

## **Chapter Four**

### **Findings and Discussion**

This chapter attempts to report the findings of data and the discussion of the finding. Since this research has two research questions, there are two reported major aspects. Firstly, the researcher reports about students' cognitive attitude in learning English as foreign language. Students' affective attitude in learning English as foreign language is also reported as the second finding and discussion. Furthermore, pseudonyms are used to report the result which is purposed to protect the participants' identity. Their pseudonymous names are Jane, Sean, and Cole.

#### **Findings**

Along with the data gathered from the participants, the researcher found five students' cognitive attitudes in learning English. The participants think that learning English as a foreign language was Helping someone's communication skills, improving students' language accuracy, important for future career opportunity. Also, six students' affective attitudes in learning English were found such as interested in learning English, feeling enjoyable, being inspired, feeling comfortable, feeling happy and increasing students' self-confidence. Therefore, the following paragraphs explained in detail about both students' cognitive attitude and students' affective attitude in learning English as second language. Besides, it was found the fact that students who learning EFL could have all the attitudes since the good learning environment created and achieved in the department. The findings could also be seen into the following table:

Table 3		
<i>Students' Attitude (Cognitive &amp; Affective) in learning English.</i>		
No	Categories	Findings
1	Students' cognitive attitude in learning English	<ul style="list-style-type: none"> <li>a. Learning EFL helps someone's communication skill</li> <li>b. Learning EFL improve students' language skills.</li> <li>c. Learning English is important for field of work.</li> </ul>
2.	Students' affective attitude in learning English	<ul style="list-style-type: none"> <li>a. Students are interested in learning EFL</li> <li>b. Studying EFL is enjoyable.</li> <li>c. Students feel inspired in learning EFL.</li> <li>d. Students feel comfortable in learning EFL.</li> <li>e. Students feel happy in learning EFL.</li> <li>f. Learning EFL increases students' self-confidence.</li> </ul> <p><u>g.f.</u></p>

### **Students' cognitive attitude in learning English as foreign language.**

The first research question was answered by the researcher about students' cognitive attitude in learning English as foreign language. The finding was obtained by the researcher from the interview which was done with the participants. The interview revealed that during studying English at that department, there were several students' cognitive attitudes in learning English as foreign language found.

***Learning EFL helps someone's communication skill.*** The data revealed that two out of three participants believed that learning EFL helps their skill in communication. The question asked by the researcher was about their opinion in learning EFL, then Jane answer that after studying English in this department, she was finally able to communicate with people using foreign language. She said, "I think because English is one of the language which is mostly used in all over the world, so by learning English as foreign language, we can communicate with other people through the language". Another participant named Cole also stated that by learning English as her major, she also knew of how to communicate using English. She argued that "After studying English in this department, I can finally know of how to communicate in English".

***Learning EFL improve students' language skills.*** The other evidences also appeared as the finding of the research which was about students' beliefs in learning English as foreign language. The researcher asked about the beliefs they have after studying English in the department. Two participants believed that learning English as foreign language could eventually improve their ability in language details. As stated by Jane, she believed that her general skills in English would be improved after learning a language. She mentioned that "The belief that I have is learning a language especially English will improve fours skills such as reading, listening, writing, and speaking". This was also followed by Sean who said that studying English in this department already improved her ability in speaking and grammar. She agreed that "In this department, not only my ability in speaking is improved, but also my grammar knowledge".

***Learning English is important for field of work.*** The researcher found that two out of three participants believed that learning English as foreign language helped them to understand English for specific purposes. Jane mentioned that learning English as a foreign language in this department made her believe that instead of the improvement of her English in general, she could also learn of how to be good teacher in teaching. She argued, “My beliefs are actually changed since I study in this department because not only the improvement of English ability in general but also of how to be a good teacher in teaching”. Furthermore, Sean also shared the same idea about understanding English as specific purposes. She mentioned that she could finally realize that learning English is essential especially to find a job. She stated that “After studying in this department, I found the importance of English because it is needed in all aspects of work field”.

**Students’ affective attitude in learning English as foreign language.** The second main finding of this research was to answer the second research question. It was about students’ affective attitude in learning English as foreign language. The findings obtained by the researcher are from an interview with the participants which purposed to find out about the feeling of students in learning English as foreign language. Therefore, the findings obtained for the second research questions are varied. The detailed explanation is presented as follow.

***Students are interested in learning EFL.*** The first finding obtained by the researcher was that students are interested in learning EFL. The participants believed that studying English as foreign language were important. From three participants, two participants namely Jane and Sean had the same belief. Jane said that at first she already had an interest to study English and she thought that she

could do it. As Jane said, “I’m interested in learning English as foreign language, and I know that I’m capable to do that”. On the other hand, this was different from Jane, Sean said that at first, she was not interested at all in learning English, but it was changed since she studied in this department. Here was the statement of Jane, “At first I wasn’t interested in learning English, but after studying in this department, I finally like it”.

