Integration of University Students' Attitudes and Behaviours in Learning Speaking English

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Abstract: Human beings have to integrate their attitudes and behaviours to be consistent human resources. Attitude as a principle is hopefully realized into behaviour as an action, but in fact some human beings have attitudes which are not realized into actions. This research is to express Integration of Attitudes and Behaviours of English Education University Students (as respondents) in Learning Speaking English descriptively and qualitatively, so descriptive qualitative method was used. Its results deal with attitudes which should be followed up by them in behaviours to be consistent in real life. They hopefully have behaviours based attitudes so that their words are appropriate with their actions. Its specific target is they have activities supporting the intention as an attitude and the activity as behaviour in learning speaking that foreign language. The attitude should influence the behaviour, but in fact many students have good attitudes but their behaviour is not appropriate with the attitude. They want to learn speaking that international language and develop it but their attitude and behaviour have not been integrated. As main findings of this research, their attitudes in learning English indicate that most of them stated that Dialogue is more interesting than Monologue. They like speaking English pairly more than individually; and fluency is a speaking skill component they like most. Their behaviours indicate that most of them expressed that they sometimes: learn speaking English, speak English, and practice English monologue and dialogue by activities of dialogue practices more than monologue ones. Thereby, integration of attitudes and behaviours of English education students in learning English indicates that they have successfully realized their attitudes and behaviours consistently, as dialogue they like more than monologue was

realized appropriately in activities which indicate that dialogue was practiced more than monologue by the most priority was fluency.

Keywords: Integration, Attitude, Behaviour, Learning, Speaking

1. Introduction

Behaviour is an affective ability in action influenced by attitude. Attitude is attention, expression, and/or statement about something as intention to be realized. Realization can make success. Success is measured based objective which can be reached if there is a follow up of the attitude in the behaviour. Human being must have principles and abilities to integrate their attitudes and behaviours to be better than before.

Attitude deals with knowledge as a cognitive ability whereas behavior deals with skill as a psychomotor ability. Those are combined into both attitude and behavior covered by affective ability. Knowledge should be improved whereas skill should be developed. Those are communicated by using a language especially its vocabulary which should be increased. Therefore, language learners like English education students have to integrate their attitudes based behaviors in developing skill/performance, improving knowledge/competence, and increasing vocabulary to be excellent future language human resources, so that they can speak EFL (English as a Foreign Language) and teach it professionally.

The students' attitudes based behaviors in learning speaking English have not been researched so that data dealing with it have not been yet. Activities of learning speaking the EFL have not been maximally carried out by the English education students of Tadulako University since there were some of them who have not spoken it fluently even though they have passed all formal subjects. They must have good attitudes in learning speaking English even they can communicate in it but their behaviors have not been appropriate with their attitudes, in this case they have not integrated their attitudes into behaviors yet. Those problems can be solved by answering the following research questions: 1. How are attitudes of English education university students in learning speaking English? 2. How are behaviors of the university students in learning speaking English? 3. How is integration of attitudes and behaviors of the university students in learning speaking English? Data for answering these questions have to identified and expressed. Therefore, this research manuscript title is Integration of University Students' Attitudes and Behaviors in Learning Speaking English.

2.Significance of the Research

This article is a research result that signifies for process of learning and teaching speaking English. English education students and lecturers may read it as a reference. The students are hopefully enabled to have attitudes based behaviors appropriately and consistently. In other words, this study is to express university students' attitudes based behaviors of learning speaking English. It is hopefully a prior stimulus in expressing the students' attitudes and behaviors in learning that EFL (English as a Foreign Language) so that lecturers can enable them to develop speaking skill of that EGL (English as a Global Language) effectively and efficiently. They intentionally become human resources who will be proficient in speaking EIL (English as an International Language) and consistent in integrating attitudes/principles into behaviors/practices. Results of this research are data used to treat the students to learn speaking that ELF (English as a Lingua Franca) through good academic atmosphere. Its outcome is this article/manuscript.

3.Review of Related Studies

Integration

Integration is combination of two or more different things or terms into one. It is applied to empower the things or terms each other. Warren (2013: 242) expresses "integration: Matching of information about possible word candidates against information about the sentence context in order to facilitate word recognition." In other words, integration is a process of mixing concrete or abstract things which are various for a certain objective.

