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## Attitudes Based Behaviours of Tadulako University Psycholinguistics Students in Learning English

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**Abstract:** This article deals with attitudes based behaviours of English education Psycholinguistics students in learning English. Their attitudes and behaviours are identified separately then integratively. This scientific work is a result of research aimed at identifying attitudes dealing with like, dislike, and reason and behaviours dealing with practice, activities, and ways in learning English. Qualitative descriptive method was applied to have its data. Its subjects were 28 students of Psycholinguistics in English Education Study Program at Tadulako University. Its specific target is they have better behaviours which are appropriate with their attitudes in the foreign language. They have the skills since they are students of English language education. They can communicate ideas globally if they have skills of the global language. They have attitudes which have not been appropriate with their behaviours. Their attitudes have to be integrated with their behaviours appropriately to be professional human resources. The data indicate that the students' Attitudes Based Behaviours in learning English are Consistent in Speaking since they mostly like and practice most Speaking and Unconsistent in Listening since they mostly dislike Listening but seldom practice Writing. Thereby, there is no problem in the consistent attitudes based behaviours but problem in the inconsistent ones.

**Keywords:** Attitude, behaviour, learning, English

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### 1. Introduction

Attitude is a principle as one of affective aspects which can be analysed to assess someone's thought and feeling. Actually students in learning EFL must have attitudes based on their likes, dislikes, and reasons, but in fact those have not been identified and expressed clearly. "People are interested in and affected by events that happen around them." (Kaku-MacDonald et al., 2020). This can be a stimulus for improving competence.

Behaviour is an action as one of affective aspects which can be seen to indicate someone good or bad. It affects life experience. "There is no doubt that anything experienced in social life directly affects learners' educational experiences." (Taskiran et al., 2018). Human beings hopefully integrate their behaviours and experiences appropriately. Practices, activities, and ways of students in learning EFL (English as a Foreign Language) are necessarily identified. They have to express it fluently, accurately, and appropriately. The behaviours have not been researched so that data on them have not been existed yet. This scientific work can be a

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stimulus in developing performance. Practicing English has not been maximally carried out by the students of Psycholinguistics in English Education Study Program at Tadulako University.

Learning English in Indonesia is influenced by human resources in teaching the EFL to enable the students to have attitudes based behaviours appropriately. According to (Dollah & Weda, 2018), the low quality of English teaching in Indonesia is influenced by many factors, like lack of classroom and teaching facilities, students' lack of motivation, and other influential factors. The low ability of problem solving and critical thinking is that Indonesian students only master questions with characteristics that are routine and simple, students have not been able to analyze problems that are more complex and problem solving (Dewi et al., 2019). Behaviours should be appropriate with attitudes but in fact English education Psycholinguistics students have not been able to be consistent in learning English for having English skills. In other words, their attitudes based behaviours in learning English should be appropriate but in fact they have not been able to be consistent yet, so this problem appears the following research questions: (1) How are attitudes of English education Psycholinguistics students based on their likes, dislikes, and reasons in learning English? (2) How are their behaviours based on their practices, activities, and ways in learning English? (3) How are their attitudes based behaviours in learning English?

## **2. Significance of the Study**

This article is a research result that signifies for process of learning and teaching English. English education students and lecturers may read it as a reference. The students are hopefully enabled to have appropriate and consistent attitudes based behaviours in learning English. Subjects of the research were 28 English Education students who were joining subject of Psycholinguistics at Department of Language and Art Education, Faculty of Teacher Training and Education, Tadulako University. They of course have attitudes in learning English but have not been had behaviours which are appropriate with their attitudes yet. Moradkhani (2017) suggests that therefore, teacher educators need to accumulate more knowledge about teacher candidates in order to provide more useful instructions during teacher education programs (hence, their significantly higher rating to knowledge of teachers). One of the instruments that they have in order to acquire this knowledge is reflecting on their own practices and their influences on teacher candidates (Moradkhani, 2017). Learning activities as behaviours can hopefully be appropriate with learning principles as attitudes.

## **3. Review of Related Studies**

### **3.1 Attitudes**

Attitudes must be had by educational human beings. Harmer (2015) states that students' attitudes are influenced by a number of people and places. The significance of teacher talk in influencing the quality of teaching and learning has been well realized (Khany & Malmir, 2017). Every teacher is obliged to carry out various activities in carrying out his duties and responsibilities (Wardoyo et al., 2020). Teacher/lecturer motivates students to be successful.

