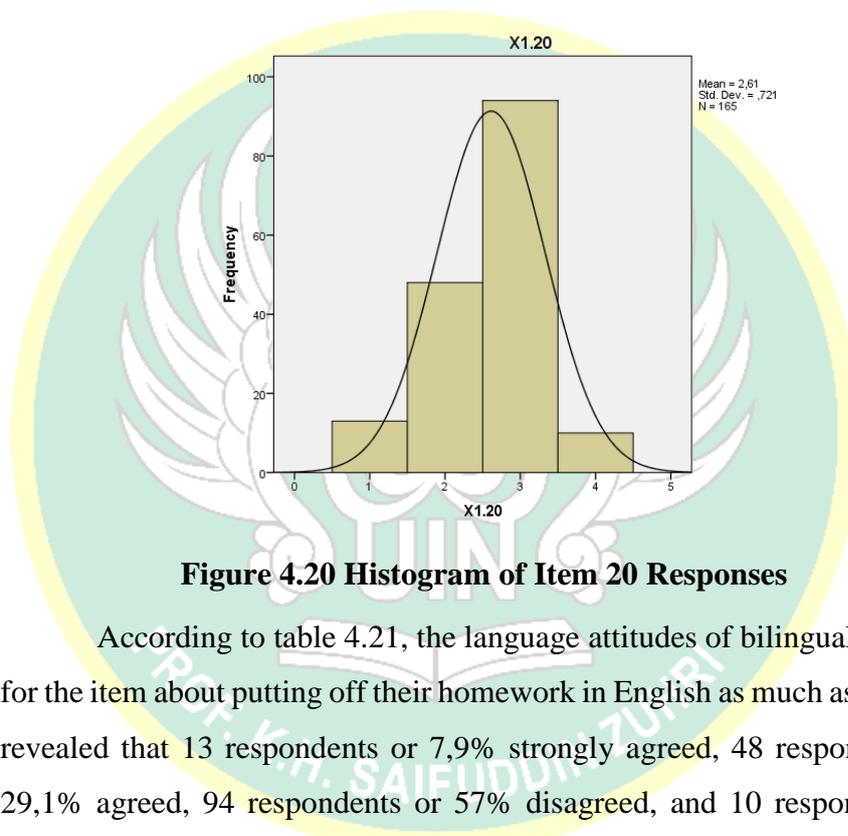


Figure 4.20 Histogram of Item 20 Responses

According to table 4.21, the language attitudes of bilingual students for the item about putting off their homework in English as much as possible revealed that 13 respondents or 7,9% strongly agreed, 48 respondents or 29,1% agreed, 94 respondents or 57% disagreed, and 10 respondents or 6,1% strongly disagreed. According to the results above, even though the assignments were given in English, most students did not procrastinate much in completing them.

2. Data Presentation and Analysis Based on Language Attitude Aspects

a. Cognitive Aspect

A descriptive analysis of cognitive aspect based on minimum, maximum, mean, and standard deviation was presented below:

Table 4.22 Descriptive Statistics of Cognitive Aspect

	N	Minimum	Maximum	Mean	Std. Deviation
Total	165	7	19	12,50	2,310
Valid N	165				

Source: SPSS Data Calculation

In terms of cognitive aspect, from the 5 questionnaire items, the language attitude of bilingual students towards English as a medium of instruction received a minimum of 7, a maximum of 19, a mean of 12,50 and a standard deviation of 2,310.

Table 4.23 Frequency Distribution of Cognitive Aspect

No	Interval	Category	Frequency	Percent (%)
1	Data \geq Mean	Positive	80	48,5
2	Data $<$ Mean	Negative	85	51,5
	Total		165	100

According to table 4.23, the results showed that the majority of bilingual students had negative cognitive attitude. There were 80 respondents or 48,5% had positive attitude and 85 respondents or 51,5% had negative attitude. The table below illustrated the frequency distribution based on cognitive aspect:

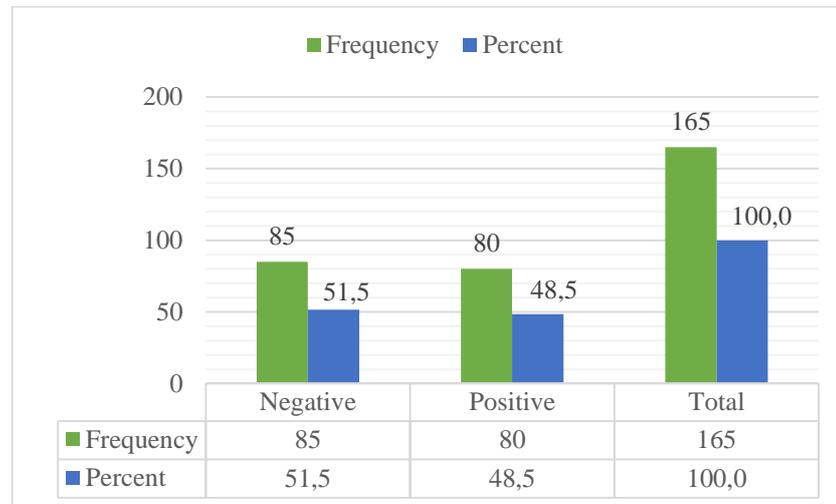


Figure 4.21 Graph of Cognitive Aspect

b. Emotional Aspect

A descriptive analysis of emotional aspect based on minimum, maximum, mean, and standard deviation was presented below:

Table 4.24 Descriptive Statistics of Emotional Aspect

	N	Minimum	Maximum	Mean	Std. Deviation
Total	165	8	32	19,52	3,885
Valid N	165				

Source: SPSS Data Calculation

In terms of emotional aspect, from the 8 questionnaire items, the language attitude of bilingual students towards English as a medium of instruction received a minimum of 8, a maximum of 32, a mean of 19,52, and a standard deviation of 3,885.

Table 4.25 Frequency Distribution of Emotional Aspect

No	Interval	Category	Frequency	Percent (%)
1	Data \geq Mean	Positive	83	50,3
2	Data $<$ Mean	Negative	82	49,7
	Total		165	100

According to table 4.25, the results indicated that the majority of bilingual students had positive emotional attitude. There were 83 respondents or 50,3% had positive attitude and 82 respondents or 49,7%

had negative attitude. The table below illustrated the frequency distribution based on emotional aspect:

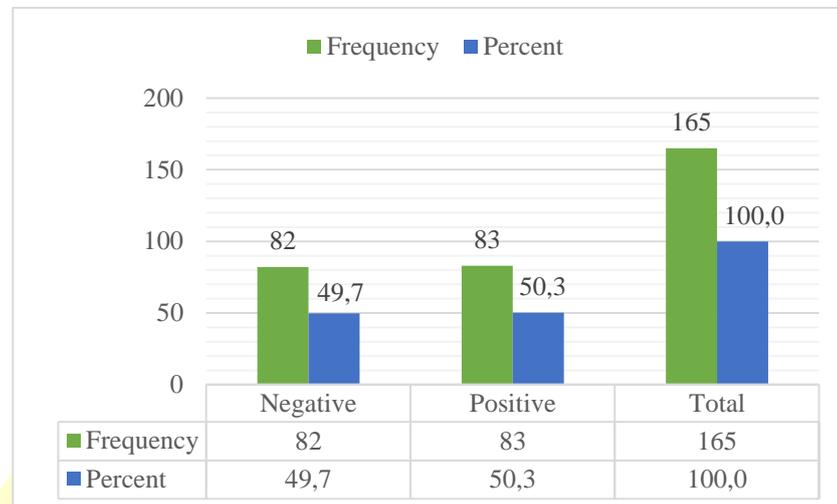


Figure 4.22 Graph of Emotional Aspect

c. Behavioral Aspect

A descriptive analysis of behavioral aspect based on minimum, maximum, mean, and standard deviation was presented below:

Table 4.26 Descriptive Statistics of Behavioral Aspect

	N	Minimum	Maximum	Mean	Std. Deviation
Total	165	8	28	18,30	2,985
Valid N	165				

Source: SPSS Data Calculation

In terms of behavioral aspect, from the 7 questionnaire items, the language attitude of bilingual students towards English as a medium of instruction received a minimum of 8, a maximum of 28, a mean of 18,30, and a standard deviation of 2,985.

