

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Students' attitudes towards English and Arabic were awakened through thirty four items of statements; those were seventeen items for attitudes towards English, seventeen items for attitudes towards Arabic. Statement items (1), (2), (3), (4) and (5), were concerned with cognitive aspect, statement items (6), (7), (8), (9) and (10), were concerned with affective aspect, and statement items (11), (12), (13), (14), (15), (16) and (17) were concerned with conative aspect. The description of the students' attitude complexion towards both English and Arabic was explained in this section:

Table 4. 1 The Data of Students' Attitude towards English and Arabic in Cognitive Aspects

STUDENTS' ATTITUDE		TOWARDS ENGLISH		TOWARDS ARABIC	
A	Cognitive Aspect				
Item 1	Statement:	Saya percaya bahwa Bahasa Inggris itu penting dikuasai oleh santri dalam percakapan sehari-hari		Saya percaya bahwa Bahasa Arab itu penting dikuasai dalam percakapan sehari-hari	
No.	Score (X)	f	fX	f	fX
1	Strongly Agree (5)	38	190	44	220
2	Agree (4)	22	88	17	68
3	Neutral (3)	1	3	2	6
4	Disagree (2)	2	4	0	0
5	Strongly Disagree (1)	0	0	0	0
Total		63	285	63	294

Percentage		90.4762		93.3333	
Mean		4.52381		4.666667	
Item 2	Statement:	Saya percaya bahwa santri yang mampu berbahasa Inggris adalah santri yang modern.		Saya percaya bahwa santri yang mampu berbahasa Arab adalah santri yang mumpuni.	
No.	Score (X)	f	fX	f	fX
1	Strongly Agree (5)	23	115	28	140
2	Agree (4)	22	88	23	92
3	Neutral (3)	12	36	7	21
4	Disagree (2)	6	12	5	10
5	Strongly Disagree (1)	0	0	0	0
Total		63	251	63	263
Percentage		79.68254		83.49206	
Mean		3.98413		4.1746	
Item 3	Statement:	Saya percaya bahwa Bahasa Inggris adalah bahasa pengantar dalam bisnis, karir dan pekerjaan.		Saya percaya bahwa Bahasa Arab adalah bahasa pengantar dalam khutbah, dakwah dan pengajian.	
No.	Score (X)	f	fX	f	fX
1	Strongly Agree (5)	24	120	32	160
2	Agree (4)	30	120	24	96
3	Neutral (3)	7	21	4	12
4	Disagree (2)	2	4	3	6
5	Strongly Disagree (1)	0	0	0	0
Total		63	265	63	274
Percentage		84.12698		86.98413	
Mean		4.20635		4.34921	

Item 4	Statement:	Saya percaya bahwa Bahasa Inggris adalah bahasa yang modern.		Saya percaya bahwa Bahasa Arab adalah bahasa yang suci.	
No.	Score (X)	f	fX	F	fX
1	Strongly Agree (5)	21	105	28	140
2	Agree (4)	36	144	20	80
3	Neutral (3)	6	18	14	42
4	Disagree (2)	0	0	1	2
5	Strongly Disagree (1)	0	0	0	0
Total		63	267	63	264
Percentage			84.7619		83.80952
Mean			4.2381		4.19048
Item 5	Statement:	Saya percaya bahwa pengajaran Bahasa Inggris di pondok pesantren dapat meningkatkan status dan kualitas pondok pesantren itu sendiri.		Saya percaya bahwa pengajaran Bahasa Arab di pondok pesantren dapat menguatkan status dan kualitas pondok pesantren itu sendiri.	
No.	Score (X)	f	fX	F	fX
1	Strongly Agree (5)	25	125	38	190
2	Agree (4)	30	120	19	76
3	Neutral (3)	8	24	6	18
4	Disagree (2)	0	0	0	0
5	Strongly Disagree (1)	0	0	0	0
Total		63	269	63	284
Percentage			85.39683		90.15873
Mean			4.26984		4.50794

f = Frequency/scale of answer from respondents, for each columns (*columns of Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree*) of statements items

X = Scores/weight

fX = The multiplication of f and X

Table 4. 2 The Data of Students' Attitude towards English and Arabic in Affective Aspects

