

## CHAPTER IV

### DATA ANALYSIS AND INTERPRETATION

In this chapter, the writer will analyze and interpret the data to answer the problem formulation. As mentioned in chapter 1, the writer had a main question, “What are the second grade elementary school students’ attitudes toward learning English?” The writer asked questions on students’ attitude in Kebon Dalem Elementary School. The writer asked the questionnaire to 34 second grade students in academic year 2015/2016. The questions consist of 30 statements related to students’ attitude toward learning English. The results are as follows,

#### 4.1 Students’ Attitude toward Learning English

Table 4.1

Students’ Attitude toward Learning English

No	Statement	“Yes”		“No”		Result
		N	%	N	%	
1	I wish I have a lot of friends who speak in English	27	79.4 %	7	20.6 %	Positive
2	When I did not come in English class, I ask my friends or my English teacher about the lesson	31	91.2 %	3	8.8 %	Positive
3	When I have a friend who can speak English well, I want to practice with him/her	32	94.1 %	2	5.9 %	Positive
4	I am confident if someone asks me to speak English	11	32.4 %	23	67.6 %	Negative

5	I use English outside my school	12	35.3%	22	64.7%	Negative
6	I will learn English when I am on holiday	20	58.8%	14	41.2%	Positive
7	I learn English outside school	17	50 %	17	50 %	Neutral
8	I give up when I learn English and cannot immediately understand it well	7	20.6%	27	79.4%	Positive
9	I ask my English teacher when I confuse with the lesson	14	41.2%	20	58.8%	Negative
10	When my friends are nervous in speaking English, I am also nervous	19	55.9 %	15	44.1 %	Negative
11	I think people who can speak in English are very smart	33	97.1 %	1	2.9 %	Positive
12	I think learning English is important because it makes me smarter	31	91.2 %	3	8.8 %	Positive
13	I think learning English makes us have a lot of friends	29	85.3%	5	14.7 %	Positive
14	I think learning English makes us able to speak with foreigners	33	97.1 %	1	2.9 %	Positive
15	I think learning English makes us cool and impressive	28	82.4 %	6	17.6 %	Positive
16	I think learning English makes us praised by others	22	64.7 %	12	35.3%	Positive
17	I think learning English makes us go to other countries	31	91.2 %	3	8.8 %	Positive
18	I think learning English is difficult	18	52.9 %	16	47.1 %	Negative
19	I think I learn English if I have an English exam	6	17.6 %	28	82.4 %	Positive

20	I think learning English is more difficult than our language	19	55.9%	15	44.1%	Negative
21	I like learning English	28	82.4 %	6	17.6 %	Positive
22	I wish I can speak English fluently	34	100 %	0	0	Positive
23	I am happy when I speak English with my parents and my friends	25	73.5 %	9	26.5 %	Positive
24	I am afraid when I answer questions in English class	20	58.8 %	14	41.2%	Negative
25	I am shy when I speak English because my friends laugh at me	20	58.8 %	14	41.2 %	Negative
26	I am nervous if I answer English questions	23	67.6 %	11	32.4 %	Negative
27	I worry if I cannot speak English	18	52.9 %	16	47.1 %	Negative
28	I am afraid if someone suddenly asks me in English	20	58.8 %	14	41.2 %	Negative
29	I am comfortable if someone asks me in English	14	41.2%	20	58.8%	Negative
30	I like learning other subject more than learning English	22	64.7 %	12	35.3 %	Negative

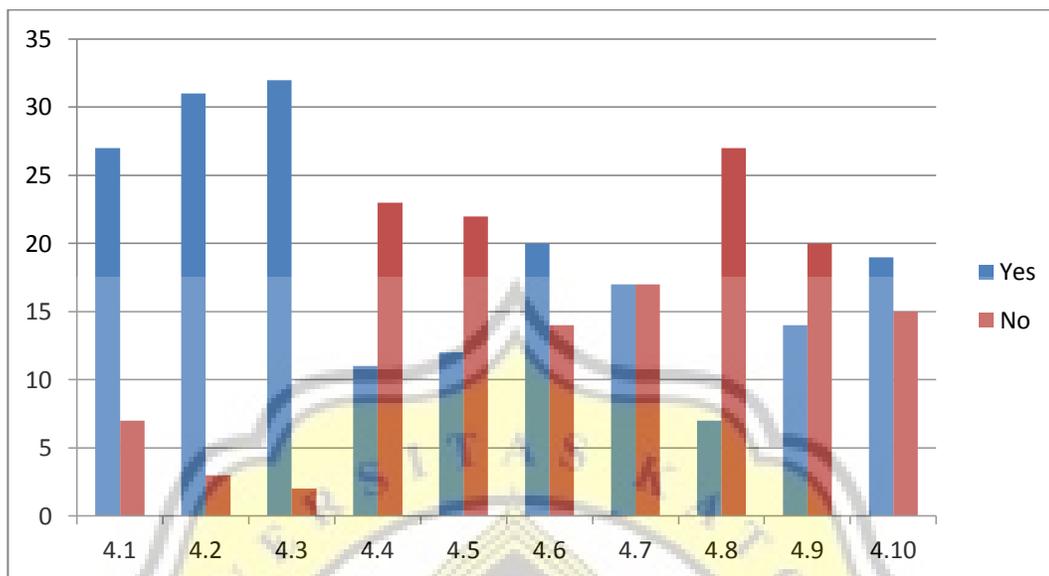
From the table 4.1, we can see that the positive results are dominant (16 statements) than negative results (13 statements). It concludes that the students' attitudes toward learning English are positive. Furthermore, in describing the result of the research interview, the writer divided the discussion into three sub-chapters: behavioral component, cognitive component, and affective component.

