

Chapter Four

Results and Discussion

This chapter describes research results and discussion about it. The result of research was collected from data analysis SPSS by the researcher. This research used descriptive quantitative, so, the researcher completed the explanation with table and numbers. Basically, the result answered the research question. Then, in discussion, researcher discussed several results and answered the research question.

Results

Descriptive statistic of entire questionnaire items. After inputting raw data to SPSS 22, the computation and analysis of the descriptive statistic to find the questionnaire item was done. Then, researcher encoded the questionnaire items as follow:

Table 3. Coding of Questionnaire Items.

Item Number	Coding	Statement
1	Q1	Learning English will help me get a better job.
2	Q2	I like the culture of English speaking countries.
3	Q3	I like when my teacher gives correction to my English work.

Item Number	Coding	Statement
4	Q4	I like listening to my English teacher when he/she uses English in the English class.
5	Q5	I will be motivated to learn English if I practice using the language.
6	Q6	I will learn English when the material is appropriate with my career goal in the future.
7	Q7	I like English subject.
8	Q8	I like learning English subject more than other subjects.
9	Q9	I think English is important.
10	Q10	I think English subject can help me find a great job.
11	Q11	Learning English can help me get an opportunity to join a student exchange program.
12	Q12	I actively join the English class.
13	Q13	Reasonable number of time for English class from school can improve students' ability.
14	Q14	Teacher should encourage students to engage students in English activity to practice speaking and writing.

Item Number	Coding	Statement
15	Q15	I get more interested in learning English because I like my teachers' personality.
16	Q16	Appropriate learning methods and materials can make me enjoy learning English.

Questionnaire items frequency analysis. The researcher explained about frequency table of questionnaire items in sequence. The explanation was in number and table, explicitly in following table.

Table 4 showed the result of the frequency of questionnaire item number 1:

Learning English will help me get a better job.

Table 4. Frequency on Item Number 1

Q1	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	1.2	1.2	1.2
Disagree	9	3.7	3.7	4.9
Agree	122	49.6	49.6	54.5
Strongly agree	112	45.5	45.5	100.0
Total	246	100.0	100.0	

The table 4 indicated three out of 246 (1.2%) respondents stated strongly disagree that English can help to get better job. Meanwhile, nine out of 246 (3.7%) respondents stated disagree about learning English will help to get better job. Then, 122 out of 246 (49.6%) respondents stated agree that learning English can help them to get better job. Furthermore, 112 out of 246 (45.5%) respondents stated strongly agree that English can help to find better job. Mean value for the questioner item analysis number 1 was 3.39. According to formula in chapter two, the mean value categorized as positive attitude. It could be said respondents have positive attitude to the questioner item analysis number 1.

Table 5 showed the result of the frequency of the questionnaire item 2: *I like the culture of English speaking countries.*

Table 5. Frequency on Item Number 2

Q2	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	6	2.4	2.4	2.4
Disagree	90	36.6	36.6	39.0
Agree	132	53.7	53.7	92.7
Strongly agree	18	7.3	7.3	100.0
Total	246	100.0	100.0	

The table 5 showed, six out of 246 (2.4%) respondents stated strongly disagree that they liked the culture of English speaking countries. Meanwhile, 90 out of 246 (36.6%) respondents stated disagree that they liked the culture of English speaking countries. Then, 132 out of 246 (53.7 %) respondents stated agree that

they liked the culture of English speaking countries. Furthermore, 18 out of 246 (7.3%) respondents stated strongly disagreed that they liked the culture of English speaking countries. The table above also indicated that all of the data were 100% valid. Clearly, it could be said that respondents had moderately positive attitude with 53.7% respondents stated agree with the questionnaire item analysis number 2. It was also supported by mean value that questionnaire item analysis number 2 was 2.65 which according to the formula in chapter two categorized as moderately positive attitude.