STUDENTS' ATTITUDE		TOWARDS ENGLISH		TOWARDS ARABIC	
B	Affective Aspect				
Item 6	Statement:	Saya merasa menjadi lebih terpelajar dengan menggunakan Bahasa Inggris.		Saya merasa menjadi lebih khusyuk kalau berdoa menggunakan Bahasa Arab.	
No.	Score (X)	f	fX	F	fX
1	Strongly Agree (5)	18	90	28	140
2	Agree (4)	33	132	17	68
3	Neutral (3)	9	27	17	51
4	Disagree (2)	3	6	1	2
5	Strongly Disagree (1)	0	0	0	0
Total		63	255	63	261
Percentage			80.95238		82.85714
Mean			4.04762		4.14286
Item 7	Statement:	Saya merasa lebih bergengsi dengan kemampuan berbahasa Inggris.		Saya merasa lebih berwibawa dengan kemampuan berbahasa Arab.	
No.	Score (X)	f	fX	F	fX
1	Strongly Agree (5)	20	100	16	80
2	Agree (4)	22	88	25	100
3	Neutral (3)	16	48	21	63
4	Disagree (2)	5	10	1	2
5	Strongly Disagree (1)	0	0	0	0
Total		63	246	63	245
Percentage			78.09524		77.77778
Mean			3.90476		3.88889

Item 8	Statement:	Saya merasa lebih percaya diri berbicara dengan teman-teman di pondok pesantren dalam kehidupan sehari-hari dengan menggunakan Bahasa Inggris.		Saya merasa lebih percaya diri berbicara dengan teman-teman di pondok pesantren dalam kehidupan sehari-hari dengan menggunakan Bahasa Arab.	
No.	Score (X)	f	fX	F	fX
1	Strongly Agree (5)	17	85	18	90
2	Agree (4)	22	88	26	104
3	Neutral (3)	20	60	19	57
4	Disagree (2)	4	8	0	0
5	Strongly Disagree (1)	0	0	0	0
Total		63	241	63	251
Percentage			76.50794		79.68254
Mean			3.8254		3.98413
Item 9	Statement:	Saya merasa lebih mudah dalam memahami istilah-istilah asing dalam pelajaran-pelajaran ilmu-ilmu pengetahuan umum dengan kemampuan berbahasa Inggris.		Saya merasa lebih mudah dalam memahami pelajaran-pelajaran ilmu-ilmu agama dengan kemampuan berbahasa Arab.	
No.	Score (X)	f	fX	F	fX
1	Strongly Agree (5)	20	100	28	140
2	Agree (4)	25	100	23	92
3	Neutral (3)	14	42	11	33
4	Disagree (2)	4	8	1	2
5	Strongly Disagree (1)	0	0	0	0
Total		63	250	63	267
Percentage			79.36508		84.7619
Mean			3.96825		4.2381

Item 10	Statement:	Saya merasa pelafalan Bahasa Inggris lebih nyaman di lidah saya daripada pelafalan bahasa asing lain.		Saya merasa pelafalan Bahasa Arab lebih nyaman di lidah saya daripada pelafalan bahasa asing lain.	
No.	Score (X)	f	fX	F	fX
1	Strongly Agree (5)	13	65	25	125
2	Agree (4)	15	60	19	76
3	Neutral (3)	17	51	14	42
4	Disagree (2)	16	32	4	8
5	Strongly Disagree (1)	2	2	1	1
Total		63	210	63	252
Percentage			66.66667		80
Mean			3.33333		4

f = Frequency/scale of answer from respondents, for each columns (*columns of Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree*) of statements items

X = Scores/weight

fX = The multiplication of f and X

Table 4. 3 The Data of Students' Attitude towards English and Arabic in Conative Aspects

STUDENTS' ATTITUDE		TOWARDS ENGLISH		TOWARDS ARABIC	
C	Conative Aspect				
Item 11	Statement:	Kecenderungan saya, saya akan berusaha meningkatkan kemampuan berbahasa Inggris dengan giat dan rajin.		Kecenderungan saya, saya akan berusaha meningkatkan kemampuan berbahasa Arab dengan giat dan rajin.	
No.	Score (X)	f	fX	F	fX
1	Strongly Agree (5)	24	120	29	145
2	Agree (4)	30	120	24	96
3	Neutral (3)	8	24	8	24
4	Disagree (2)	1	2	2	4
5	Strongly	0	0	0	0