Success may be a target of any student motivated by the teacher/lecturer, even though the other resources also have roles in it. According to Harmer (2015), motivation is not the sole

responsibility of the teacher. Therefore, as a facilitator and manager in the classroom, the teacher needs to minimize students' anxiety and he needs to improve students' motivation to take part in all activities in the classroom (Said & Weda, 2018). "In English class, willingness to communicate is very important. Therefore teachers are required to be able to motivate English learners." (Said et al., 2021a: 340). The students have been influenced by others included their parents, teachers/lecturers, and surroundings.

### **3.2 Behaviours**

Behaviours of learners can be assessed through actions or activities dealing with programs to have knowledge based skill. Massey-Abernathy & Haseltine (2018) state that language skills are often used to obtain social dominance. The psycholinguistic strategies focus on solving a linguistic problem in communication through self-expression (Zhu et al., 2019). Communication consists of a source or sender, message, channel, receiver, and feedback (Chanwanakul, 2021). Human resources may carry the behavior assessment out by using the psycholinguistic strategies.

Language practitioners and teachers/lecturers as the human resources intentionally care the students' abilities to realize way of learning and mastering a target language practically. "The language practitioners and lecturers at the university should reduce students' anxiety. Students' anxiety can be reduced in all levels of language learning by implementing good atmosphere and relaxed situation to attract students' involvement in the language learning process." (Said & Weda, 2018, p. 28). "The current world involves the use of information and technology in almost any individual's life. Lecturers have to learn and adapt themselves to a digital world where there are a wide range of sources and online tools and software technologies." (Ganapathy et al., 2017). As English communication is increasingly crucial in today's globalized digital world, it is of paramount importance for ELT practitioners to help English learners improve their English communicative skills (Lee & Lee, 2019). Thereby, the human behaviours and language in Psycholinguistics are really applied.

### **3.3 Learning**

Learning is a aware process of decoding knowledge through receptive skills of listening and reading. Listening is hearing with paying attention to a speaker's message for being comprehended. Astika & Kurniawan (2019, p. 589) inform "Developing listening skills in an academic context is essential as it requires students to acquire a sufficient number of vocabulary, which will enable them to comprehend the information provided in a text." Reading is a part of communication where the writer communicates his or her idea through written text. (Biringkanae, 2018, p. 219). Thereby, the receptive skills are used by decoder whereas productive skills are used by encoder.

The learning through listening and reading can be applied to increase vocabulary. "Vocabulary represents a key barrier to language and literacy development for many English learners." (Hwang et al., 2019, p. 1). "It is important to first understand how meanings of words are typically learned." (Pham et al., 2020, p. 2). The vocabulary achievement of learners can also be explained with regards to the relationship between oral input and

comprehension (Ahmadian & Tajabadi, 2017). Therefore, learners are recommended to understand/comprehend their learning materials through receptive skills for increasing their vocabulary.

Academically students can interact with lecturer who does teaching as a process of encoding knowledge through productive skills of speaking and writing. According to Kahng (2020), speaking is a skill under time pressure. If students like speaking, they will try to speak more and more (Kafryawan et al., 2018). Human beings need each other and use language to communicate their ideas (Said, 2012). Since the speakers or the learners are anxious, they cannot express ideas and thoughts fluently (Said & Weda, 2018). Certainly, formal speaking or oral presentation skills are abilities that are required in most job interviews and frequently demanded of at the workplace (Seau et al., 2018). Advanced writing skills are an important aspect of academic performance as well as of subsequent work-related performance (Queroda, 2018). Students themselves should be able to choose appropriate strategies to bring their performance close to the goal or to self-evaluate their writing tasks (Suwanarak, 2018). Scientific writing plays an important role in the learning process (Suprihatin et al., 2021). Therefore, teachers are viewed as the primary sources of comprehensible input for learners (Yusuf et al., 2017). The learners get knowledge receptively whereas the teacher/lecturer expresses it productively.