Attitude

Human beings who want to be international scientific people must have intention of mastering English. Intention is an attitude supported by motivations, either instrumental motivation or integrative motivation as combination of extrinsic motivation and intrinsic motivation. "Motivation is an important aspect of successful teaching and learning." (Muslim, Hamied, &Sukyadi, 2020, p. 494). "Motivation is an important factor for success in learning a foreign or second language. Creating such motivation among learners through adopting certain teaching practices is likely to stimulate learners to learn." (Ahmed & Al-Ward, 2020, p. 695)."Extrinsic motivation comes from outside the learners themselves and may, for example, be provoked by the need – or the desire – to pass an exam, or by the fact that the learner has a trip to a foreign country and needs to get their language up to a communicatively efficient level." (Harmer, 2015: 90). "It is the only motivation theory that

claims the possibility of extrinsic motivation to change into more intrinsic types, given internalisation happens." (Basikin, 2020, p. 37). "Students who are intrinsically motivated are driven by a desire to succeed in class and by what happens in the lesson." (Harmer, 2015: 90). 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). Thereby, both extrinsic and intrinsic motivations are needed by language learners since after getting an extrinsic motivation, they usually comprehend intention to be a self-principle as a truth and hope to then be an intrinsic motivation that influences attitude.

Attitude of the university students in learning speaking English can be expressed through this research. They can learn and practice and develop it in real life through society activities influenced by others like parents, government, friends, experts, situation, and condition. "Attitude is a principle as one of affective aspects which can be analysed to assess someone's thought and feeling." (Said, 2021c: 7001). "English is a very important language in this world. It is the international language that has been used by most of countries in this world." (Setyaningrum, 2016: 188). "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." (Dollah & Weda, 2018).Students' attitudes are influenced by a number of people and places (Harmer, 2015). "People are interested in and affected by events that happen around them." (Kaku-MacDonald et al., 2020). The significance of teacher talk in influencing the quality of teaching and learning has been well realized (Khany&Malmir, 2017). Thus, the attitude and motivation influence the quality of learning speaking English.

The English learners/students and teachers/lecturers in learning and teaching speaking English are hoped to have willingness to communicate in the English as a target language. "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). Students can be motivated to learn and develop EFL skills by informing them status and importance of the English language (Said et al., 2020). "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). English in Indonesia is a foreign language called EFL (English as a Foreign Language) (Said, 2021b). Human resources and natural ones influence the learners' attitudes in learning speaking the EFL as a real behavior.

Behaviour

A university student has attitude realized into behavior. Behavior is an affective ability as a real action that can be seen and measured. They hopefully have good performance in learning speaking EIL (English an International Language). Keizer (2015: 310) expresses "performance: a Speaker's actual use of language in a concrete situation." "Students also need to be trained to give and receive feedback." (Boonma&Swatevacharkul, 2020, p. 202).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). Every student in this matter has to have competence based performance as a behavior to communicate in the EIL.

Behavior improvement must be priority in educating the student to be future global human resource in the world. The global human resource of course needs English. It is needed by any field of study in Indonesia, since it is an international language, foreign language, global language, and lingua franca. "The nature of English as the world lingua franca and the nature of Indonesian students who are multicultural call for the application of Intercultural language learning (ILL) approach in English education in Indonesia." (Morganna, Sumardi, &Tarjana, 2020, p. 657).Educational people are necessarily aware of that language significance as a global international communication medium in learning and teaching any subject.

Learning speaking English

Speaking is expressing thought and feeling orally. It is needed in human life especially academic world. Kahng (2020) states that speaking is a skill under time pressure. Language skills are often used to obtain social dominance (Massey-Abernathy &Haseltine, 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). "One key aspect of human development in the Indonesian context is good English proficiency." (Muslim et al., 2020, p. 493).English education students must learn speaking English and increase their spirits of having English speaking skill to be fluent, accurate, and appropriate in order to be proficient. Therefore, Components of Speaking Skill covering Fluency, Accuracy, and Appropriacy are to reach Proficiency. The English proficiency is an intention of all English learners generally.

The Components of Speaking Skill are practiced in Devices of Speaking Skill, namely Monologue and Dialogue. To be not spontaneous, the former is supported by composition whereas the latter is supported by conversation. Anxiety of the students/learners has to be reduced constantly. "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). Since the speakers or the learners are anxious, they cannot express ideas and thoughts fluently (Said &Weda, 2018). The Monologue and Dialogue are speaking (oral expressions/practices) whereas composition and conversation are writing/texts (visual expressions).