	Disagree (1)				
Total		63	266	63	269
Percentage			84.44444		85.39683
Mean			4.22222		4.26984
Item 12	Statement:	Saya akan dengan giat menghafal vocabulary (kosa kata) Bahasa Inggris untuk menunjang kemampuan dan kualitas saya dalam berbahasa Inggris.		Saya akan dengan giat menghafal mufradat (kosa kata) Bahasa Arab untuk menunjang kemampuan dan kualitas saya dalam berbahasa Arab.	
No.	Score (X)	f	fX	f	fX
1	Strongly Agree (5)	28	140	25	125
2	Agree (4)	25	100	26	104
3	Neutral (3)	8	24	11	33
4	Disagree (2)	2	4	1	2
5	Strongly Disagree (1)	0	0	0	0
Total		63	268	63	264
Percentage			85.07937		83.80952
Mean			4.25397		4.19048
Item 13	Statement:	Saya akan dengan giat mempelajari dan memahami Grammar (tata bahasa) Bahasa Inggris untuk menunjang kemampuan dan kualitas saya dalam berbahasa Inggris.		Saya akan dengan giat mempelajari dan memahami Nahwu dan Sharaf (tata bahasa) Bahasa Arab untuk menunjang kemampuan dan kualitas saya dalam berbahasa Arab.	
No.	Score (X)	f	fX	f	fX
1	Strongly Agree (5)	19	95	23	115
2	Agree (4)	27	108	27	108
3	Neutral (3)	16	48	12	36
4	Disagree (2)	1	2	1	2

5	Strongly Disagree (1)	0	0	0	0
Total		63	253	63	261
Percentage			80.31746		82.85714
Mean			4.01587		4.14286
Item 14	Statement:	Saya akan mendahulukan memperdalam Bahasa Inggris daripada bahasa asing lain.		Saya akan mendahulukan memperdalam Bahasa Arab daripada bahasa asing lain.	
No.	Score (X)	f	fX	f	fX
1	Strongly Agree (5)	9	45	17	85
2	Agree (4)	19	76	22	88
3	Neutral (3)	23	69	19	57
4	Disagree (2)	9	18	4	8
5	Strongly Disagree (1)	3	3	1	1
Total		63	211	63	239
Percentage			66.98413		75.87302
Mean			3.34921		3.79365
Item 15	Statement:	Saya akan menyarankan kepada santri-santri lain yang menuntut ilmu di pondok pesantren tradisional untuk mempelajari Bahasa Inggris.		Saya akan menyarankan kepada para pelajar (siswa-siswa) yang berstudi di sekolah umum untuk mempelajari Bahasa Arab.	
No.	Score (X)	f	fX	f	fX
1	Strongly Agree (5)	11	55	22	110
2	Agree (4)	23	92	23	92
3	Neutral (3)	24	72	17	51
4	Disagree (2)	5	10	0	0
5	Strongly Disagree (1)	0	0	1	1

Total		63	229	63	254
Percentage			72.69841		80.63492
Mean			3.63492		4.03175
Item 16	Statement:	Saya cenderung lebih suka kepada teman yang berbicara dengan menggunakan Bahasa Inggris.		Saya cenderung lebih suka kepada teman yang berbicara dengan menggunakan Bahasa Arab.	
No.	Score (X)	f	fX	f	fX
1	Strongly Agree (5)	9	45	17	85
2	Agree (4)	14	56	17	68
3	Neutral (3)	30	90	23	69
4	Disagree (2)	9	18	5	10
5	Strongly Disagree (1)	1	1	1	1
Total		63	210	63	233
Percentage			66.66667		73.96825
Mean			3.33333		3.69841
Item 17	Statement:	Saya cenderung lebih respect (hormat) terhadap pengurus (mudabbir dan mu'allim) dan pengajar (ustadz) yang berbicara dengan menggunakan Bahasa Inggris.		Saya cenderung lebih respect (hormat) terhadap pengurus (mudabbir dan mu'allim) dan pengajar (ustadz) yang berbicara dengan menggunakan Bahasa Arab.	
No.	Score (X)	f	fX	f	fX
1	Strongly Agree (5)	18	90	23	115
2	Agree (4)	15	60	18	72
3	Neutral (3)	22	66	18	54
4	Disagree (2)	8	16	4	8
5	Strongly Disagree (1)	0	0	0	0
Total		63	232	63	249
Percentage			73.65079		79.04762

Mean	3.68254	3.95238
-------------	---------	---------

f = Frequency/scale of answer from respondents, for each columns (*columns of Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree*) of statements items

X = Scores/weight

fX = The multiplication of f and X

B. Discussion

The table above showed the students' rating scales/scores of answers; those were via frequencies, percentages and means, which were related to their attitude towards English and Arabic. As it was explained in previous chapters, in chapter II, Garvin and Mathiot's (1968) via Chaer (2010, p. 152) define about three characteristics of language attitude, they are; the language loyalty, the language pride and the awareness of the language norm. The three characteristics constitute the characteristics of positive attitude of a person or society towards a language. In the contrary, when the three characteristics disappear from a person or society, it means their attitude towards a language is negative.