Professional lecturer instructs the student(s) to learn materials for having knowledge and doing assignment in evaluation effectively. Ghani & Daud (2018) express that appropriate instructional models are needed to produce effective learning materials. The ability in making meaning of learning through opportunities is seen as a pathway to autonomous learning behavior (Kaur, 2015). Language learning and evaluation are common categories of applied linguistics (Suwanarak, 2018). Moreover, without suitable command of the target language, it is difficult to imagine how teacher educators are able to communicate their ideas easily to teacher candidates (Moradkhani, 2017). Commitment is certainly the key to success in teaching, besides competence in the field study to be taught and coordination with other teachers of the same subjects (Lengkanawati, 2017). Richards & Rodgers (2015, p. 47) state “Language teaching begins with the spoken language. Material is taught orally before it is presented in written form.” Therefore, the students and lecturer interact reciprocally in process of learning and teaching any subject.

### **3.4 English**

English existence is hopefully known by the language learners. “English is an international language. It is used by people around the world to communicate each other. If we want to make business with foreigners and to read books written by them, we should understand it.” (Said, 2021: 156). English may be an international language in the sense that it is used as a means of global communication between different nations (Aziz, 2017). As an international language, English has a vital role in a variety of purposes and activities (Said & Weda, 2018). Nowadays, someone who masters English as an international language can get information easily (Said & Weda, 2018). Thereby, English is really needed by peoples in the world.

Students in Indonesia learn EFL (English as a Foreign Language) consciously. Said et al. (2020) state that students can be motivated to learn and develop EFL skills by informing them

status and importance of the English language. “The students can be motivated to increase the English language vocabulary by telling them status and significances of English. English in Indonesia is a foreign language, an international language, a global language, and a lingua franca. It signifies for them who want to communicate thoughts and feelings with foreigners, interact with other(s) having different nation and national language from us for any affair internationally, speak to anyone in the world and write anything globally, and make a unity around the world cooperatively.” (Rita et al., 2020: 52). Thus, English in Indonesia is a foreign language, but in the world it is an international language, lingua franca, and a global language.

Students are intentionally able to use English as a communication medium of global human beings. Teacher and lecturer make discussion of materials by using student-centred approach. Weda et al. (2021) encode that discussion in its various types, group discussion, small group work, big class discussion, classroom presentation, and even debate needs to be well prepared by the teacher and lecturer in the umbrella of student-centred approach. In the process of teaching English as a foreign language social networking sites enhance active participation of learners for real purposes (Taskiran et al., 2018). The use of various teaching methods can improve the students’ interest in English learning, their enthusiasm to participate in the classroom learning and the autonomy of learning after class (Wang & Zeng, 2018). English should be used as much as possible in English lessons, as English proficiency is the main objective of English teaching and learning (Manalastas & Batang, 2018). The target of English teaching at schools and universities in Indonesia is to achieve English language communicative competence (Said & Weda, 2018). Thereby, English is a key for social interaction and educational world.

English Education Students must learn English. They of course have English Competence and Performance. In this matter, the former is knowledge dealing with Likes, Dislikes, and Reasons as Attitudes whereas the latter is Skill covering Practices, Activities, and Ways as Behaviours. According to Salehuddin (2018), through lots of practice, the skill becomes automatic. Writing has been a useful tool to assess learners’ language competence in a foreign language classroom. (Lahuerta, 2017, p. 1). Performance: a Speaker’s actual use of language in a concrete situation (Keizer, 2015). The language performance covers two productive skills, speaking and writing and two receptive skills, listening and reading.” (Said et al., 2021b: 389). “Language competence and performance can be integrated in science applied in real life. We should have competence based performance.” (Said et al., 2021b: 392). The Attitudes and Behaviours hopefully influence each other to be **Attitudes Based Behaviours** in Learning English.

#### 4. Objectives of the Study

This research aims at identifying attitudes based behaviours of the students in learning English. Its objectives in this matter are to identify attitudes of English education Psycholinguistics students based on their likes, dislikes, and reasons and their behaviours based on their practices, activities, and ways and their attitudes based behaviours in learning English. It then solves the problem since it is to find out behaviours which should be

appropriate with attitudes to enable English education Psycholinguistics students to be consistent in learning English for having English skills. Thereby, they can have appropriate and consistent attitudes based behaviours in learning English.