Table 6 showed the result of the frequency of questionnaire item 3: *I like when my teacher gives correction to my English work.*

Table 6. Frequency on Item Number 3

Q3	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	4	1.6	1.6	1.6
Disagree	17	6.9	6.9	8.5
Agree	169	68.7	68.7	77.2
Strongly agree	56	22.8	22.8	100.0
Total	246	100.0	100.0	

The table 6 showed, 4 out of 246 (1.6%) respondents strongly disagreed when English teacher gave correction. Then, 17 out of 246 (6.9%) respondents disagreed when English teacher gave correction. Meanwhile, 169 out of 246 (68.7%) respondents agreed when teacher gave correction. Furthermore, 56 out of 246 (22.8%) respondents strongly agreed when English teacher gave correction.

The table also displayed all of data were 100% valid. The mean value for questionnaire item analysis number 3 was 3.12, it meant that respondents had moderately positive attitude toward questioner item analysis number 3.

Table 7 showed the result of the frequency of the questionnaire item 4: *I like listening to my English teacher when he/she uses English in the English class.*

Table 7. Frequency on Item Number 4

Q4	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	6	2.4	2.4	2.4
Disagree	58	23.6	23.6	26.0
Agree	136	55.3	55.3	81.3
Strongly agree	46	18.7	18.7	100.0
Total	246	100.0	100.0	

The table above showed about six out of 246 (2.4%) respondents strongly disagreed when teacher used English in classroom. Then, 58 out of 246 (23.6%) respondents disagreed when teacher used English in the classroom. Meanwhile, 136 out of 246 (55.3%) respondents agreed when teacher used English in the classroom. Furthermore, 46 out of 246 (18.7%) respondents strongly agreed when teacher used English in the classroom. The table also displayed all of the data were 100% valid. The mean value for the questionnaire item analysis number 4

was 2.90. It indicated that respondents had moderately positive attitude based on the formula from chapter two.

Table 8 showed the result of the frequency of the questionnaire item 5: *I will be motivated to learn English if I practice using the language.*

Table 8. Frequency on Item 5

Q5	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	6	2.4	2.4	2.4
Disagree	30	12.2	12.2	14.6
Agree	146	59.3	59.3	74.0
Strongly agree	64	26.0	26.0	100.0
Total	246	100.0	100.0	

The table above showed that six out of 246 (2.4%) respondents strongly disagreed that practice using the language is motivated. Then, 30 out of 246 (12.2%) respondents disagreed that practice using the language practice using the language is motivated. Furthermore, 146 out of 246 (59.3%) respondents agreed that practice using the language is motivated. Meanwhile, 64 out of 246 (26.0%) respondents strongly agreed that practice using the language is motivated. The table also showed all of the data were 100% valid. The mean score of the questionnaire item analysis number 5 showed as 3.08. According to mean descriptor table in the chapter two, this number could be said as moderately

positive attitude. Clearly, respondents had moderately positive attitude in questionnaire item analysis number 5.

Table 9 showed the result of the frequency of the questionnaire item 6: *I will learn English when the material is appropriate with my career goal in the future.*

Table 9. Frequency on Item 6

Q6	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	7	2.8	2.8	2.8
Disagree	60	24.4	24.4	27.2
Agree	125	50.8	50.8	78.0
Strongly agree	54	22.0	22.0	100.0
Total	246	100.0	100.0	

The table above showed that seven out of 246 (2.8%) respondents strongly disagreed that they learn English when the material was appropriate with their goal in the future. Then, 60 out of 246 (24.4%) respondents disagreed that they learn English when the material was appropriate with their career goal in the future. Meanwhile, 125 out of 246 (50.8%) respondents agreed that they learned English when the material was appropriate with their goal in the future. Furthermore, 54 out of 246 (22.0%) respondents strongly disagreed that they learn English when the material was appropriate with their career goal in the future. The table also indicated all of the data are 100% valid. The mean value of the questionnaire item analysis number 6 was 2.91. It meant that based on the mean

descriptor table, the number showed moderately positive attitude. In other words, the respondents had moderately positive attitude toward questioner item analysis number 6.

Table 10 indicated the result of the frequency of questionnaire item 7: *I like English subject*.