Based on the Garvin and Mathiot's theory, the writer discussed about students' loyalty, pride and awareness of the language norm towards English and Arabic, through the rating scales/scores of answers; those are via frequencies, percentages and means, which are related to their attitude towards both languages.

1. For cognitive aspects

The first aspect which the writer explained and described here was cognitive aspect; that was about students' belief or perception towards some points or items of statements those were related to both English and Arabic. Cognitive aspect was concerned through five statements; those were

statements (1), (2), (3), (4) and (5). Towards the statement in item (1) about their belief towards the importance or not, mastering English and Arabic by the students in everyday life; so for (a) English, it showed the score was 285 of the higher/ideal score which is 315. The percentage was 90.47% and the mean score was 4.52. And for (b) Arabic, the score was 294 of the higher/ideal score which was 315. So the percentage was 93.33% and the mean score was 4.66.

We can see that the interpretation of students' attitude towards English and Arabic through item (1) was strongly positive; still their attitude towards Arabic was a little bit higher than towards English. From the data, it may be interpreted that there was their loyalty towards English that was seen from their belief of the importance of English in communication. The writer assumed that it was because of that English is International Language and language of science and technology; English is important for continuing education/school, it is very important for going abroad, it is important for applying a job; And in order not to be outdated, English is important for watching the foreign movies at television, and for the missionary endeavor to western people.

From the data towards Arabic, it was seen their loyalty towards it. The loyalty was supported by there was their belief towards the function of the language in communication. The writer assumed that it was because of that Arabic is language of the Qur'an, language of the Prophet's Hadith. Arabic is Language of religion, language which belongs to all Muslim People and the Classic Islamic books are written in Arabic.

Towards statements in item (2) about their belief towards that (a) student who is able to master English is a modern student, and (b) who is able to master Arabic is a qualified student; so for (a) English, it showed the score was 251 of the higher/ideal score which was 315. The percentage was 79.68% and the mean score was 3.98. For (b) Arabic, the score was 263 of the higher/ideal score which was 315. So the percentage was 83.49% and the mean score was 4.17.

We can see that the interpretation of students' attitude towards English and Arabic through item (2); those are towards (a) English was positive and towards (b) Arabic was strongly positive. So, in this item of statement (2) their attitude towards Arabic was higher than towards English. From the data it showed their positive attitude towards English, but not strong. Although it was not strong, the data was supporting the interpretation of there was their pride towards English. It also showed the relationship between languages with the personality of students. Their perception towards that they were modern if they were able and mastering English was positive, not strong.

Whereas their perception towards that they are qualified if they were able and mastering Arabic was strongly positive. That also showed their pride towards Arabic. The writer assumed that it was because of that in the boarding school religious aspects are more dominant than entertainment aspects. They much in studying especially the Islamic studies than watching television or listening the radio. Because of both television and radio are forbidden in the boarding school.

Towards statements in item (3) about their belief towards that (a) English is an introductory language for business, career and job; and (b) Arabic is an introductory language for Islamic Friday Sermon, Islamic Propaganda and study of Islam. So for (a) English, it showed the score was 265 of the higher/ideal score which was 315. The percentage was 84.12% and the mean score was 4.20. And for (b) Arabic, the score was 274 of the higher/ideal score which was 315. So the percentage was 86.98% and the mean score was 4.34.

We can see that the interpretation of students' attitude towards both English and Arabic through item (3); were strongly positive, but their rating scale towards Arabic was a little bit higher than towards English. This data showed their opinion through their beliefs. The writer assumed that it was because of that English is International language. So by mastering it, they believe that they can compete in business, career and job world. While their perception towards Arabic was showing that they strongly agree. The writer assumed that it was because of that Arabic is a religious language. So it is suitable for missionary endeavor of Islam in Islamic people.

Towards statements in item (4) about their belief towards that (a) English is a modern language; and (b) Arabic is a sacred language. So for (a) English, it showed the score was 267 of the higher/ideal score which was 315. The percentage was 84.76% and the mean score was 4.23. And for (b) Arabic, the score was 264 of the higher/ideal score which was 315. So the percentage was 83.80% and the mean score was 4.19.