Lecturers/teachers in teaching their students must have commitments to be successful. "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). "Within the limited speaking practice, the participating teachers prefer to emphasise on language structure in their teaching." (Setyarini, Musthafa, & Muslim., 2020, p. 222).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.Therefore, teachers are viewed as the primary sources of comprehensible input for learners (Yusuf, Asyik, Yusuf, &Rusdi, 2017). 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). The lecturers/teachers in this matter have to enable the learners to learn the target language.

The learners are intended to understand the language used by the lecturers/teachers in developing their target language skill. "It is important to first understand how meanings of words are typically learned." (Pham et al., 2020: 2). There is no doubt that anything experienced in social life directly affects learners' educational experiences (Taskiran et al., 2018). Through lots of practice, the skill becomes automatic (Salehuddin, 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, Azman, & Noor, 2018). The learners also have to keep their commitments in developing their skills, improving their knowledge, and increasing their vocabulary to master target language especially Oral Language that covers Listening and Speaking. English speaking skill is needed to express taught/idea globally and orally. It is used and experienced in real life. Thereby, we necessarily have the speaking skill to express messages orally.

Integration of attitude and behaviour in learning speaking English

Attitude can be realized into behavior. Human beings communicate their thoughts by using a language after having knowledge as an attitude to be skill as behavior. The attitude and behavior covered by affective ability as a priority scale have to be integrated in enabling the human beings to be human resources through process of learning and teaching speaking English. 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). A method reflects explicit or implicit responses to questions concerning the learners' contribution to the learning process (Richards & Rodgers, 2015). 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). 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) (Moradkhani, 2017). 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). Thereby, three abilities, i.e. affective ability that consists of attitude and behavior, psychomotor ability namely skill, and cognitive ability namely knowledge must be integrated in empowering ourselves and others.

Human language and thought as attitudes and actions as behaviors are covered by Psycholinguistics as a combination of Psychology and Linguistics. Students as language learners do language learning, get evaluation, and apply psycholinguistic strategies. The attitudes are competence expressed and heard whereas the behaviors are performance done and seen. "When the students are aware of the progress as a result of their effort, they became more appreciative of their learning success over the grade received." (Boonma&Swatevacharkul, 2020, p. 202). "Language learning and evaluation are common categories of applied linguistics." (Suwanarak, 2018). The psycholinguistic strategies focus on solving a linguistic problem in communication through self-expression (Zhu, Liao, & Cheong, 2019). Communication consists of a source or sender, message, channel, receiver, and feedback (Chanwanakul, 2021). University students have the attitudes and behaviors of learning English to be integrated into Speaking Skill as the scope of this research.

Beside as a skill, speaking is a part of spoken/oral language since the spoken/oral language covers listening and speaking. "Language teaching begins with the spoken language. Material is taught orally before it is presented in written form." (Richards & Rodgers, 2015, p. 47). "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, Mehar Singh, Kaur, & Kit, 2017). We hope that language teacher educators, practitioners, and researchers can investigate more language education-related issues using different research approaches, methods, and designs in order to look into what innovations have been made in the field. (Widodo, Picard, Macalister, & Lin, 2018). Every teacher is obliged to carry out various activities in carrying out his duties and responsibilities (Wardoyo et al., 2020). Integration of

attitudes and behaviors is intention to unity words and actions consistently. It can be an English Speaking Skill Development Model in higher education. The students hopefully can integrate their attitudes and behaviors to have attitudes based behaviors for being consistent future EFL human resources. The attitude and behavior in this matter correlate each other so that their integration can be realized scientifically.

4. Objectives of theStudy

This study aims at expressing university students' attitudes based behaviors of learning speaking English. Its objectives in this matter are to express the students' affective abilities consisting of attitudes and behaviors to be attitudes based behaviors. Their attitudes are based on their interests and likes and their behaviors based on their ways and activities of learning, speaking, and practicing English. Those are integrated to be their attitudes based behaviors. Thus, this study is to solve problem since it is to find out behaviors which should be appropriate with attitudes to enable students to be consistent in learning speaking English for having English speaking skill. Thereby, they can have appropriate and consistent attitudes based behaviors in learning speaking English..

