

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents: (1) findings, and (2) discussion.

4.1. Findings

After the result of students' language attitude found, to measure attitudes, the completion of the data in the questionnaire was collected from several components consisting of 15 items from behavioral aspect, 15 items from cognitive aspect, and 15 items from affective (emotional) aspect.

1. Behavioral Aspects

1. Speaking English anywhere makes me feel worried
2. Studying English helps me to have good relationships with friends
3. I like to give opinions during English lessons
4. I am able to make my self-pay attention during studying English
5. When I hear a student in my class speaking English well, I like to practice speaking with him/her
6. Studying English make me have more confidence in expressing my self
7. Studying English helps me to improve my personality
8. I put of my English homework as much as possible
9. I am not relaxed whenever I have to speak in my English class
10. I am embarrassed to speak English in front of other students
11. I like to practice English the way native speakers do
12. I wish I could have many English speaking friends
13. When I miss the class, I never ask my friends or teachers for the homework on what has been taught
14. I do not feel enthusiastic to come to class when the English is being thought
15. I do not pay any attention when my English teacher is explaining the lesson

2. Cognitive Aspects

1. Studying English is important because it will make more educated
2. Being good at English will help me study other subjects well
3. I have more knowledge and more understanding when studying English
4. I like my English class so much; I look forward to studying more English in the future
5. Studying English helps me getting new information in which I can link to my previous knowledge
6. I cannot summarize the important points in the English subject content by my self
7. Frankly, I study English just to pass the exams
8. In my opinion, people who speak more than one language are very knowledgeable
9. Studying English helps me communicate in English effectively
10. I cannot apply the knowledge from English subject in my real life
11. Studying English make me able to create new thoughts
12. I am able to think and analyze the content in English language
13. I am not satisfied with my performance in the English subject
14. In my opinion, English language is difficult and complicated to learn
15. English subject has the content that covers many fields of knowledge

3. Affective (Emotional) Aspects

1. I feel proud when studying English language
2. I feel excited when I communicate in English with others
3. I don't get anxious when I have to answer a question in my English class
4. Studying foreign language like English is enjoyable
5. To be intuitive makes me study English well
6. Studying English makes me have good emotions (feelings)
7. I prefer studying in my mother tongue rather than any other foreign language
8. I enjoy doing activities in English
9. I do not like studying English
10. I wish I could speak English fluently
11. I am interested in studying English
12. Studying English subject make me feel confident
13. To be honest, I really have little interest in my English class
14. Knowing English is important to goal in my life

15. I look forward to the time I spend in English class

Table VIII

Behavioral Aspect

No	Statement	S		A		Total		D		S		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Speaking English anywhere make feel me worried	65	21,52	42	13,90	107	35,43	98	32,45	97	32,11	195	64,56
2	Studying English helps me to have good relationships with friends	172	56,95	68	22,51	240	79,47	45	14,90	17	5,62	62	20,52
3	I like to give opinions during English lessons	187	61,92	73	24,17	260	86,09	38	12,58	4	1,32	42	13,90
4	I am able to make myself pay attention during studying English	148	49,00	78	25,82	226	74,83	43	14,23	33	10,92	76	24,50
5	When I hear a student in my class speaking English well, I like to practice speaking with him/her	128	42,38	93	30,79	221	73,17	52	17,21	29	9,60	81	26,82
6	Studying English makes me have more confidence in expressing my self	192	63,57	73	24,17	265	87,74	25	8,27	12	3,97	37	12,25
7	Studying English helps me to improve my personality	139	46,02	83	27,48	222	73,50	67	22,18	13	4,30	80	26,49
8	I put off my English homework as much as possible	83	27,48	25	8,27	108	35,76	107	35,43	87	28,80	194	64,23
9	I am not relaxed whenever I have to speak in my English class	72	23,84	49	16,22	121	40,06	127	42,05	54	17,88	181	59,93

10	I feel embarrassed to speak English in front of other students	91	30,13	38	12,58	129	42,71	107	35,43	66	21,85	173	57,28
11	I like to practice English the way native speakers do	176	58,27	87	28,80	263	87,08	28	9,27	11	3,64	39	12,91
12	I wish I could have many English speaking friends	186	61,58	83	27,48	269	89,07	18	5,92	15	4,96	33	10,92
13	When I miss the class, I never ask my friends or teachers for the homework on what has been taught	80	26,49	38	12,58	118	39,07	101	33,44	83	27,48	184	60,92
14	I do not feel enthusiastic to come to class when the English is being taught	86	28,47	34	11,25	120	39,73	79	26,15	103	34,10	182	60,26
15	I do not pay any attention when my English teacher is explaining the lesson	89	29,47	42	13,90	131	43,37	139	46,02	32	10,59	171	56,62

The result of Behavioral aspect of language attitude toward English language learning showed that most of students had positive attitude as shown by the students' responses for item number 2, number 3, number 4, number 5, number 6, number 7, number 11 and number 12. Those numbers were the ones having high percentage from behavioral aspect, especially number 12 and number 6 which was represented by the higher percentage from students' point of interest in English language learning. Students had high motivation and interest in learning English because they felt learn English was so fun, they could learn English with listening to the music, watching the movie. In their school, they had extracurricular in learning English. Followed extracurricular, the students know if English makes them had more confidence in expressing their self because they think they can confidence and get a desire job .