We can see that the interpretation of students' attitude towards English and Arabic through item (4); were strongly positive, and still here, their rating scale towards English was a little bit higher than towards Arabic. This data showed their positive attitude towards both languages. It is supporting the interpretation of there was their pride towards both of them. It also showed the relationship between language to entertainment (for English) and religion (for Arabic). The writer assumed that they believe that English is the language which always brings many things new like information, technology and other modern things. Also the writer assumed that they believe that Arabic is the language which is made by God as the holy Qur'an language.

Towards the statement in item (5) about their belief towards that (a) English teaching can develop the Islamic boarding school's status and quality; and (b) Arabic teaching can reinforce the Islamic boarding school's status and quality. So for (a) English, it showed the score was 269 of the higher/ideal score which was 315. The percentage was 85.39% and the mean score was 4.26. And for (b) Arabic, the score was 286 of the higher/ideal score which was 315. So the percentage was 90.15% and the mean score was 4.50.

From the data, we can see that the interpretation of students' attitude towards both English and Arabic through item (5); were strongly positive, but their rating scale towards Arabic was a little bit higher than towards English. The data showed their pride towards both languages. The writer assumed that it was because of that if English is taught in Islamic Boarding school, it can make the Boarding School is high, especially towards the societies who percept that Islamic Boarding Schools only teach Islamic lessons. Also the

writer assumed that it was because of that if Arabic is taught in Boarding School, it can make students knowledge towards Islamic lessons is highly good.

Those were the descriptions of students' attitude for each item towards English and Arabic which were concerned through the cognitive aspects that consist of five items of statements. The description of their overall attitudes of cognitive aspects was shown in the following table:

Table 4. 4 Mean Total of Cognitive Aspects

Mean of Cognitive Aspect		
A	Cognitive Aspect	
Means of Items	English	Arabic
Mean of Item 1	4.523809524	4.666666667
Mean of Item 2	3.984126984	4.174603175
Mean of Item 3	4.206349206	4.349206349
Mean of Item 4	4.238095238	4.19047619
Mean of Item 5	4.26984127	4.507936508
Total	21.22222222	21.88888889
Percentage	84.88888889	87.55555556
Mean	4.244444444	4.377777778

After the writer has calculated, the rating scale towards (a) English showed the score 21.22 of the higher/ideal score which was 25. The percentage was 84.89% and the mean score was 4.24; and (b) Arabic was 21.89 of the higher/ideal score which was 25. So the percentage was 87.37% and the mean score was 4.37. So their rating scale towards the statements items in cognitive aspects towards both (a) English and (b) Arabic were strongly positive.

2. For Affective Aspects

The second aspect which the writer explains and describes here was affective aspect; that was about students' feeling towards some points or items of statements related to both English and Arabic. Affective aspect was concerned through five statements; those were statements (6), (7), (8), (9) and (10). Towards the statements in item (6): (a) that they feel more educated by using English, and (b) that they feel more devoted if they pray (asking to The God) using Arabic; so for (a) English, it showed the score was 255 of the higher/ideal score which was 315. The percentage was 80.95% and the mean score was 4.04. For (b) Arabic, the score was 261 of the higher/ideal score which was 315. So the percentage was 82.85% and the mean score was 4.14.

From the data, we can see that the interpretation of students' attitude towards (a) English was positive and (b) Arabic was strongly positive through item (6). So their feeling towards Arabic in this item was higher than towards English. The data showed their pride towards both English and Arabic. That was supporting the interpretation of there was their pride towards both languages which was seen from their feeling of more educated feeling in communication using English and their feeling in more devoted if they pray (asking to The God) using Arabic.

Towards statements in item (7) those were (a) that they feel more prestigious with their ability in English, and (b) that they feel more commanding with their ability in Arabic; so for (a) English, it showed the score was 246 of the higher/ideal score which was 315. The percentage was 78.09% and the mean score was 3.90. For (b) Arabic, the score was 245 of the

higher/ideal score which was 315. So the percentage was 77.78% and the mean score was 3.89.

From the data, we can see that the interpretation of students' attitude towards English and Arabic through item (7) was positive; their feeling towards English in this item was a little bit higher than towards Arabic. The data showed the interpretation of there was their pride towards both English and Arabic, which was seen from their feeling in more prestigious in communication with using English, and more commanding in communication with using Arabic.

