

CHAPTER IV

FINDING AND INTERPRETATIONS

This chapter discusses: (1) research finding, (2) statistical analyses, and (3) interpretations.

4.1 Research Findings

There were two kinds of research findings in this study: (1) the result of students' attitudes toward English, and (2) the result of students' English proficiency.

4.1.1 Result of Students' Attitude Questionnaire

The total students in SMA N Sumatera Selatan were 300. From 100 recommended students of the eleventh grade, 90 students were active and were able to participate in this study, the others were absent when conducting this study. The 27 items of attitude questionnaire were used to investigate the participants' attitude toward English learning. In answering each question in the questionnaire, the students chose "Strongly Agree" to "Strongly Disagree" for each statement. After the students chose, the result would be analysed by adding up the answer and write the total.

The result analysis of descriptive statistics of students' language learning attitude was described in Table 9 below.

Table 9. Descriptive Statistics of Language Learning Attitude

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
ATTITUDE	90	126	262	201,57	24,855
Valid N (listwise)	90				

In descriptive statistics of language learning attitude, it was found that the total number of the participants was 90 students. The maximum score was 262, and the lowest score was 126. The means of language learning attitude for the participants was 201.57 and the standard deviation was 24.855.

There were five principal components of language learning attitudes investigated in the questionnaire. As show in table below, the result analysis of descriptive statistics of students' foreign language anxiety

Table 10. Descriptive Statistics of the Components of Language Learning Attitude

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Self Image	90	20	64	36,96	6,369
Inhibition	90	10	52	32,39	8,042
Risk Taking	90	22	64	46,71	7,461
Ego Permeability	90	30	58	41,04	5,990
Ambiguity	90	18	56	44,47	7,270
Valid N (listwise)	90				

Each of the areas of evaluation is geared toward one end of the scale or the other as shown on the Table 11 below.

Table 11. Distribution of Five Components of Language Learning Attitude

Category	Total Score	Self Image		Inhibition		Risk Taking		Ego Permeability		Tolerance of Ambiguity	
		F	%	F	%	F	%	F	%	F	%
LOW	0 – 15	0	0	2	2,2	0	0	0	0	0	0
AVERAGE	16 – 35	36	40	54	60	4	4,5	13	14,4	11	12,2
ABOVE AVERAGE	36 – 47	52	57,8	30	33,3	38	42,2	62	68,9	42	46,7
HIGH	48 -- 64	2	2,2	4	4,5	48	53,3	15	16,7	37	41,1
TOTAL		90		90		90		90		90	

Based on the result analysis of Language Attitude Questionnaire, it shows that, for self-image, most students were in the above average level with 57.8%. It means that students' self image quite high. In line with self-image, most students were in the average level of inhibition with 60%. Although it means their inhibition was neither high nor low but it also shows that the problems that prevented them to learn English did exist. 53% of students were a risk taker in learning the language. It means that they feel unafraid for making mistake and trying new things especially in learning English. With 68% of above average level in ego permeability along with the high percentage of tolerance of ambiguity, it shows that students tend to have sufficient confidence in their language learning abilities. Thus, the students might find very few difficulties in learning English.

4.1.2 Result of Students' English Proficiency

The score of students' English proficiency were obtained from the scores of the TOEFL test. The result showed that the lowest score of the students' English

proficiency was 353, and the highest was 487. Then, the means score of their English proficiency was 435,26 (see table below). According to IIEF (2004), it means that in general the students were in the level of pre-intermediate.

Table 12. Students' English Proficiency Scores

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
TOEFL	90	353	487	435,26	30,031
Valid N (listwise)	90				

Next, the students were classified into eight levels based on their TOEFL scores (see table below). The result showed that most of the students were in the level of pre-elementary and real-beginner. Based on the IIEF (2004), it suggests that the students who were in the level of pre-elementary only applied the memorized phrases in emergencies, were only to make short questions and statements, and had limited communication ability and made repetitions frequently.