## 5. Method

This research was carried out methodologically. Its data were obtained descriptively and analysed qualitatively to answer the research questions for solving the problem. Latief (2013, p. 1) states “A research project which always starts from a research question and ends with an answer to the question aims at understanding the nature of the research object.” A method reflects explicit or implicit responses to questions concerning the learners’ contribution to the learning process (Richards & Rodgers, 2015). One of the major purposes of research in language education is to improve language learning and teaching (Rumlich, 2019, p. 1). The Qualitative Descriptive data have been collected since November 2019. The data were obtained via questionnaire. Thereby, Qualitative Descriptive Method was applied to have the data for duly reaching the objective of the research then to be this article.

### 5.1 Respondents

This research was carried out at English Education Study Program, Faculty of Teacher Training and Education, Tadulako University in Central Sulawesi located in Palu City. Respondents/subjects of the research were 28 students who joined Psycholinguistics subject in Class C in 2019. They were 21 semester III students (consisted of 3 males and 18 females) and 7 semester V students (consisted of 1 male and 6 females), so that they were 4 males and 24 females (as in the following Table 1) who have different initials arranged alphabetically. Their Attitudes Based Behaviours in Learning English are identified to answer the research questions for solving the problem. The students individually filled out the Questionnaire.

**Table 1.** Respondents of the research

No.	Initial	Semester		Sex	
		III	V	Male	Female
1	AM	√			√
2	ANS	√			√
3	AR	√			√
4	BT		√		√
5	DN	√			√
6	F		√		√
7	FS	√			√
8	H	√			√
9	I	√			√
10	L	√			√
16	MA		√		√
11	MAB	√			√
15	MB	√		√	
12	MJ		√		√
14	MKKL	√		√	

13	MSD	√			√
17	N	√			√
18	Nh		√		√
20	PA	√		√	
19	PDAS	√			√
22	RAM		√	√	
21	RSI	√			√
23	S	√			√
24	SM	√			√
25	SWS	√			√
26	UH	√			√
27	WA	√			√
28	W		√		√
	Total	21	7	4	24

## 5.2 Instruments

Instruments of this research are Questionnaire and Fieldnotes. The former was filled out by the respondents for having the primary data of the research object as in the Table 2. The latter was directly to write other information especially secondary data of the research. One of the researchers was a lecturer of that class, so it was easy for him to interact with the respondents to get the data like their identity: name (initial), class, semester, and sex, as in the Table 1. So, those instruments were used to obtain the data.

## 5.3 Data collection procedures

This research has data collected through two procedures, i.e. Identification and Observation. The former were carried out for obtaining the Main Data dealing with the research object through the Questionnaire filled out individually by the respondents and the latter were through Observation Sheet reinforced by the Respondent's Identity in the Questionnaire for Supplementary Data. Those were to acquire the data to answer the research questions for having solution of the research problem. Therefore, this research has accurate data collected descriptively from sources for the kinds of data, i.e. from the English Education Psycholinguistics students via the following Questionnaire for the Primary Data and the Observation Sheet for the Secondary Ones.

## 5.4 Data analysis technique

The descriptive data of this research were analysed qualitatively. Its result is to have data dealing with Attitudes Based Behaviours of the English learners in English Education Study Program. Those are then processed to be this scientific work. Thus, Qualitative Descriptive Analysis Technique was used to have Analysed Data of this Research Article carefully.

**QUESTIONNAIRE**

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

Sex: Male/Female

Reg. Number: \_\_\_\_\_

Date:

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

Semester: \_\_\_\_\_

Signature:

Answer the following questions carefully!

1. What English skill do you like most?

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

2. What English skill don't you like?

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

3. Why do you learn English?

I learn English because

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4. What English skill do you practice most?

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

5. What English skill do you seldom practice?

- a. Listening
- b. Speaking
- c. Reading



d. Writing

6. What are your activities in learning English?

a.

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b.

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c.

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d.

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e.

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f.

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7. How do you learn English?

I learn English

by \_\_\_\_\_

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Thank You

Good Luck

## 6. Population and Samples

Population of this research are English Education students at Faculty of Teacher Training and Education, Tadulako University, Palu, Indonesia. Its samples were 28 students who joined Psycholinguistics subject (as the Table 1). They were selected purposively to be its respondents who filled out the Questionnaire in collecting its main data. The data are to identify Attitudes Based Behaviours of Psycholinguistics Students in Learning English.