Table 10. Frequency on Item 7

Q7	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	.8	.8	.8
Disagree	38	15.4	15.4	16.3
Agree	159	64.6	64.6	80.9
Strongly agree	47	19.1	19.1	100.0
Total	246	100.0	100.0	

Table 10 showed that two out of 246 (0.8%) respondents strongly disagreed that they like the English subject. Then, 38 out of 246 (15.4%) respondents disagreed that they like the English subject. Furthermore, 159 out of 246 respondents (64.6%) agreed that they like the English subject. Meanwhile, 47 out of 246 (19.1%) respondents strongly agreed that they like the English subject. The table also displayed all of the data were 100% valid. The mean score for the questionnaire item analysis number 7 was 3.02. It meant that following the mean descriptor table, the mean score could be said as moderately positive attitude. In

other words, respondents had moderately positive attitude to the questioner item analysis number 7.

Table 11 indicated the result of the frequency of the questionnaire item 8: *I like learning English subject more than other subjects.*

Table 11. Frequency on Item 8

Q8	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	18	7.3	7.3	7.3
Disagree	133	54.1	54.1	61.4
Agree	82	33.3	33.3	94.7
Strongly agree	13	5.3	5.3	100.0
Total	246	100.0	100.0	

The table 11 displayed that 18 out of 246 (7.3%) respondents strongly disagreed that they like learning English subject more than other subjects. Meanwhile, 133 out of 246 (54.1%) respondents disagreed that they like learning English subject more than other subjects. Then, 82 out of 246 (33.3%) respondents agreed that they like learning English more than other subjects. Furthermore, 13 out of 246 (5.3%) respondents strongly agreed that they like learning English more than other subjects. The table also showed all of the data were 100% valid. The mean value of the questioner item analysis number 8 was 2.36. It meant that follow the

mean descriptor table in chapter two, the number was known as moderately negative attitude. In other words, respondents had moderately negative attitude to the questioner item analysis number 8.

Table 12 indicated the result of frequency of the questionnaire item 9: *I think English is important.*

Table 12. Frequency on Item 9

Q9	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	1.2	1.2	1.2
Disagree	17	6.9	6.9	8.1
Agree	119	48.4	48.4	56.5
Strongly agree	107	43.5	43.5	100.0
Total	246	100.0	100.0	

The table 12 showed that three out of 246 (1.2%) respondents strongly disagreed that English was important. Then, 17 out of 246 (6.9%) respondents disagreed that English was important. Meanwhile, 119 out of 246 (48.4%) respondents agreed that English was important. Furthermore, 107 out of 246 (43.5%) respondents strongly agreed that English was important. The table also indicated all of the data were 100% valid. The mean score of the questionnaire item analysis number 9 was 3.34. This number meant, based on mean descriptor table in chapter two, it

indicated positive attitude. In other words, it could be said the respondents had positive attitude to the questionnaire item analysis number 9.

Table 13 showed the result of frequency of the questionnaire item 10: *I think English subject can help me find a great job.*

Table 13. Frequency on Item 10

Q10	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	.8	.8	.8
Disagree	19	7.7	7.7	8.5
Agree	125	50.8	50.8	59.3
Strongly agree	100	40.7	40.7	100.0
Total	246	100.0	100.0	

The table above showed two out of 246 (0.8%) respondents strongly disagreed that English could help them to find a great job. Furthermore, 19 out of 246 (7.7%) respondents disagreed that English could help them to find a great job. Then, 125 out of 246 (50.8%) respondents agreed that English could help them to find a great job. Meanwhile, 100 out of 246 (40.7%) respondents strongly agreed that English could help them to find a great job. The table also displayed all of the data were 100% valid. The mean value of the questioner item analysis number 10 showed 3.31. It indicated the positive attitude according mean descriptor table in chapter two. It could be said that respondents had positive attitude to the questionnaire item analysis number 10.