Table 13. Level of Students' English Proficiency

Level	TOEFL Scores	Frequency	Percentage
Real beginner	217-350	0	0
Pre elementary	351-400	11	12.2
Elementary	401-425	17	18.9
Pre intermediate	426-450	35	38.8
Intermediate	451-475	18	20
Pre-Advance	476-500	9	10
Advances	501-525	0	0
Post Advanced	526-677	0	0
TOTAL		90	100

(Source: Indonesian International Education Foundation, 2004)

Those students who were in the level of pre-intermediate had a limited English ability. Meanwhile, the highest level that the students perceived was only in the level of pre-advance, which means that the students were able to initiate and maintain direct communication on anticipated topics. Although this kind of students had limited language competency, they were able to communicate more than expected.

4.2 Statistical Analysis

There were three statistical analyses that the researcher applied in this study: (1) The statistical analysis of normality and linearity, (2) The statistical analysis of correlation analysis between students' language learning attitude and their English proficiency, (3) The statistical analyses of regression analysis between students' language learning attitude and their English proficiency in all participants.

4.2.1 Normality Test and Linearity Test

Normality test and linearity test were conducted prior to data analysis through SPSS 23rd version for windows. As parametric statistics, in term if correlation and regression were used in this research, it was fundamental to see if the distribution of data were normal for each variable and linear between variables.

4.2.1.1 The Result of Normality Test

The data are interpreted normal if $p > 0.05$. If $p < 0.05$, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table below indicated that the data from each variable were all normal and appropriate for data analysis with coefficients

Table 14. Normality Test
One-Sample Kolmogorov-Smirnov Test

		TOEFL	ATTITUDE
N		90	90
Normal Parameters ^{a,b}	Mean	201,57	201,57
	Std. Deviation	24,855	24,855
Most Extreme Differences	Absolute	,059	,059
	Positive	,042	,042
	Negative	-,059	-,059
Test Statistic		,081	,059
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,200 ^{c,d}

From the table of normality test above, it was found that the significant of normality test from students' language learning attitude was .059 and their English proficiency was .081. From the scores, it could be stated that the obtained data were categorized normal since it is higher than .05.

The normal Q-Q plot of each variable is illustrated in the following figures.

Figure 1. Distribution of Language Learning Attitude Data
 Normal Q-Q Plot of Language Learning Attitude

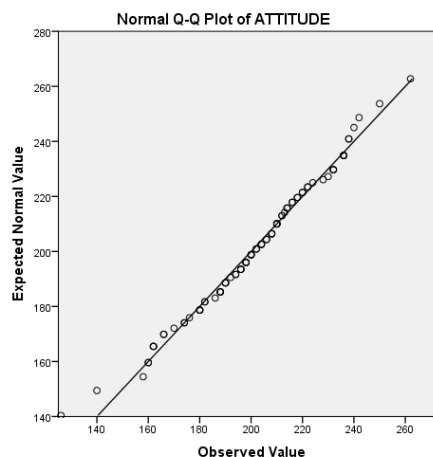
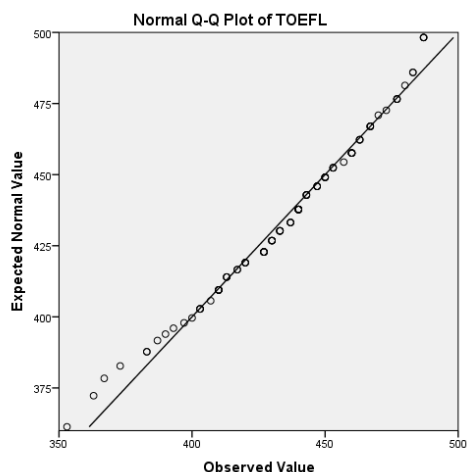


Figure 2. Distribution of Students' English Proficiency Data
Normal Q-Q Plot of Students' English Proficiency



4.2.1.2 The Result of Linearity Test

For linearity test, deviation of linearity was obtained. The linearity found whenever the p-output was higher than 0.05 and the F-value was lower than F-table. The result analysis of linearity test between language leaning attitude questionnaire and English proficiency were figured out below.

Table 15. Linearity Test

			ANOVA Table				
			Sum of Squares	Df	Mean Square	F	Sig.
TOEFL * ATTITUDE	Between Groups	(Combined)	32930,706	40	823,268	,852	,697
		Linearity	1400,848	1	1400,848	1,450	,234
		Deviation from Linearity	31529,858	39	808,458	,837	,716
Within Groups			47336,417	49	966,049		
Total			80267,122	89			

Based on measuring linearity test of Language learning attitude and English proficiency scores, they were found that the two variables were linear since it was higher than .05.