## 7. Data Analysis and Interpretation

### 7.1 Data analysis

Data of this research have been analysed objectively. The respondents have filled the questionnaire out individually. The following Tables 2 and 3 may be looked for having findings dealing with their attitudes and behaviours. The accurate data can be integrated to indicate the students' attitudes based behaviours academically. Their attitudes in learning English are in the following Tables 2.

**Table 2.** Attitudes (likes, dislikes, and reasons) in learning English

No	Initial	1. What English skill do you like most?				2. What English skill don't you like?				3. Why do you learn English?
		Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing	I learn English because
1	AM		√			√				This is my parent's choice but after two semesters I'm so excited for learning English and I want to be tour guide so I must learn English
2	ANS		√			√				I like English language and then English is a global language and I want to be English teacher.
3	AR		√						√	I want to know about English and I wanna be an English teacher.
4	BT		√						√	I want to know about English and I want to be a professional teacher.
5	DN			√		√				I want to know more vocabulary and be able to speak English smoothly in public.
6	F			√					√	I will get job in the hotel and I will go to outside country.
7	FS		√						√	English is an international language and I loved it and I think this is important for my future.
8	H		√			√				I like English and wanna speak English very fluently. I also want to be an English lecturer.
9	I			√					√	I want to be able to speak

					English well.	
10	L		√	√	I think English is very important.	
11	MA	√			√	Learning a new language is a good idea. It allows you to communicate with a new people and client to increase knowledge about speaking English.
12	MAB		√	√		I want to be able to speak English fluently and make English as a capital to get a good future.
13	MB		√	√		I like English and want to be easy to get a job and able to use English to talk with foreigner.
14	MJ		√	√		I want to be English teacher and to be around the world. English is an international language.
15	MKKL		√		√	Someday I have to go to a country which uses full English (USA, UK).
16	MSD		√	√		I like English lesson from I study at junior high school.
17	N		√	√		I want to speak foreign language and I like English.
18	Nh	√			√	I want to be teacher and I want to learn English.
19	PA		√		√	I want to be an English teacher and English is a world language. If I can speak English, so I can speak to another people in the world.
20	PDAS		√		√	I love English and I want to live in English speaking country.
21	RAM		√		√	I want to master English and also English is an international language. If you can speak English, so you can get better job than who can't speak

									English.
22	RSI			√		√			I want to know English in addition to the Indonesian language. I also want to be a great favour and I have dream for travelling out countries.
23	S			√				√	I like speaking English and hopefully I will be successful with learning English language.
24	SM			√				√	I want to be English teacher and to improve my skill.
25	SWS	√						√	I want to realize my ideas to be a lecturer of English.
26	UH			√		√			I like speaking in English and I want to be able to get knowledge about that.
27	WA			√		√			I like English and it makes me easy to get a job and one of my dreams is opening the course in my village and I want to be a good English teacher.
28	W			√		√			This lesson is very important and helpful for me to add more knowledge.
Total		4	15	9	0	11	4	4	9

The Table 2 indicates the Students’ Attitudes. The attitudes are dealing with their Likes, Dislikes, and Reasons. Those are the results of the Questionnaire numbers 1, 2, and 3. Those have to paid attention to connect teaching motivation and learning one in tertiary level or higher education. “Teacher motivation and student motivation in synergy are driving forces which should not be overlooked in higher education.” (Banegas, 2017, p. 12). As the main data of the research, the attitudes are combined with behaviours in the following Table 3.

**Table 3.** Behaviours (most practices, seldom practice, activities, and ways) in learning English

No.	Initial	4. What English skill do you practice most?				5. What English skill do you seldom practice?				6. What are your activities in learning English?	7. How do you learn English?
		Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing	My activities in learning English are as follows.	I learn English by _____.
1	AM		√			√					Handphone like browsing at

				a. Watching movie	net, watching tutorial and speaking to friends however we always mix Indonesian language and English.
				b. Listening to music	
2	ANS	√	√	a. Watching film	Reading, playing game, hearing the song and others in English language.
				b. Hearing song	
				c. Playing game	
				d. Singing the song	
				e. Discussion	
				f. Reading	
3	AR	√	√	a. Watching video	Watching movie in laptop and watching English materials in Youtube with a mobile phone.
				b. Listening to music	
				c. Reading book	
				d. Watching movie	
				e. Watching Youtube	
4	BT	√	√	a. Listening to music or Youtube about English	Book, handphone, television, etc.
				b. Practice in mirror	
5	DN	√	√	a. Reading books related to English	Most of the lecturers who teach and I used to find something information on Google when I do not know anything.
				b. Looking for reference	
6	F	√	√	a. Reading book	Course with friends.
				b. Listening to music	
				c. Watching movie	
				d. Chatting with my friends	
				e. Singing	
7	FS	√	√	a. Watching videos	Watching videos on Youtube and other platform.
				b. Reading book	Reading a book about English.
				c. Listening to English sound/- music	
				d. Reading a lesson from social	