Towards statements in item (8) those were (a) that they feel more confident to talk among friends in boarding school in daily life by using English, and (b) that they feel more confident to talk among friends in boarding school in daily life by using Arabic; so for (a) English, it showed the score was 241 of the higher/ideal score which was 315. The percentage was 76.50% and the mean score was 3.82. For (b) Arabic, the score was 251 of the higher/ideal score which was 315. So the percentage was 79.68% and the mean score was 3.98.

From the data, we can see that the interpretation of students' attitude towards English and Arabic through item (8) was positive, but their feeling towards Arabic in this item was a little bit higher than towards English. The data showed the interpretation of their feeling of their confidence in using English and Arabic. It showed that their pride towards both languages, but not strong.

Towards statements in item (9) those were (a) that they feel easier in understanding foreign terms in general sciences subjects with ability in English, and (b) that they feel easier to understand subjects in religion knowledge with ability in Arabic; so for (a) English, it showed the score was 250 of the higher/ideal score which was 315. The percentage was 79.36% and the mean score was 3.96. And for (b) Arabic, the score was 267 the higher/ideal score which was 315. So the percentage was 84.76% and the mean score was 4.23.

From the data, we can see that the interpretation of students' attitude towards English and Arabic through item (9) that for (a) English was positive, but for (b) Arabic was strongly positive. In this item, they rating scale towards Arabic was higher than towards English. The data showed the interpretation of their pride towards English and Arabic. Their percept about that their ability in English showed the improvement in science was positive, but not strong. This was probably because of not every field in science lessons using terms in English. Whereas their percept about that their ability in Arabic showed the improvement in Islamic lessons was strongly positive. This is probably because of many Islamic lessons are in Arabic.

Towards statements in item (10) those are (a) that they feel the pronunciation of English was easier in their tongues than other foreign languages, and (b) that they feel the pronunciation of Arabic was easier in their tongues than other foreign languages; so for (a) English, it showed the score was 210 of the higher/ideal score which was 315. The percentage was 66.67% and the mean score was 3.33. For (b) Arabic, the score was 252 of the

higher/ideal score which was 315. So the percentage was 80.00% and the mean score was 4.00.

From the data, we can see that the interpretations of students' attitude towards both English and Arabic through item (10) were positive. But still in this item, the rating scale towards Arabic was little bit higher than towards English. The data showed the interpretation of their confidence towards English and Arabic. Their feeling about the easiness in pronouncing words in English and Arabic were positive, but not strong. It showed that they were in intermediate level in using English and Arabic, not yet in advanced level.

Those are the descriptions of students' attitude for each item towards English and Arabic which were concerned through the affective aspects that consist of five items of statements. The description of their overall attitudes of affective aspects was shown in the following table:

Table 4. 5 Mean Total of Affective Aspects

Mean of Affective Aspect		
B	Affective Aspect	
Means of Items	English	Arabic
Mean of Item 6	4.047619048	4.142857143
Mean of Item 7	3.904761905	3.888888889
Mean of Item 8	3.825396825	3.984126984
Mean of Item 9	3.968253968	4.238095238
Mean of Item 10	3.333333333	4
Total	19.07936508	20.25396825
Percentage	76.31746032	81.01587302
Mean	3.815873016	4.050793651

After the writer has calculated, the rating scale towards (a) English showed the score was 19.07 of the higher/ideal score which was 25. The percentage was 76.31% and the mean score was 3.81; and (b) Arabic was

20.25 of the higher/ideal score which was 25. So the percentage was 81.01% and the mean score was 4.05. So the rating scale towards the statements items in affective aspects towards both (a) English and Arabic were positive. Here, their rating scale towards Arabic in the affective aspects was little bit higher than towards English.

3. For Conative Aspects

The third or the last aspect which the writer explains and describes here was conative aspect; that was about students' tendencies to act or to behave towards some points or items of statements related to both English and Arabic. Conative aspect was concerned through seven statements; those were statements (11), (12), (13), (14), (15), (16) and (17)

Towards the statements in item (11) those were (a) that they tend to endeavor improving English ability actively and frequently, and (b) that they tend to endeavor improving Arabic ability actively and frequently; so for (a) English, it showed the score was 266 of the higher/ideal score which was 315. The percentage was 84.44% and the mean score was 4.22. For (b) Arabic, the score was 269 of the higher/ideal score which was 315. So the percentage was 85.39% and the mean score was 4.26.