Table IX**Cognitive Aspect**

No	Statement	S A		A		Total		D		S D		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
16	Studying English is important because it will make me more be educated	231	76,49	49	16,22	280	92,71	18	5,96	4	1,32	22	7,28
17	Being good at English will help me study other subjects well	198	65,56	72	23,84	270	89,40	22	7,28	10	3,31	32	10,59
18	I have more knowledge and more understanding when studying English	208	68,87	47	15,56	255	84,43	40	13,24	7	2,31	47	15,56
19	I look forward to studying more English in the future	204	67,54	72	23,84	276	91,39	22	7,28	4	1,32	26	8,60
20	Studying English helps me getting new information in which I can link to my previous knowledge	147	48,67	93	30,79	240	79,47	58	19,20	4	1,32	62	20,52
21	I cannot summarize the important points in the English subject content by myself	64	21,19	84	27,81	148	49,00	118	39,07	36	11,92	154	50,99
22	Frankly, I study English just to pass exams	58	19,20	73	24,17	131	43,37	109	36,09	62	20,52	171	56,62
23	In my opinions, people who speak more than one language are very knowledgeable	201	66,55	52	17,21	253	83,77	28	9,27	21	6,95	49	16,22
24	Studying helps me communicate in English effectively	182	60,26	75	24,83	257	85,09	33	10,92	12	3,97	45	14,90

25	I cannot apply the knowledge from English subject in my real life	83	27,48	47	15,56	130	43,04	129	42,71	43	14,23	172	56,95
26	Studying English makes me able to create new thoughts	182	60,26	69	22,84	251	83,11	43	14,23	8	2,64	51	16,88
27	I am able to think and analyze the content in English language	193	63,90	63	20,86	256	84,76	33	10,92	13	4,30	46	15,23
28	I am not satisfied with my performance in the English subject	67	22,18	79	26,15	146	48,34	131	43,37	25	8,27	156	51,65
29	In my opinion, English language is difficult and complicated to learn	101	33,44	23	7,61	124	41,05	112	37,08	66	21,85	178	54,94
30	English subject has the content that covers fields of knowledge	82	27,15	63	20,86	145	48,01	128	42,38	29	9,60	157	51,98

The result of cognitive aspect in language attitude toward English language learning was positive. The result of item number 10 showed that 56.95% of students disagree if they could not apply the knowledge from English subject in their real life. It showed that they believed that learning English can influence their real life. From the table of cognitive aspect, it can be inferred that most of students had interest in learning English as shown as from the items number 16, number 17, number 18 number 19, number 23, number 24, number 26 and number 27 showed positive. In addition, item number 27 showed that they think learning English is very important because make them more be educated. And from knowledge points in language attitude was under 50%. That was supported by lack of infrastructure facilities in learning such as learning media, learning tools, school supplies. According to Bandano and Samino (2015), There are several factors that can affect learning outcomes, which can be grouped into external and internal factors. And that was very had big impact in English learning.

Table X**Affective (Emotional) Aspect**

No	Statement	S A		A		Total		D		S D		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
31	I feel proud when studying English language	201	66,55	58	19,20	259	85,76	31	10,26	11	3,64	42	13,90
32	I feel excited when I communicate in English with others	212	70,19	62	20,52	274	90,72	28	9,27	0	0	28	9,27
33	I don't get anxious when I have to answer a question in my English class.	179	59,27	78	25,82	257	85,09	31	10,26	14	4,63	45	14,90
34	Studying foreign language like English is enjoyable	162	53,64	92	30,46	254	84,10	36	11,92	12	3,64	48	15,89
35	To be inquisitive makes me study English well	86	28,47	128	42,38	214	70,86	72	23,84	16	5,29	88	29,13
36	Studying English makes me have good emotions (feeling)	174	57,61	69	22,84	243	80,46	37	12,25	22	7,28	59	19,53
37	I prefer studying in my mother tongue rather than any other foreign language	78	25,82	43	14,23	121	40,06	104	34,43	77	25,49	181	59,93
38	I enjoy doing activities in English	171	56,62	75	24,83	246	81,45	38	12,58	18	5,96	56	18,54
39	I do not like studying English	37	12,25	18	5,96	55	18,21	138	45,69	109	36,09	247	81,78
40	I wish I could speak English fluently	195	64,56	78	25,82	273	90,39	18	5,96	11	3,64	29	9,60
41	I am interested in studying English	186	61,58	81	26,82	267	88,41	24	7,94	11	3,64	35	11,58
42	Studying English subject makes me feel more confident	198	65,56	84	27,81	282	93,37	17	5,62	3	0,99	20	6,62
43	To be honest, I really have little interest in my English class	59	19,53	72	23,84	131	43,37	125	41,39	46	15,23	171	56,62
44	Knowing English is important goal in my life	73	24,17	58	19,20	131	43,37	64	21,19	107	35,43	171	56,62