Table 14 indicated the result of frequency of the questionnaire item 11: *Learning English can help me get an opportunity to join a student exchange program.*

Table 14. Frequency on Item 11

Q11	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	4	1.6	1.6	1.6
Disagree	28	11.4	11.4	13.0
Agree	119	48.4	48.4	61.4
strongly agree	95	38.6	38.6	100.0
Total	246	100.0	100.0	

The table above showed that four out of 246 (1.6%) respondents strongly disagreed that learning English could help them to get an opportunity to join a student exchange program. Then, 28 out of 246 (11.4%) respondents disagreed that learning English could help them to get an opportunity to join a student exchange program. Meanwhile, 119 out of 246 (48.4%) respondents agreed that learning English could help them to get an opportunity to join a student exchange program. Furthermore, 95 out of 246 (38.6%) respondents strongly agreed that learning English could help to get an opportunity to join a student exchange program. The table also displayed all of the data were 100% valid. The mean score of the questionnaire item analysis number 11 was 3.23 that meant moderately positive attitude, based on mean descriptor table in chapter two. In

other words, respondents had moderately positive attitude to questionnaire item analysis number 11.

Table 15 indicated the result of the frequency of the questionnaire item 12: *I actively join the English class.*

Table 15. Frequency on Item 12

Q12	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	6	2.4	2.4	2.4
Disagree	70	28.5	28.5	30.9
Agree	153	62.2	62.2	93.1
Strongly agree	17	6.9	6.9	100.0
Total	246	100.0	100.0	

The table above showed six out of 246 (2.4%) respondents strongly disagreed that they actively join the English class. Then, 70 out of 246 (28.5%) respondents disagreed that they actively join the English class. Furthermore, 153 out of 246 (62.2%) respondents agreed that they actively join the English class. Meanwhile, 17 out of 246 (6.9%) respondents strongly agreed that they actively join the English class. The table also displayed all of the data were 100% valid.

Questionnaire item analysis number 12 had mean value 2.73. It meant moderately positive attitude, following the mean descriptor table in chapter two. It could be

said, respondents had moderately positive attitude to the questioner item analysis number 12.

Table 16 showed the result of frequency of the questionnaire item 13: *Reasonable number of time for English class from school can improve students' ability.*

Table 16. Frequency on Item 13

Q13	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	1.2	1.2	1.2
Disagree	38	15.4	15.4	16.7
Agree	173	70.3	70.3	87.0
Strongly agree	32	13.0	13.0	100.0
Total	246	100.0	100.0	

The table above indicated, three out of 246 (1.2%) respondents strongly disagreed that reasonable number of time for English class from school could improve students' ability. Meanwhile, 38 out of 246 (15.4%) respondents disagreed that reasonable number of time for English class from school could improve students' ability. Then, 173 out of 246 (70.3%) respondents agreed that reasonable number time for English class from school could improve students' ability. Furthermore, 32 out of 246 (13.0%) respondents strongly agreed that reasonable number of time for English class from school could improve students' ability. The table also displayed all of the data were 100% valid. The mean score of the questionnaire

item analysis number 13 was 2.95. It means, moderately positive attitude, based on mean descriptor table in chapter two. In other words, respondents have moderately positive attitude to the questionnaire item analysis number 13.

Table 17 indicated the result of the frequency of the questionnaire item 14:

Teacher should encourage students to engage students in English activity to practice speaking and writing.

Table 17. Frequency on Item 14

Q14	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	.8	.8	.8
Disagree	24	9.8	9.8	10.6
Agree	145	58.9	58.9	69.5
Strongly agree	75	30.5	30.5	100.0
Total	246	100.0	100.0	

The table 17 showed, two out of 246 (0.8%) respondents strongly disagreed that teacher should encourage students to engage students in English activity to practice speaking and writing. Then, 24 out of 246 (9.8%) respondents disagreed that teacher should encourage students to engage students in English activity to practice speaking and writing. Furthermore, 145 out of 246 (58.9%) respondents agreed that teacher should encourage students to engage students in English activity to practice speaking and writing. Meanwhile, 75 out of 246 (30.5%) respondents strongly agreed that teacher should encourage students to engage

students in English activity to practice speaking and writing. The table also showed that all of the data were 100% valid. The mean value of the questionnaire item analysis number 14 is 3.19. Based on mean descriptor table in chapter two, this number indicated moderately positive attitude. In other words, respondents had moderately positive attitude to the questionnaire item analysis number 14.