5. Method

This research that consists of field research and library one has been carried out completely. It deals with integration of university students' attitudes and behaviors in learning speaking English. "English is the most important foreign language which is learned in Indonesia. Commonly, in Indonesia, English has been taught as a foreign language." (Setyaningrum, 2016: 190). 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). Questionnaire was used to collect its data descriptively. The data are analyzed qualitatively. Thereby, Descriptive qualitative method was applied to have actual data of the research.

Respondents

Respondents of this research were 40 graduate university students of English education at Tadulako University in 2020. They consist of 12 Males, 30% and 28 Females, 70%. They filled the Questionnaire out individually. Their initials are differentiated and arranged alphabetically in the following Table 1.

Table 1. Respondents of the research

No.	Initial	Sex	
		Male	Female
1	A	√	
2	AA	√	
3	AAR	√	
4	AB	√	
5	AHR		√
6	Am	√	
7	APNA		√
8	APO		√
9	AR		√
10	B		√
11	BFA		√
12	BPV		√
13	CU	√	
14	DU		√
15	EPS		√
16	F	√	
17	GP	√	
18	HS		√
19	IM		√
20	LR		√
21	MRN	√	
22	MS		√
23	MYJ	√	
24	MZ	√	
25	NFAML		√
26	PPR		√
27	RDD		√
28	RDW		√
29	RR		√
30	SDA		√
31	SF		√
32	SM		√
33	SMM		√

34	SW		√
35	TA		√
36	TP		√
37	VVL		√
38	W		√
39	WP		√
40	YRK	√	
	Total	12	28
	Percentage/%	30	70

Instrument

This research has actual data. Its data were from the students of English education at Tadulako University. Instrument of the research used in this matter was Questionnaire for having the data. The researcher used the following Questionnaire for obtaining the actual data.

QUESTIONNAIRE

Name: _____   Class: _____
Reg. Number: _____   Semester: _____
Sex: Male/Female   Date: _____ 2020   Signature: _____

Answer the following questions carefully!
1. What is more interesting for you in English?
   a. Dialogue
   b. Monologue
2. Which one of the following activities do you like more?
   a. Speaking English individually
   b. Speaking English pairly
3. What speaking component do you like most?
   a. Accuracy
   b. Appropriacy
   c. Fluency
4. How do you learn speaking English?
   a. Always
   b. Never
   c. Seldom
   d. Sometimes
5. How do you speak English?
   a. Always
   b. Never
   c. Seldom
   d. Sometimes
6. How do you practice English monologue?
   a. Always
   b. Never
   c. Seldom
   d. Sometimes
7. How do you practice English dialogue?
   a. Always
   b. Never
   c. Seldom
   d. Sometimes
8. What speaking device do you practice more in English?
   a. Dialogue
   b. Monologue

Thank You
Good Luck

Data collection procedure

Actual data are needed to make solution on the problems. The data of this research were collected via the Questionnaire given to the students of English Education Study Program, Department of Language and Art Education, Faculty of Teacher Training and Education, Tadulako University in 2020. It becomes standard for data collection procedure of this research. The data were analyzed to solve the problems by answering the research questions.

Data analysis technique

This research was carried out to obtain actual data descriptively. The data were analyzed qualitatively. Its results are to develop English speaking learning model so that the students have attitudes and behaviors integrated to be attitudes based behaviors in learning speaking the EFL (English as a Foreign Language). They will hopefully be global human resources.

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 40 students who consist of 12 males and 28 females (as the Table 1). They were selected purposively to be respondents who filled out the Questionnaire. The data are to express Integration of University Students' Attitudes and Behaviors in Learning Speaking English.

7. Data Analysis and Interpretation

Data analysis

Data of this research have been analysed objectively. The respondents have filled out the questionnaire 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 speaking English are in the following description.

Attitudes of the students in learning speaking English (research question 1)

This research has been carried out objectively. The Questionnaire has been filled out by the student respondents individually. Its results of the questions 1–3 of the Questionnaire can be looked at the following Table 2. The data were obtained through the appropriate procedure expressed in the method.