Table 4.27 Frequency Distribution of Behavioral Aspect

No	Interval	Category	Frequency	Percent (%)
1	Data \geq Mean	Positive	107	64,8
2	Data $<$ Mean	Negative	58	35,2
	Total		165	100

According to table 4.27, the results indicated that the majority of bilingual students had positive behavioral attitude. There were 107 respondents or 64,8% had positive attitude and 58 respondents or 35,2% had negative attitude. The table below illustrated the frequency distribution based on behavioral aspect:

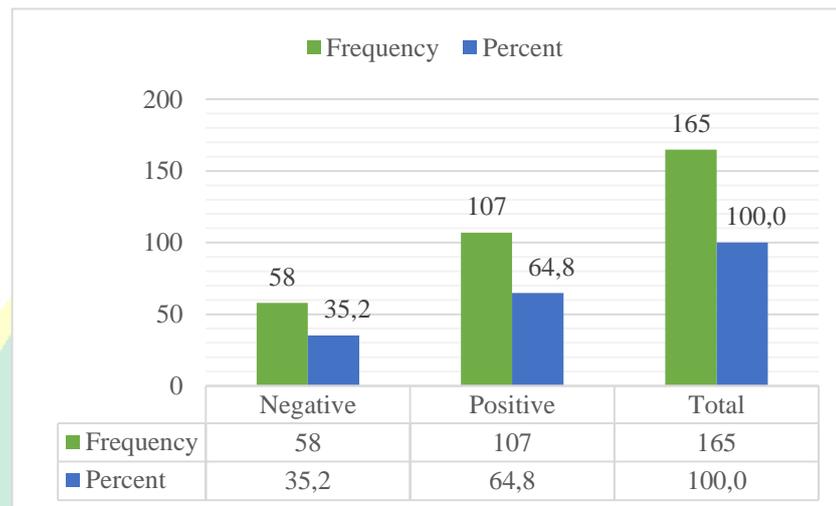


Figure 4.23 Graph of Behavioral Aspect

3. Overall Data Presentation and Analysis on the Language Attitude of Bilingual Students towards English as a Medium of Instruction

A descriptive analysis of language attitude variable based on minimum, maximum, mean, and standard deviation was presented below:

Table 4.28 Descriptive Statistics of Language Attitude Variable

	N	Minimum	Maximum	Mean	Std. Deviation
Total	165	26	78	50,32	8,477
Valid N	165				

Source: SPSS Data Calculation

The descriptive analysis of the language attitude variable, using a total of 20 questionnaire items and a scale score of 1 to 4, revealed a minimum of 26, a maximum of 78, a mean of 50,32, and a standard deviation of 8,477. Based on the categorization formula described in chapter III, the language attitude data for each respondent was classified into two categories: positive and negative. The table below illustrated the overall

frequency distribution of the language attitude of bilingual students towards English as a medium of instruction:

Table 4.29 Frequency Distribution of Language Attitude Variable

No	Interval	Category	Frequency	Percent (%)
1	Data \geq Mean	Positive	92	55,8
2	Data < Mean	Negative	73	44,2
	Total		165	

According to table 4.29, the data revealed that there were 92 respondents or 55,8% had positive attitude and 73 respondents or 44,2% had negative attitude. This result demonstrated that the majority of bilingual students had positive language attitude toward English as a medium of instruction. The graph below represented the overall frequency distribution of language attitude variable:

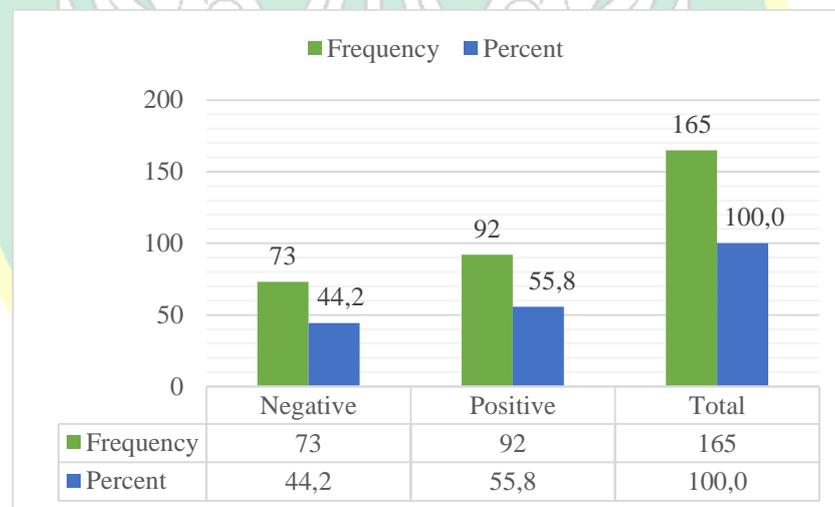


Figure 4.24 Graph of Language Attitude Variable

B. Discussion

The purpose of this research was to describe the language attitude of bilingual students towards English as a medium of instruction in State Islamic University Profesor Kiai Haji Saifudin Zuhri Purwokerto. The researcher collected research data using a questionnaire adapted from Abidin et al. in their research on “EFL Students’ Attitudes towards Learning English Language: The Case of Libyan Secondary School Students”⁸⁸, and the questionnaire items statements were adjusted to the research needs. The descriptive analysis technique was used to present the data in the form of tables and bar charts.

As explained before, the aspects of attitudes are divided into three including cognitive, emotional, and behavioral. Cognitive refers to perception or concept about an object, emotional refers to feeling for an object, and behavioral refers to do something.⁸⁹ In the context of this research, the cognitive aspect refers to how English as a medium of instruction is instrumental to comprehend bilingual subjects, the emotional aspect refers to feelings toward English as a medium of instruction, and behavioral aspect refers to how the students practice or deal with English as their medium of instruction in bilingual classes.

1. Cognitive Aspect

In terms of cognitive aspect, the results showed that the majority of bilingual students had negative cognitive attitude. There were 80 respondents or 48,5% had positive attitude and 85 respondents or 51,5% had negative attitude.

Regarding the belief in the knowledge gained indicator, favorable item number 1 showed most students agreed that studying a bilingual subject in English helps them get used to critical thinking. This statements was

⁸⁸ Mohammad Jafre Zainal Abidin et al, “EFL Students’ Attitudes Towards Learning English Language: The Case of Libyan Secondary School Students”, *Asian Social Science*, Vol. 8, No. 2, February 2012.

⁸⁹ Mariana Seni and Jeny Lekatompessy, “Students’ Attitude on Learning English at Junior High Schools in Aru District”, *MATAI International Journal of Language Education*, Vol. 2, No. 1, p. 37.

supported by favorable item number 2. Most students were considered to have a lot of knowledge when studying bilingual subjects that use English.

Regarding the understanding the language being studied indicator, favorable item number 3 indicated that most students did not agree with statements the comprehensibility of the content of bilingual subject material in English. This was consistent with unfavorable item number 5, most students agreed that they could not summarize the main points of materials in English.

On the indicator of perception to the language being studied indicator, consisting only of the unfavorable item number 4. As a result of this item, most students answered that it was difficult to learn materials delivered in English.

2. Emotional Aspect

In terms of emotional aspect, the results indicated that the majority of bilingual students had positive emotional attitude. There were 83 respondents or 50,3% had positive attitude and 82 respondents or 49,7% had negative attitude.

For the indicator about likes and dislikes of the language being studied, most students agreed positively with favorable item numbers 6 and 8, indicating that they were interested and looking forward to the time they spend to study a bilingual subjects that use English. This contrast to favorable item number 7, as a bilingual student, they disagreed with statements about being enthusiastic when bilingual classes take place. This was supported by the unfavorable item number 12. The data showed that most students actually agreed that they were not very interested in studying a bilingual subject.

For the indicator about feeling both good and bad the language they learn, favorable item number 9 revealed that most students had a pride to learn English in their bilingual classes. Favorable item number 10 revealed that communicating with friends in English in a bilingual class makes them glad. Favorable item number 11 related to not being afraid when having to

answer questions in English in a bilingual class, whereas contradictory responses by students predominated. This was supported by the unfavorable item number 13 that they actually prefer Indonesian over English as the medium of instruction.

3. Behavioral Aspect

In terms of behavioral aspect, the results indicated that the majority of bilingual students had positive behavioral attitude. There were 107 respondents or 64,8% had positive attitude and 58 respondents or 35,2% had negative attitude.