4.2.2 Correlation between Students' Language Learning Attitude and Their English Proficiency

This section answered the first research problem by analyzing the result of descriptive statistics for the language learning attitude and English proficiency. The result of Pearson Product Moment Correlation Coefficient was described in table below.

Table. 16. Correlation between Language Learning Attitude and English Proficiency

	Language Learning Attitudes	Self Image	inhibition	Risk Taking	Ego Permeability	Tolerance of Ambiguity
TOEFL Pearson Correlation	-,132	,025	,094	-,154	-,101	-,336**
Sig. (2-tailed)	,215	,817	,377	,147	,341	,001
N	90	90	90	90	90	90

From the result analysis above, the level of probability (p) significance (sig.2-tailed) on language learning attitude was .215. It means that p (.215) was higher than .05. Thus, there was no significant correlation between the students' language attitude and their English proficiency.

It could also be seen from the result analysis that tolerance of ambiguity has a correlation toward English proficiency with (p) significance (sig.2-tailed) .001 lower than .05. The rest of each components of language learning attitude has (p)

significance (sig.2-tailed) higher than .05 which indicates there is no correlation between each principal components of language learning attitude and English proficiency.

It can be stated that the null hypothesis (H_0) is accepted and alternative hypothesis (H_1) is rejected and it was not necessary to conduct further investigation to find out their influences.

4.3 Interpretations

In order to strengthen the value of this study the interpretations are made based on the result of data analysis. The interpretation below would be categorised by the problem of the study.

4.3.1. Significant Correlation Between Language Learning Attitude Of Students at SMA N Sumatera Selatan and their English Proficiency

According to the findings, in general, there was no significant correlation between language learning attitudes and English proficiency. It means that the students' attitudes toward learning English, either positive or negative, had no correlation with their English proficiency, and it did not significantly influence the English proficiency. The findings are consistent with Herbert, Gail and Sik-yum (1980) who concluded in their research that English proficiency could not be easily predicted from attitudinal measures, but some attitudinal variables appeared to be better predictor than others. Dehborgi (2012) also found that the relationship between the Iranian EFL learners' attitude towards language learning

and language proficiency was not significant. However, this result is in contrast with Mahir (2004) who investigated that a significant correlation was encountered between Malaysian learners' language learning attitudes and their language proficiency.

4.3.2. Significant Influence between Language Learning Attitude and The Students' English Proficiency at SMA N Sumatera Selatan

Based on the data analysis on language learning attitudes with the English proficiency, as shown in Table 15, it was found that among the five principal components of language learning attitudes, there was one of language learning attitudes which had significant correlation with English proficiency. It was tolerance of ambiguity.

Furthermore, the descriptive analysis also revealed that the students' tolerance for ambiguity was considered high, they might find few difficulties in learning English. It can be concluded that the students in this study could make predictable, near-accurate contextual guess without having to identify and understand every last detail of sentence that hear in the target language as proposed by Mahir (2004). Then, in terms of risk-taking most students were in the above average level. It means that most students were likely not afraid to make mistakes and to try new things especially in learning English because they were risk takers. It can be concluded that the students were to be process-oriented, had tolerance for errors, liked to try out new things, tended to use more complex structures in their production, tended to accept more errors, and had tendency to

be less accurate in their productive skills as described by Jonasses and Grabowski (1993) cited in Kiany and Pournia (2006) mentioned about the characteristics of risk takers. Regarding the students' self image which was in the average level indicates that their self-image was neither high nor low. They might have self confidence, enthusiasm, and optimistic nature toward learning English, but was not very strong like the learners with positive self-image learners. Similarly, the students' inhibition was in the average level which means that the problems that prevented them to learn English did exist. Comparing to what Mahir (2004) described about the characteristics of learners with high inhibition, the students in this study, they might have fear of making mistakes; they did probably not understand the learning styles of making mistakes as the norm of learning, and they might probably not receive the practice necessary to reach linguistic fluency.

At last, some other factors could also take place due to the shortcoming of the instruments used, I myself and the students themselves (the honesty in answering the questionnaires, wrong interpretations of the question asked, etc). These factors should really be taken into account. These areas of conflict are probably indicative of need for further study.