***Studying EFL is enjoyable.*** The second finding about students’ feeling in learning English was shown by Jane and Sean as the participant. Jane stated that she could have enjoyable feeling since studying English as a foreign language in this department. She said, “I do enjoy studying in this department because beside I like studying language, it is also supported by other factors such as lecturers’ ability to teach”. In addition, the same idea was also explained by Sean. She agreed that she enjoyed studying English in her department because she already studied English in basic level so it turned her to enjoy it. Her statement was that “So far I do enjoy studying in this department maybe it is because I already have basic skill of English when I was in senior high school”.

***Students feel inspired in learning EFL.*** Since Jane already experienced good process of teaching and learning done by the lecturers, she was then had this feeling. Jane was one of three participants to result this finding. She said that the lecturers had a good quality in teaching which could inspire her. She stated that “With the skills and knowledge that the lecturers have, I’m really inspired by them since studying here”.

***Students feel comfortable in learning EFL.*** The researcher also gained the data from two participants, Sean and Cole who stated this feeling. Sean proved

this feeling by saying that she could have not been more comfortable when studying English as foreign language in this department because of the lecturers, she argued that “Because of the good support from lecturers and also the different learning variations such as having a discussion, game and outdoor activity, I’m really comfortable to study here”. Followed by Cole’ opinion since studying English, she also gave evidence that she feels comfortable. As she said, “I feel like there’s no such a big boundaries between students and lecturers so our relationship is just like friend. They are always ready to help and teach us”

***Students feel happy in learning EFL.*** The other finding of students’ affective attitude in learning English as foreign language was happy. One out of three participants said that she felt happy since studying English as her major because it made her meet many good friends. She stated that “I feel so happy since studying here because I find many friends whom I consider as a family, and if the subject is difficult, I’m always happy”.

***Learning EFL increase students’ self-confidence.*** The last finding regarding students’ cognitive attitude in learning English as foreign language was increasing students’ self-confidence. One participant, Cole explained that she could be more confident to speak English. Here was the statement of hers, “The other results that I have got since studying English in this department, I can be more confident to speak in English”.

## Discussions

Based on the data collected by the researcher, three out of participants shared about what they believed and felt after studying English in the department. The findings showed some different attitudes both cognitive and affective. Likewise, the beliefs and feeling of the participant of the research were discussed as follow.

*Learning EFL helps someone's communication skill.* As found out in the findings, the researcher obtained the answer from the interview that after studying EFL in the department, the students believed that English was considered as language that was mostly used in international community. Thus, by studying EFL, they could enrich themselves by being able to speak that language. The two findings above were supported by Bloom et al. (1956) about students' cognitive attitude in learning English. They stated that cognitive domain is about the intellectual of learners to receive and to develop the knowledge that they learn. It can be concluded from the finding that the participants as the students of the department have studied EFL for some time, and the role of cognitive attitude in the learning is also affected to them since they are considered successful in learning EFL namely improving their ability to communicate.

*Learning EFL improve students' language skills.* It might be commonly known that learning EFL also would require students to have the accuracy either to speak or to write. This was also believed by the students who had the same idea and also already experienced it after learning EFL in the department. For example, they understand the grammar in use, how to speak accurately and how to write in English. Such a finding regarding students' cognitive attitude in learning EFL are

slightly correlated to Shahzard (2012). He maintained that students' attitude is considered as important in learning a language since one of the benefits of an attitude is to determine learners to absorb the details of language. In addition, learning four skills in English such as writing, speaking, reading and listening demands students ability to comprehend subjects taught. This idea was related to Greeno, Resnick, and Collins (1996) who added that cognitive attitude in knowledge tends to emphasize on how learners understand concepts and theories of subjects they learn such as reasoning, planning, solving problem, and comprehending language.

*Learning English is important for field of work.* As written in the finding, the students believed that by learning EFL, they were sure that it would take them to have a better career in the future. The student said that learning EFL in the department is not only about English in general, but also about English pedagogy, how to be good teacher. Another student also shared her idea that many companies in Indonesia which corporate with foreign companies so that the opportunity to work is possible. The idea of the findings stated above was supported by Santilan, Garcia, Castro, Abdala and Trejo (2012). They also explained that cognitive attitude deals with mental process of perception, beliefs, and conception about particular object. For example, in learning process this cognitive attitude will take a place to understand and perceive subject delivered.