From the data, we can see that the interpretation of students' attitude towards both English and Arabic through item (11) was strongly positive, but they rating scale towards Arabic was a little bit higher than towards English. The data showed their loyalty towards both languages, which was seen from their tendency to accept and to improve their ability in both languages.

Towards statements in item (12) those were (a) that they tend actively to memorize English vocabularies to support their ability and quality in English, and (b) that they tend actively to memorize Arabic vocabularies to support their ability and quality in Arabic; so for (a) English, it showed the score was 268 of the higher/ideal score which was 315. The percentage was 85.07% and the mean score was 4.25. For (b) Arabic, the score was 264 of the higher/ideal score which was 315. So the percentage was 83.80% and the mean score was 4.19.

From the data, we can see that the interpretation of students' attitude towards both English and Arabic through item (12) was strongly positive, and the rating scale towards English was a little bit higher than towards Arabic. The data was also showing the interpretation that there was their loyalty towards English and Arabic. It was seen from their tendency to memorize English and Arabic vocabularies. Also, they are obligated to memorize it and they are asked about vocabularies which they get every day. If they do not memorize, or forget, or they cannot answer, they get some punishment.

Towards statements in item (13) those were (a) that they tend actively to learn and understand the English Grammar to support their ability and quality in English, and (b) that they tend actively to learn and understand the *Nahwu* (the science of Arabic Grammar) and the *Shorf* (the science of Arabic Morphology) to support their ability and quality in Arabic; so for (a) English, it showed the score was 253 of the higher/ideal score which was 315. The percentage was 80.31% and the mean score was 4.01. For (b) Arabic, the score

was 261 of the higher/ideal score which was 315. So, the percentage was 82.85% and the mean score was 4.14.

From the data, we can see that the interpretation of students' attitude towards (a) English was positive and towards (b) Arabic through item (13) was strongly positive. So here, the rating scale towards Arabic was higher than towards English. The data showed the interpretation about there was the loyalty towards English and Arabic. This was seen from their tendency to learn Grammar was positive, but not strong. This was probably that Grammar was not taught exclusively in the class until they must learn it their self if they want to improve it. Not such as the teaching of the *Nahwu* and the *Shorf*. It was seen that their tendency to learn them was strongly positive. These lessons were taught in the class exclusively in the class as the curriculum.

Towards statements in item (14) those were (a) that they tend to give priority to deepen English than other foreign languages, and (b) that they tend to give priority to deepen Arabic than other foreign languages; so for (a) English, it showed the score was 211 of the higher/ideal score which was 315. The percentage was 66.98% and the mean score was 3.34. And for (b) Arabic, the score was 239 of the higher/ideal score which was 315. So the percentage was 75.87% and the mean score was 3.79.

From the data, we can see that the interpretation of students' attitude towards both English and Arabic through item (14) was positive, but they rating scale towards Arabic was a little bit higher than towards English. The data showed the interpretation of there was their loyalty towards both English

and Arabic. It was seen from their tendency to give priority to deepen both languages.

Towards statements in item (15) those were (a) that they tend to suggest to other students who are studying in a traditional Islamic boarding school to learn English, and (b) that they tend to suggest to students who study in public schools to learn Arabic; so for (a) English, it showed the score was 229 of the higher/ideal score which was 315. The percentage was 72.69% and the mean score was 3.63. For (b) Arabic, the score was 254 of the higher/ideal score which was 315. So, the percentage was 80.63% and the mean score was 4.03.

From the data, we can see that the interpretation of students' attitude rating scale in item (15) towards both English and Arabic were positive. So, the rating scale towards Arabic was higher than towards English. The data showed the interpretation of there was their loyalty and pride towards English and Arabic. It was seen from their positive attitude towards they tendency to suggest to students of Traditional Islamic Boarding School for learning English, and also their tendency to suggest to students of public schools to learn Arabic. This meant, they had the percept that English and Arabic have same place, have same importance. While English is language which lead to modernization, Arabic is language for guiding to religious knowledge.

Towards statements in item (16) those were (a) that they tend to like friends who speak by using English, and (b) that they tend to like friends who speak by using Arabic; so for (a) English, it showed the score was 210 of the higher/ideal score which was 315. The percentage was 6.67% and the mean

score was 3.33. For (b) Arabic, the score was 233 of the higher/ideal score which was 315. So the percentage was 73.96% and the mean score was 3.69. From the data, we can see that the interpretation of students' attitude and rating scale in item (16) towards both (a) English and (b) Arabic was positive, but the rating scale towards Arabic was little bit higher than towards English.