					media	
					e. Learning with other friends	
8	H	√		√	a. Watching movie b. Watching video c. Listening to music d. Speaking in front of mirror	Watching movie and video, then practice at home. Some-times talking to friend and in front of mirror too. Learning English from teacher/lecturer of course and friends.
9	I	√		√	a. Listening to music b. Watching videos from Youtube c. Learning from online dictionaries	English music that I listen to and then I translate what I hear. When I watch vlogs from Youtuber I will translate every word by using the online dictionary.
10	L	√		√	a. Watching videos on Youtube about English b. Conversing with close friends using English c. Listening to English songs d. Reading English article on social media	Using cellphone watching English videos and listening to English songs.
11	MA	√		√	a. Practicing in front of mirror b. Listening to music c. Watching movie d. Turning on subtitles	Audio, visual, television, article, and book.
12	MAB	√		√	a. Watching video- /vlog in Youtube b. Playing game c. Listening to music	Reading books, watching video, learning with my friends and my lecturer.
13	MB	√	√		a. Discussion b. Brain braker c. Talking with	Using some references like book and also using smartphone, I also learn more by discussion with

				others to share weakness	other students.
14	MJ	√	√	<ul style="list-style-type: none"> <li>a. Making a short dialog with friends</li> <li>b. Discussion with the classmates</li> <li>c. Sharing idea with friends</li> <li>d. Doing assignment</li> <li>e. Watching video about English in Youtube/socmed</li> <li>f. Making essay from the Writing subject</li> </ul>	My teacher in elementary school and also with my classmate and the lecturer.
15	MKKL	√	√	<ul style="list-style-type: none"> <li>a. Practicing with friend (speaking)</li> <li>b. Learning from an application</li> </ul>	Watching on Youtube like a person talking about speaking or grammar.
16	MSD	√	√	<ul style="list-style-type: none"> <li>a. Listening to music</li> <li>b. Watching movie or video</li> <li>c. Reading book</li> </ul>	Watching Youtube about the things related to English.
17	N	√	√	<ul style="list-style-type: none"> <li>a. Watching Youtube</li> <li>b. Listening to English music</li> <li>c. Reading book</li> <li>d. Watching movie</li> <li>e. Playing games that use English</li> </ul>	Listening to English music and watching a movie speaking English.
18	Nh	√	√	<ul style="list-style-type: none"> <li>a. Practicing in front of mirror</li> <li>b. Listening to lecturer who is teaching</li> <li>c. Listening to music</li> </ul>	Audio visual, book, television, and article.
19	PA	√	√	a. Playing online	Watching movie or English

				game	film without subtitle
				b. Watching movie without subtitle	Indonesian to learn about Pronunciation in Speaking.
				English/Indonesian	Or playing online game with friend. If any problem, so I can tell about the material.
				c. Reading a book like a novel	
				d. Discussing with my friends	
20	PDAS	√	√	a. Watching video on Youtube	Watching video on Youtube like stand-up comedy in American got talent channel and student vlog in university on America or England or English speaking country or educational channel.
				b. Reading novel	
21	RAM	√	√	a. Listening to music	Myself especially in my home. Listening to a music, playing a game, watching movies, and memorizing vocabulary.
				b. Playing a game	
				c. Watching movie	
				d. Memorizing vocabulary	
22	RSI	√	√	a. Watching Youtube contesting English	Watching Youtube then concluding what have been watched.
				b. Forming Indonesian text to English	
				c. Looking for new vocabulary to add knowledge in speaking English	
23	S	√	√	a. Watching video	Communicating with my friend and if I don't know the meaning I can ask her/him and I can remember that and I can repeat it again.
				b. Watching film	
				c. Communicating with my friend	
				d. Listening to music	
				e. Reading book/story	
				f. Playing game	
24	SM	√	√	a. Discussion	Dictionary and Google Translate. If I want to learn
				b. Practice	