**Students' affective attitude in Learning EFL.** Students' affective attitude in this research emphasizes more in finding out feeling of students in learning EFL. The findings about students' feeling learning EFL were interesting



in learning EFL, feeling enjoyable, being inspired, feeling comfortable, feeling happy, and being persistent.

***Students are interested in learning EFL.*** When the interview was running, the participants mentioned that after studying English for several years in the department, the interests of theirs were increased. The finding stated were supported by Montano and Kasprzyk (2008), who stated that someone who holds strong and positive belief would perform a positive attitude. This was also in line with Eshghinejad (2016), who mentioned that attitude in learning is considered as a vital role to influence someone's performance toward language. The two participants' case were actually different because at first time studying English, Jane already had positive attitude, interested in learning EFL. In contrary, at first time Sean was not interested in learning EFL, but then it was changed since she studied in this department. The reason that she was not interested in learning EFL because she planned to enroll in college of tourism. However she was not accepted in that college, then she decided to take English as her major.

***Studying EFL is enjoyable.*** The purpose of learning EFL was to guide and take students to comprehend English. However, to achieve it one of the factors such as enjoyable feeling in learning is also needed. One student in this department mentioned that they really enjoyed learning EFL in this department because it was supported by the ability of the lecturers in handling the class. The other one also stated that because she already learned the basic of English in her previous school, so she felt enjoy when learning EFL in this department. Hence, this finding showed that students felt enjoyable to study English as foreign language. Some factors were also considered so that students could have such a

feeling. This finding was also maintained by Brown (2000) who stated that affective (emotional) attitude deals with any kind of feelings and emotions which can influence a particular action such as like or dislike and trust or distrust. Brown also added that such a feeling can be self-feeling or others' feeling into something.

***Students feel inspired in learning EFL.*** Learning EFL in this department was not only about how students could comprehend English in general, but also specifically about how students learned about English pedagogy. One of the purposes of this department is to prepare the students to be good teachers in future. Thus, the lecturers who teach in this department beside delivering the material and handling the class properly, they should have also become good role models to the students. Unconsciously, it could inspire the students as it happened to one of the students also as the participant in this research. She added that she was inspired by the lecturers of having skills and outstanding knowledge in teaching. In fact, since this finding is closely related to someone's personality to like something, this is consistent with Feng and Chen (2009). They cited that emotional feeling will always be a part of learning process, and it can only happen with emotional factors. For example, students and teachers are engaged by involving various emotional activities in class.

***Students feel comfortable in learning EFL.*** In learning process, positive attitude of students should have been paid more attention by teachers because it would achieve target of learning. It was also applied for students in this department which learned EFL. The finding showed that students felt comfortable after studying EFL, although their attitude toward learning EFL at first was not positive since some of the students actually did not plan to take English as their

major. Besides, to make students feel comfortable, teacher were demanded to create positive learning environment and atmosphere. To sum up, two felt comfortable due to the learning environment they had when studying EFL. Therefore, this finding is supported by Gardner (1985). He explained that learners' attitude is divided into two in learning language as second or foreign language namely prior attitude and developing attitude. Learners firstly coming to class have already had their attitude called as prior attitude. This attitude which might be changed into positive or negative will depend on their impression toward the language, community, and people who speak that target language they learn. Hence, once the attitude is changed then it will be known as developing attitude.

*Students feel happy in learning EFL.* Students' feeling in learning is considered as an important role since it can influence their learning process. to have positive feeling, it was duty of teachers to do if the objective of learning wanted to be achieved. On the other hand, the second major finding of this research was to find out about students' feeling in learning EFL. As found in this research, one student mentioned that she felt happy when studying EFL in this department. According to Oxford dictionary, Happy was a feeling of showing pleasure or joy. This was consistent with Inal et al. (2012). They asserted that attitude can influence learners' feeling and behavior in learning process. For instance, an attitude will allow learners to have such as type of books to read, kind of languages to speak and type of friends and teachers to study.

*Learning EFL increase students' self-confidence.* One of the problems which might be faced by the students in learning English was about their self-confidence. Some students probably already had high self-confidence which was

supported by the ability in understanding the subject taught, but some students did not have it because lack of understanding toward what they learn. One of the examples of self-confidence is speaking. One students in this research mentioned that after learning EFL, she could be brave to speak in English. Positive self-confidence is influenced by positive belief toward positive outcome which in the end will also influenced positive behavior. This finding was also supported by Montano & Kasprzyk (2008) that attitude can be different since it is influenced by someone's belief toward something which eventually changes someone's behavior as well. Therefore, someone who has strong beliefs toward positive outcome will perform positive attitude, and someone who has strong beliefs toward negative outcome will perform negative attitude.