Towards statements in item (17) those were (a) that they tend more to respect towards managers and instructors (seniors in Darul Hijrah Islamic Boarding School who sit in 10th, 11th and 12th) and teachers who speak by using English, and (b) that they tend more to respect towards managers and instructors (seniors in Darul Hijrah Islamic Boarding School who sit in 10th, 11th and 12th) and teachers who speak by using Arabic; so for (a) English, it showed the score was 232 of the higher/ideal score which was 315. The percentage was 73.65% and the mean score was 3.68. For (b) Arabic, the score was 249 of the higher/ideal score which was 315. So the percentage was 79.04% and the mean score was 3.95. From the data, we can see that the interpretation of students' attitude and rating scale in item (17) towards both (a) English and (b) Arabic was positive, but the rating scale towards Arabic was little bit higher than towards English.

The data in the statement (16) and (17), it showed their loyalty towards English and Arabic. It is seen through their tendency to like friends who speak by using English and Arabic, and also their tendency to respect towards managers, instructors and teachers who speak using English and Arabic. This showed that they like to practice their ability in English and Arabic to their friends, each others and to their seniors and teachers.

Those were the descriptions of students' attitude for each item towards English and Arabic which were concerned through the conative aspects that consist of five items of statements. The description of the overall attitudes of conative aspects was as follow:

Table 4. 6 Mean Total of Conative Aspects

Mean of Conative Aspect		
C	Conative Aspect	
Means of Items	English	Arabic
Mean of Item 11	4.222222222	4.26984127
Mean of Item 12	4.253968254	4.19047619
Mean of Item 13	4.015873016	4.142857143
Mean of Item 14	3.349206349	3.793650794
Mean of Item 15	3.634920635	4.031746032
Mean of Item 16	3.333333333	3.698412698
Mean of Item 17	3.682539683	3.952380952
Total	26.49206349	28.07936508
Percentage	75.69160998	80.22675737
Mean	3.784580499	4.011337868

After the writer calculated, the rating scale towards (a) English showed the score was 26.49 of the higher/ideal score which was 35. The percentage was 75.69% and the mean score was 3.78; and (b) Arabic was 28.07 of the higher/ideal score which was 35. So the percentage was 80.22% and the mean score was 4.01. So their rating scale towards the statements in conative aspects towards both English and Arabic were positive. Here, the rating scale towards Arabic in the conative aspects was little bit higher than towards English.

The following table showed the overall mean score and rating for the cognitive, affective and conative aspects of the students' attitude towards English and Arabic.

Table 4. 7 Mean Total of Cognitive, Affective and Conative Aspects

Mean of all aspects			
Mean of Aspects	English	Arabic	
A	Mean of Cognitive	4.24444	4.37778
B	Mean of Affective	3.81587	4.05079
C	Mean of Conative	3.78458	4.01134
Total		11.8449	12.4399
Percentage		78.966	82.9327
Mean		3.9483	4.14664

After the writer calculated, the overall rating scale of cognitive, affective and conative towards (a) English was 11.84 of the higher/ideal score which was 15. The percentage was 78.96% and the mean score was 3.94; and (b) Arabic was 12.43 of the higher/ideal score which was 15. So the percentage was 82.93% and the mean score was 4.14. So their rating scale towards (a) English was positive; and (b) Arabic was strongly positive. So the conclusion, their rating scale towards Arabic was higher than towards English.

From the seventeen items of statements those were related to students' attitude towards both English and Arabic, they showed:

1. Two (2) items which showed the interpretation of strongly positive with the state of that the mean total of their rating scale towards English is little bit higher than towards Arabic. They were: items (4) and (12).
2. Four (4) items which showed the interpretation of strongly positive with the state of that mean total of their rating scale towards Arabic was little bit higher than towards English. They were: Items (1), (3), (5) and (11).

3. Only one (1) item which showed the interpretation of positive with the state of that the mean total of their rating scale towards English was little bit higher than towards Arabic. That was: Item (7).
4. Six (6) items which showed the interpretation of positive with the state of that the mean total of their rating scale towards Arabic was little bit higher than towards English. They were: Items (8), (10), (14), (15), (16) and (17).
5. Four (4) items which showed the interpretation that the mean total of their rating scale towards (a) English was positive, but not strong and (b) towards Arabic was strongly positive. They were: Items (2), (6), (9) and (13).