Table 18 showed the result of the frequency of questionnaire item 15: *I get more interested in learning English because I like my teachers' personality.*

Table 18. Frequency on Item 15

Q15	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	8	3.3	3.3	3.3
Disagree	85	34.6	34.6	37.8
Agree	121	49.2	49.2	87.0
Strongly agree	32	13.0	13.0	100.0
Total	246	100.0	100.0	

The table above indicated, eight out of 246 (3.3%) respondents strongly disagreed that they were more interested learning English because they like teachers' personality. As well, 85 out of 246 (34.6%) respondents disagreed that they were more interested learning English because they like teachers' personality.

Furthermore, 121 out of 246 (49.2%) respondents agreed that they were more interested learning English because they like teachers' personality. Meanwhile, 32

out of 246 (13.0%) respondents strongly agreed that they were more interested learning English because they like teachers' personality. The table also showed that all of the data were 100% valid. The mean value of the questionnaire item analysis number 15 showed 2.71. It indicated the moderately positive attitude according to the mean descriptor table in chapter two. In other words, respondents had moderately positive attitude to the questionnaire item analysis number 15.

Table 19 showed the result of the frequency of the questionnaire item 16:

Appropriate learning methods and materials can make me enjoy learning English.

Table 19. Frequency on Item 16

Q16	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	1.2	1.2	1.2
Disagree	22	8.9	8.9	10.2
Agree	157	63.8	63.8	74.0
Strongly agree	64	26.0	26.0	100.0
Total	246	100.0	100.0	

The table above indicated, three out of 246 (1.2%) respondents strongly disagreed that appropriate learning methods and materials could make them enjoy learning English. Then, 22 out of 246 (8.9%) respondents disagreed which appropriate learning methods and materials could make them enjoy learning English.

Meanwhile, 157 out of 246 (63.8%) respondents agreed that appropriate learning methods and materials could make them enjoy learning English. Furthermore, 64 out of 246 (26.0%) respondents strongly agreed that appropriate learning methods

and materials could make them enjoy learning English. The table also displayed that all of the data were 100% valid. The mean score of the questionnaire item analysis number 16 was 3.14. It meant moderately positive attitude, according to the mean descriptor table in chapter two. In other words, the respondents had moderately positive attitude to the questionnaire item analysis number 16.

Total mean score. After analyzed all of the data using SPSS, then, researcher counted amount the mean of all data. Researcher also made the average the total mean. Here, the average of the mean score used to explain and to answer the research question, what were the high school students' attitude s toward learning English language?

Table 20. Mean Average of all the Data

Questionnaire Item	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Mean score	3.3943	2.6585	3.126	2.9024	3.0894	2.9187	3.0203	2.3659

Questionnaire Item	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
Mean score	3.3415	3.313	3.2398	2.7358	2.9512	3.1911	2.7195	3.1463

Mean Total : 48.1137

Mean Average: 3.00710625 (moderately positive attitude)

The Table 20. Showed that mean average of all the data was 3.00710625, or, researcher could make it short became 3.01. This number was gained by summing

up the mean score from Q1 until Q16, then, the result divided into 16 (total of item).

Discussion

From the result, there were some points concerning the statements that were included in positive attitude, moderately positive attitude, moderately negative attitude and negative attitude. Then, it was showed and discussed briefly. Firstly, statements which were included in positive attitude statement number 1, statement number 9 and statement number 10. Second, statements which were included in moderately positive attitude, which was majority in the result, were statement number 2, statement number 3, statement number 4, statement number 5, statement number 6, statement number 7, statement number 11, statement number 12, statement number 13, statement number 14, statement number 15 and statement number 16. Then, statement which was included in moderately negative attitude was only one, namely statement number 8 and there was no statement which was included in negative attitude. In other words, the majority of the result was moderately positive attitude and it also showed that respondents had moderately positive attitude toward learning English language that was explained in the next section. Positive attitude here meant students had interest in learning English language and pay attention to learning English (see Table 1), while moderately positive attitude meant students had interest in learning English but less attention in learning English. Moderately negative attitude meant students had low interest in learning English and they did not pay attention in learning English but they were still in the classroom.