45	I look forward to the time I spend in English class	67	22,18	82	27,18	149	49,37	127	42,05	26	8,60	153	50,66
----	---	----	-------	----	-------	-----	-------	-----	-------	----	------	-----	-------

The table of affective aspects above presented the result of the student's attitude toward English language learning. This aspect measures students' attitude towards English learning according to their feelings. As shown in table, most of student had good perception towards English learning class. It can be seen from item number 31, item number 32, item number 33, item number 34, item number 38, item number 40, item number 41, and item number 42. Those were ones of number had high score, and item number 42 showed higher percentage, which 93.37% of students believe that studying English subject makes them felt more confident, it can influence their achievement. Especially item number 32 indicated that they feel excited when they communicate in English with others, and that was influence their English progress in order to get a good achievement.

4.2 Discussion

The research findings discussed in the previous section have important implications from the results of data analysis. This aims to describe the student's attitude of six junior high schools in Palembang towards learning English.

In the table showing the result of behavioral aspect of language attitude toward English. In these aspects, improving personality is one of factor in behavioral aspect, and the item from improve personality was positive. Students though that English could improve their personality. It indicated that English culture especially in English learning is a good example for improving student's belief towards English. According to Brown (2000) a language is a part of a culture and a culture is a part of language, the two are intricately interwoven so that one cannot separate the two without losing

the significance of either language or culture. It can be inferred that English culture influence their belief towards learning English. And the result of the students' attitude when they join English class was positive. And the item from students' attitude when they join English class had high percentage. It can be seen that students do prepared themselves before taking English learning or the students active in English learning. Therefore, the students can participate well in the teaching and learning process and that will certainly affect the success of learning English. Kubiak (2013) argues that if attitudes towards subject and school are positive, also the achievement of a students will get better. By enjoying English learning in the classroom, it makes students have significant result for their study. And the items from students' feel in English learning. It can be seen from students' feel items if that had high percentage. It indicated that if what students feel in learning very influence to the result of the learning. According to Naithani (2008), active learning aims at an optimal blend of knowledge and skills. Active learning provides a license to the students for driving successfully through the maze of unknown on their own. That's why, active learning was not passive learning

The result of cognitive aspect was also positive. The results of this research, there were items showing that English learning was important. It can be seen many of students agree if studying English is important because it will make them more educated. The item showed that being good at English will help them study other subject well. And also there was item showed that if they have more knowledge and more understanding when studying English. Then the item showed that if they like their English class so much, they look forward to studying more English in the future. It indicated that if English learning important to their future, they increased their knowledge into English and could achieved their successful in English. Gambone (2004) argues that Students become cognitively engaged when teacher ask them to wrestle with new

concept, explain their reasoning, defend their conclusion, or explore alternative strategies and solutions. Students enjoy learning more likely to practice in school task when their teachers employ active pedagogical strategies.

The affective (emotional) aspect presented that student's feeling in English was also positive. It showed that the affective (emotional) table had high percentage. This table explains that students had interested in studying English. The items showed that they wish they could speak English fluently. It showed the students had the desire to speak English fluently in order to gain success in learning English subject in their class or in their life. English was one of the needs that affect their lives after receiving education, for example to get a decent job. Therefore, students thought that by still learning English, they could easily find and deal with their job. Pandey (2014) argues that if a significant advantage of having a good command of spoken English is that it increases your chances of getting a job, as it is considered by many to be the primary language for international business. The success of learning English would be achieved when they had a good interest in English. Gardner (1985) said that interest is one of the strongest motivations, it has long been identified as one of the main factors effecting English language learning.

After conducting the research, it showed that the attitude of the students of six junior high school towards English is generally positive. The result of each components student attitudes towards behavioral aspect, cognitive aspect, and affective (emotional) aspect in English, attitudes toward English deals with positive with high percentage. However, the students have different responses about positive statement and negative statement. But in the positive statement most of students answer strongly agree and agree choices. Likewise, negative statement more students answer disagree and strongly disagree. This research proves the students have positive

attitude towards English learning.