Table 2. Attitudes of the students in learning speaking English

No.	Initial	What is more interesting for you in speaking English?		Which one of the following activities do you like more?		What speaking component do you like most?		
		Dialogue	Monologue	Speaking English Individually	Speaking English Pairly	Accuracy	Appropriacy	Fluency
1	A	√			√			√
2	AA		√	√			√	
3	AAR	√			√			√
4	AB	√			√			√
5	AHR	√			√	√		
6	Am	√			√			√
7	APNA	√			√	√		
8	APO		√		√			√
9	AR	√		√		√		
10	B	√			√	√		
11	BFA	√			√			√
12	BPV	√			√			√
13	CU		√		√	√		
14	DU		√	√		√		
15	EPS	√		√				√
16	F	√			√		√	
17	GP		√		√	√		
18	HS	√		√		√		

No	Initial							
19	IM	√			√	√		
20	LR	√			√			√
21	MRN		√		√	√		
22	MS	√			√	√		
23	MYJ	√			√			√
24	MZ	√			√			√
25	NFAML	√		√				√
26	PPR	√		√			√	
27	RDD	√			√			√
28	RDW	√			√			√
29	RR		√		√			√
30	SDA	√			√			√
31	SF		√		√	√		
32	SM		√	√		√		
33	SMM		√		√			√
34	SW	√			√			√
35	TA	√		√				√
36	TP	√			√			√
37	VVL	√		√		√		
38	W	√			√			√
39	WP	√			√			√
40	YRK	√			√			√
Total		30	10	10	30	14	3	23
Percentage/%		75	25	25	75	35	7.5	57.5

The Table 2 contains Attitudes of the Students in Learning Speaking English as result of the 40 student respondents' answers on the questions 1–3 in the research Questionnaire. Those are mutually completed to answer the research question 1 and can be described respectively as follows.
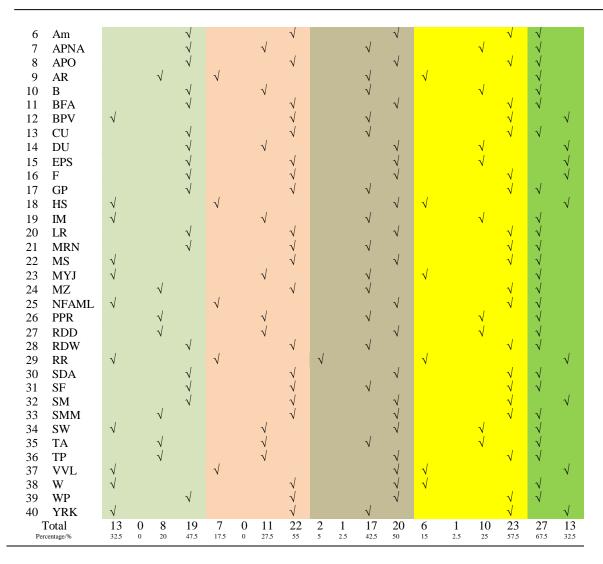
1. Answers on the question 1 (What is more interesting for you in speaking English?) indicate that in speaking the English, 75% of the student respondents state that Dialogue is more interesting than Monologue and vice versa only 25% state that Monologue is more interesting than Dialogue.

2. Answers on the question 2 (Which one of the following activities do you like more?) indicate that 75% of the student respondents like speaking English pairly more than speaking English individually and vice versa only 25% like speaking English individually more than speaking English pairly.

3. Answers on the question 3 (What speaking component do you like most?) indicate that there were 57.5% of the student respondents who most like fluency, 35% most like Accuracy, and only 7.5% most like Appropriacy.

Behaviours of the students in learning speaking English (research question 2)

Data of the students' behaviors were obtained through the student respondents answers on the question 4–8 of the Questionnaire. The data were obtained through the appropriate procedure expressed in the method. The Questionnaire was filled out by them individually. We may look at the data shown in the following Table 3.

Table 3. Behaviours of the students in learning speaking English

No.	Initial	How do you learn speaking English?				How do you speak English?				How do you practice English monologue?				How do you practice English dialogue)?				What speaking device do you practice more?	
		Always	Never	Seldom	Sometimes	Always	Never	Seldom	Sometimes	Always	Never	Seldom	Sometimes	Always	Never	Seldom	Sometimes	Dialogue	Monologue
1	A				√			√		√						√		√	
2	AA		√						√			√					√		√
3	AAR	√				√						√					√		√
4	AB			√					√	√							√		√
5	AHR	√				√						√				√			√