Statement number 8 which was only moderately negative attitude statement, was little bit contradictory with the statement number 7. It was categorized as moderately positive attitude. Statement number 8 I like learning English subject more than other subjects and statement number 7 I like English subject, related to students interest English subject but the result was different. It knew from the mean score of Q8, 2.36 and mean score of Q7, 3.02.

Factors influencing attitudes. One of the factors that could influence students in learning English was the teacher. In this research (see Q 3 in Table 6) students were asked whether they liked or disliked when teacher gave correction to their task. The result (mean score) was 3.12, so it was included in moderately positive attitude. This meant students had interest in learning English but sometimes they did not pay attention to the lesson. In other words, students liked, or, even they needed their teacher to give feedback, so they could understand why they made mistakes. Zhu (2010) said that students' mistakes demonstrate their depth of the knowledge. Here, teacher could use that evidence to evaluate lesson or re-make the lesson plan which was appropriate with knowledge of students. On other hand, when respondents replied questionnaire item number 4 (Q4) I like to listening teacher in using English in the classroom, 55.3% students were agreed. The mean score showed 2.9 considered as moderately positive attitude. It meant that students wanted the teacher to use English in the class or teacher could use bilingual language.

High school students' attitude toward learning English. The respondents had moderately positive attitude toward learning English language. Table 20 showed that number of mean average of all the data was 3.01. Based on

mean descriptor (see Table 1), 3.01 was considered as moderately positive attitude, with the range number of 2.51 - 3.25. Moderately positive attitude meant respondents had interested in learning English but sometimes they did not pay attention to the lesson (see Table 1). For example (see Table 10), 64.6% agreed when they were asked whether they like English subject or not. The mean value was 3.02 which was considered as moderately positive attitude. Respondents also felt that English was important. It was revealed that proved (see Table 12) that the mean score was 3.34 when they were asked whether English was important.

The mean average of the total score was 3.01. This suggested that respondents were interested in English subject and they thought English subject was important. Braten (2006), cited in Kara (2009) said “students’ attitude toward learning directed their participation into learning activities” (p. 102). In other words, given the high score of the total mean average, students might have high participation in learning English.

Another consequence from the result that majority of respondents had moderately positive attitude toward learning English language was they thought learning English could help them find a better job. The result showed that (see Table 4, Q1) 49.6% respondents agreed that English could help them to get a better job. Also, the mean value was 3.39 which was categorized as positive attitude. This meant students had high interest in learning English and they paid attention to the lesson. This confirmed Cho and Teo’s opinion (2014) that the result of their research indicated students in grade 9 had favorable/positive attitude followed by strong instrumental orientation in English learning. Instrumental

orientation, as pointed out by Cook (2008), was the reason to learning English for career or practical purpose.

Then, the relationship between students-teacher and students-school became important with those finding. As mentioned before, teacher was one of factors who could give influence to students' attitude although researcher was certain there were many factors which could influence students' attitude, but here, researcher only mention one. As said by Bartram (2010), "there are strong indications that the teacher is a key educational influence on pupil attitudes" (p. 46). Teachers' role became important to ensure if the students felt difficulty to understand the lesson or they had problem in the lesson. Here, building an active communication between students-teacher might help to find better solution. Another way is that the teacher could make some innovations that encourage students to be active in the classroom and students should understand their teachers' characteristic.

Schools' role should provide policy and time which could support students' activity in connection with learning English language. School also had to make sure that they supported to their students related to the job finding in the future, because as mentioned earlier students thought that learning English could help them to get better job. School should match the activity or policy with the curriculum from government had. As said by Bartram (2010) "where the school language ethos is positive, language attitudes were also likely positive" (p. 60).