In indicator of performing an act on favorable item number 15, the data showed the majority of students agreed that they like to practice English in the bilingual classes. In contradiction to favorable item number 17, the data showed that many students were more likely to disagree with expressing opinions in English. This data was supported by the unfavorable item number 19. They were still nervous when asked to speak English in bilingual classes. Even if the participation rate in class was low, other measures can be evaluated as high. This can be seen from the main consensus response to favorable item number 16. This indicated that students were able to pay attention to the explanations of materials provided by the lecturers in English. Additionally, this response was supported by the unfavorable item number 20, indicating that they did not agree to delay the assignments of bilingual subjects using English.

The indicator of acquisition of useful information and skills for daily life had only one favorable item number 14, which was related to study subjects in English that can increase confidence in speaking English. This item received the most responses on the agreed scale. It can be said that most students recognized the benefits of taking bilingual subjects, one of which was the improvement of their English proficiency.

Similar to the previous indicator, the indicator of trying to learn more about the language being studied had one favorable item number 18 related to the desire to practice with friends who speak English well in a

bilingual class. The results showed that the majority of students want to practice speaking English with their friends in the bilingual classes. This indicated that they had a deeper desire to learn English, given that this language was one of the mediums of instruction in their classes.

Data collected on the language attitude of bilingual students towards English as a medium of instruction showed that there were 92 respondents or 55,8% had positive attitude and 73 respondents or 44,2% had negative attitude. This result demonstrated that the majority of bilingual students had positive language attitude toward English as a medium of instruction in terms of cognitive, emotional, and behavioral aspects.

1. On cognitive aspect, the bilingual students showed: Believe that English as medium of instruction can help them acquire more knowledge and help them become habituated to critical thinking.
2. On emotional aspect, the bilingual students showed: A sense of interest, happiness, and pride in English as a medium of instruction.
3. On behavioral aspect, the bilingual students showed: Good performances while using English in bilingual subjects, such as: enjoy using English, pay attention to the subject that is covered in both languages by the lecturers, and works quickly on any assignments delivered in English. They acquire knowledge that will be valuable, such as how English as a medium of instruction can boost English language proficiency. They also have desire to practice with friends in a bilingual class who are fluent in English in order to learn more about English as a medium of instruction.

The result of this research contradicted with Abidin's research, which indicated that the majority of EFL students had negative attitudes toward learning English language in terms of cognitive, emotional and behavioral aspects.⁹⁰

⁹⁰ Mohammad Jafre Zainal Abidin et al, "EFL Students' Attitudes Towards Learning English Language: The Case of Libyan Secondary School Students", *Asian Social Science*, Vol. 8, No. 2, February 2012.

As described by Dörnyei and Csizér, positive attitudes promote facilitate foreign language learning, while negative attitudes operates as a psychological obstacle.⁹¹ Students with positive attitudes are more likely to be inspired to learn more and become fluent in the language. This will depend on how quickly they pick up the language. Students with poor attitudes, on the other hand, they have lack of motivation. They are apprehensive about learning more about the language and indifferent about any errors they might make while do learning. In order for achieving better attitude, it is hoped that all elements, both program organizer, lecturers, and students work hand in hand to improve the implementation of bilingual program better than before.



⁹¹ Qusay Mahdi Mutar, "Attitudes of Iraqi Students toward ..., p. 425.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This research was aimed to describe the language attitude of bilingual students towards English as a medium of instruction at State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto. The research results revealed that there were 92 respondents or 55,8% had positive attitude and 73 respondents or 44,2% had negative attitude. This result demonstrated that the majority of bilingual students had positive language attitude toward English as a medium of instruction in terms of cognitive, emotional, and behavioral aspects.

Although the cognitive aspect showed negative results, the language attitude of bilingual students towards English as a medium of instruction in the other two aspects, namely the emotional and behavioral aspects, showed positive results. It can be concluded that even though bilingual students still experienced difficulties when using English as a medium of instruction, they still had positive feelings and were always actively involved in relation to their performance towards English as a medium of instruction during bilingual subjects.

B. Suggestions

1. For the faculty, in order to be able to direct the bilingual program to a more optimal level.
2. For bilingual subject lecturers, in order to encourage bilingual students to be more motivated in learning English as a medium of instruction and to make the bilingual learning process more optimal.
3. For bilingual students, to be more motivated in learning English as a medium of instruction.
4. For further researchers, hopefully, this undergraduate thesis can be useful for research on the same topic.

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