No	Name																		
6	Am				√				√				√				√	√	
7	APNA				√			√				√				√		√	√	
8	APO				√			√				√				√		√	√	
9	AR		√			√						√		√				√	√	
10	B			√				√				√				√		√	√	
11	BFA			√					√			√					√	√	√	
12	BPV	√							√			√				√		√		√
13	CU			√					√			√					√	√	√	
14	DU			√				√					√			√		√		√
15	EPS			√					√				√			√		√		√
16	F			√					√				√				√	√		√
17	GP			√					√			√					√	√	√	
18	HS	√				√							√	√				√		√
19	IM	√						√				√				√		√	√	
20	LR			√					√				√				√	√	√	
21	MRN			√					√			√					√	√	√	
22	MS	√							√				√				√	√	√	
23	MYJ	√						√				√		√				√	√	
24	MZ		√						√			√					√	√	√	
25	NFAML	√				√							√				√	√	√	
26	PPR		√					√				√				√		√	√	
27	RDD		√					√					√			√		√	√	
28	RDW			√					√			√					√	√	√	
29	RR	√				√				√				√				√		√
30	SDA			√					√				√				√	√	√	
31	SF			√					√			√		√				√	√	
32	SM			√					√				√				√	√		√
33	SMM		√						√				√				√	√	√	
34	SW	√						√					√			√		√	√	
35	TA		√					√					√	√				√	√	
36	TP		√					√					√				√	√	√	
37	VVL	√				√							√	√				√		√
38	W	√							√				√	√				√	√	
39	WP			√					√				√				√	√	√	
40	YRK	√							√			√					√	√		√
	Total	13	0	8	19	7	0	11	22	2	1	17	20	6	1	10	23	27	13	
	Percentage/%	32.5	0	20	47.5	17.5	0	27.5	55	5	2.5	42.5	50	15	2.5	25	57.5	67.5	32.5	

The Table 3 indicates Behaviors of the Students in Learning Speaking English through their experiences. They expressed Ways of Learning, Ways of Speaking, Practices, and Something Practiced. Those are results of the 40 student respondends' answers on the questions 4–9 in the Research Questionnaire for answering the research question 2 and can be identified as follows:

1. Answers on the question 4 (How do you learn speaking English?) indicate that 47.5% of the student respondents sometimes learn speaking English; 32.5% always; 20% seldom; and 0%/none never. So, the most is they sometimes learn speaking English.

2. Answers on the question 5 (How do you speak English?) indicate that 55% of the student respondents sometimes speak English; 27.5%, seldom; 17.5% always; and 0%/none never. So, the most is they sometimes speak English.

3. Answers on the question 6 (How do you practice English monologue?) indicate that 50% of the student respondents sometimes practice English monologue; 42.5% seldom; 5% always; and only 2.5% never. So, the most is they sometimes practice English monologue.

4. Answers on the question 7 (How do you practice English dialogue?) indicate that 57.5% of the student respondents sometimes practice English dialogue; 25% seldom; 15% always; and only 2.5% never. So, the most is they sometimes practice English dialogue.

5. Answers on the question 8 (What speaking device do you practice more in English?) indicate that 67.5% of the student respondents practice English dialogue more than English monoogue and 32.5% practice English monologue more than English dialogue. So, dialogue is practiced more than monologue in English.

Results of the Questionnaire can be Integration of Attitudes and Behaviors of Tadulako University English Education Graduate Students. Attitudes of the Students in Learning Speaking English as the results of the 40 student respondents' answers (in the Table 2) indicate that in speaking English, most of them state that Dialogue is more interesting than Monologue; they like speaking English pairly more than individually; and fluency is a speaking skill component they like most. Behaviors of the Students in Learning Speaking English (in the Table 3) intdicate that most of the student respondents expressed that they sometimes: learn speaking English, speak English, and practice English monologue dan dialogue. They always practice the English dialogue more than the English monologue.

Thereby, their attitudes are successfully realized into their behaviors consistently so that their behaviors are appropriate with their attitudes, as they like dialogue more than monologue is realized that they practice the dialogue more than the monologue and their main priority is fluency.

8. Conclusion

Integration of attitudes and behaviors of university students in learning speaking English has been expressed through this research. Most of the student respondents have been successfully and consistently integrate their attitudes and behaviors in learning speaking English in reality. They mostly state that Dialogue is more interesting than Monologue; they like speaking English pairly more than individually; and fluency is an English speaking skill component they like most. Behaviors of the Students in Learning Speaking English indicate that they sometimes: learn speaking English, speak English, and practice English dialogue more than monologue. Thereby, they have been successfully and consistently realized their attitudes into their behaviors so that their behaviors are appropriate with their attitudes, as they like dialogue more than monologue is realized that the dialogue is practiced more than the monologue and their main priority is fluency.

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