										English I have to know the best pronunciation in dictionary.
									c. Presentation	
25	SWS	√						√	a. Presentation b. Discussion	Dictionary and Google Translate. I have to know the best pronunciation in dictionary.
									c. Practice	
26	UH	√						√	a. Watching English movie b. Listening to music	Watching Youtube, speaking to my friend and discussing with people.
									c. Reading book	
									a. Teaching in my home b. Watching the movie	Television, handphone, book, google, and another and with friends too and practice.
27	WA	√			√				c. Speaking to my friends d. Memorizing e. Playing game f. Studying together with my friends	
									a. Practicing around the environment b. Reading book	Memorizing more vocabulary and connecting the words into sentences and practicing in the surrounding environment.
28	W	√						√	c. Watching Youtube d. Memorizing vocabulary e. Joining friend	
Total		6	22	0	0	6	0	1	21	

The Table 3 indicates the Students' Behaviours dealing with their Practices, Activities, and Ways as the results of the Questionnaire numbers 4, 5, 6, and 7. Those are combined with the ones in the Table 2 before about Attitudes. Thereby, the Tables 2 and 3 contain main data of the research. It deals with the students' Attitudes and Behaviours in learning English. The former are based on likes, dislikes, and reasons as results of the questionnaire numbers 1–3 whereas the latter are based on practices, activities, and ways as results of the questionnaire numbers 4–7. Both are related to identify the Students' Attitudes Based Behaviours in Learning English.

## 7.2 Interpretation

The main data in the Table 2 can be interpreted that likes of the students are identified through the result of the Questionnaire number 1: What English skill do you like most? The students' answers indicate that from the 28 respondents, there are 15 students (53.57%) who chose Speaking, then respectively the second is Reading (9 students, 32.14%), the third is Listening (4 students, 14.29%), and the fourth is Writing (0/none, 0%). So, they mostly like **Speaking Skill of English**. Their dislikes are identified through the result of the Questionnaire number 2: What English skill don't you like? Their answers indicate that from the 28 respondents, there are 11 students (39.29%) who chose Listening, then respectively Writing (9 students, 32.14%) and in the same position for Speaking (4 students, 14.29%) and Reading (4 students, 14.29%). So, they mostly don't like **Listening Skill of English**. Thereby, in having the English skills, they mostly **like Speaking** and **dislike Listening**.

Reasons of the students in learning English are identified through the result of the Questionnaire number 3: Why do you learn English? Actually the students' statements expressed in the data are various but can be simplified that they learn English because of the following reasons: 1. English is: a parent's choice, a global language, an international language, a world language, (very) important (for their future), helpful for them to add more knowledge, to make them easy to get a job, to communicate with a new people and client to increase knowledge about speaking English; 2. They want to be: tour guide, (good) (professional) (English) teacher, lecturer of English; 3. They want to know: (about) English (in addition to the Indonesian language), more vocabulary; 4. They want to be able to: speak English smoothly/well/fluently, use English to talk with foreigner, get knowledge about English, speak English to another people in the world, get better job than who can't speak English; 5. They want to: speak English very fluently, make English as a capital to get a good future, speak foreign language, live in English speaking country, master English, improve their skill, be great favour, be easy to get a job, be around the world; 6. They will: get job in hotel, go to outside country, someday go to a country which uses full English (USA, UK), hopefully be successful; 7. They like/love(d): English (language, lesson), speaking (in) English; and 8. They have dreams for travelling out countries and opening English course in their village. Those reasons (via the Questionnaire number 3) are naturally stated as their attitudes in learning English besides likes (via the Questionnaire number 1) and dislikes (via the Questionnaire number 2).

Data in the Table 3 can also be interpreted that practices of the students are identified through the result of the Questionnaire number 4: What English skill do you practice most? The students' answers indicate that from the 28 respondents, there are 22 students (78.57%) who chose Speaking, then respectively Listening (6 students, 21.43%), and then Reading and Writing (0/none, 0% for each). So, they mostly practice **Speaking Skill of English**. We can also look at the result of the Questionnaire number 5: What English skill do you seldom practice? Their answers indicate that from the 28 respondents, there are 21 students (75%) who chose Writing, then respectively Listening (6 students, 21.43%), Reading (1 student, 3.57%), and Speaking (0/none, 0%). So, they mostly seldom practice **Writing Skill of English**. Thereby, in practicing the English skills, they mostly **practice most Speaking** and **seldom practice Writing**.

Actually activities of the students in learning English are identified through the result of the Questionnaire number 6 (What are your activities in learning English?) and their ways of learning English are identified through the result of the Questionnaire number 7 (How do you learn English?), but their various answers expressed on the data can be identified as their behaviours simplified. Their activities are as follows: 1. Watching: (English) movie(s) (in laptop) (by turning on subtitles then without subtitle English/Indonesian), (English) film, (English) video(s)/vlog(s) on/in Youtube/socmed (about English)) (from Youtuber), Youtube (contesting English), tutorial, English materials in Youtube with a mobile phone, and other platform like stand-up comedy in American got talent channel and student vlog in university on America or England or English speaking country or educational channel; 2. Listening to: (English) sound/music, Youtube about English, English songs, lecturer who is teaching; 3. Hearing song and others in English language; 4. Playing (online) game(s) (with friend) that use English; 5. Singing (the song); 6. Discussion/discussing/conversing/chatting/communicating with: classmates, (close) friend(s) (using English) (for knowing meaning and asking him/her the remembering and repeating it), (other students and) people; 7. Reading: book(s) (about English) (or related to English) or story, lesson from social media, English article on social media, novel; 8. Looking for reference; 9. Learning: with other friends, from online dictionaries, from an application; 10. Speaking: in front of mirror, to friends (however always mixing Indonesian language and English); 11. Practicing/practice/talking: with/to friend (speaking), around the environment, with others to share weakness; 12. Brain braker; 13. Making: a short dialog with friends, essay from the Writing subject; 14. Sharing idea or studying together with or joining friend(s); 15. Doing assignment; 16. Memorizing (more) vocabulary and connecting the words into sentences and practicing in the surrounding environment; 17. Looking for: new vocabulary to add knowledge in speaking English, the best pronunciation in dictionary; 18. Forming Indonesian text to English; 19. Translating every word by using the online dictionary; 20. Concluding what have been watched in Youtube; 21. Presentation; 22. Teaching in home; and 23. Browsing/finding: at net, something information on Google when not know anything. Those are behaviours of the Tadulako University English Education Psycholinguistics students based on their activities and ways of learning English. Thereby, they learn English by: 1. Laptop; 2. Handphone; 3. Television; 4. Google; 5. Teacher(s), lecturer(s), friends/classmate; 6. Google Translate; 7. References (like book, article, (online) dictionary, other (audio, visual, audio visual) media; 8. Course; 9. Themselves especially in home; 10. Tutorial; 11. (English) movies, film, net, lesson, article (from/on social media); 12. English materials (in Youtube); 13. Youtube (contesting English); 14. English videos/vlogs (from Youtuber) (on/in Youtube (about English)); 15. Platform, stand-up comedy, American got talent channel, student vlog(s); 16. Things related to English; 17. Novel; 18. Story; 19. Tutorial; and 20. Assignment.

## 8. Conclusion

- Attitudes of English education Psycholinguistics students based on their likes, dislikes, and reasons in learning English are identified that in having the English skills, they

mostly **like most Speaking** and **dislike Listening**. They learn English because of the reasons (numbers 1–8) stated on the Discussion.

- Behaviours of English education Psycholinguistics students based on their practices, activities, and ways in learning English are identified that in practicing the English skills, they mostly **practice most Speaking** and **seldom practice Writing**. Their activities are expressed (on numbers 1–23) in the Discussion. Thereby, they learn English by using media covering audio, visual, and audio visual media either printed media or electronic ones (expressed on numbers 1–20) in the Discussion.
- Attitudes Based Behaviours of English education Psycholinguistics students in learning English are Consistent in Productive Skill of Speaking since they mostly like most Speaking and practice most Speaking and Unconsistent in Receptive Skill of Listening since they mostly dislike Listening but seldom practice Writing, not Listening since the data of identifying their attitudes and behaviours in having the English Skills, their Attitudes are that they mostly like most Speaking and dislike Listening and their Behaviours are that they mostly practice most Speaking and seldom practice Writing. There is no problem in the consistent attitudes based behaviours but a problem in the inconsistent ones.

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