#### **4.2 Behavioral Component of Students' Attitude**

Behavioral component of attitude refers to the behavioral part of attitude. For instance, if we have a positive attitude for a particular object, it is likely to be translated into a particular type of behavior such as buying or procuring that object. The behavioral component refers to that part of attitude which reflects the intention of a person in a short or long run (Gardner, 1991). In short, behavioral component is the way of the attitude we have influences how we act or behave, for example, “I will avoid snake and scream if I see one.”

The following table described the results of the statements in the questionnaire which were related to behavioral component of students’ attitude. Below are some charts that shows the result of each question which detail the analysis of this research. Each chart shows two options given to the question: “Yes” and “No”. The explanation about the figure is followed by the students’ reasons for choosing their answer obtained from follow-up interview. The results are as follows:

Charts 4.1  
Behavioral Component of Students’ Attitude toward Learning English



The charts above are the tabulation of the results for behavioral component's statement. Five charts show positive results (chart 4.1, chart 4.2, chart 4.3, chart 4.6, chart 4.8), one chart has neutral result (chart 4.7), and four other charts (chart 4.4, chart 4.5, chart 4.9, chart 4.10) show negative results. It can be seen that the positive result is higher in number than the negative one. The result shows that the participants had slightly positive attitudes toward English learning based on the behavioral component.

As we can see, chart 4.1 with statement "I wish I have a lot of friends who can speak in English" has positive results. From the interview with the students, the writer found the students' reasons. The students said that they will study English happily when they are with their friends, especially with friends who can speak English well. The students stated that they can practice with their friends together. The students also said that they can improve their English by learning it with friends.

Next, chart 4.2 with statement “I did not come in English class, I ask my friends or my English teacher about the lesson” also indicates positive result. From the interview result, the students said that sometimes, they cannot attend a class because they are sick or other reason, so they have initiative to be informed of the previous lesson by asking to their friends or their teacher. However, this result should be regarded cautiously because although it may give an impression that the students have good attitude toward English, but the students’ attitude may be driven not by their motivation to learn English but simply by their fear of getting a bad mark if they do not know the lesson studied previously.

Another positive result can be seen in chart 4.3 with statement “When I have a friend who can speak English well, I want to practice with him/her”. From the interview, the writer found that the students want to practice with their friends when they are in English class. The students stated that they want to practice, for example, making a conversation or greeting with their friends who can speak better in English. The students also said that their friends who can speak in English can help them to study English by doing learning activities with them. The students assumed that they will improve their English if they study with their friends.

In her questionnaire, the writer asked the students whether they are confident or not to speak English to someone else. Chart 4.4 with statement “I am confident if someone asks me to speak English” shows the result whether the students are confident or not to speak English when someone asks them to. The result indicates negative result. In the follow up interview with the students, they said that they are

shy or they are reluctant to put themselves forward. The students said that they are shy or reluctance to use English because they are afraid of making mistakes as they consider their English is bad or their friends will make fun of their English.

In this research, the writer ask the respondents whether they use English or not when they are outside of school such as at home or when they are with their friends. We can see from chart 4.5 with statement “I use English outside my school”. This result is belonging to the negative one. From the interview result, the students reported that they use their first language, Indonesian language in their daily activities instead of English. The students said that when they are outside of school, they only use Indonesian and Javanese language because other people do not use English in daily communication such as at home. In the other hands, the students who joins English private course have different experience in using English, they said that they also use English outside their school, when they are in their English course.

Chart 4.6 with statement “I will learn English when I am on holiday” shows that has a positive result. In follow up interview, the students said that they are very excited of holiday, because they are free from school activities. They stated that holiday is the time when they can waste their time and have fun without thinking of their lesson at school. From the students’ opinions, the writer assumed that the students will automatically leave behind their English lesson during their holiday. Surprisingly, this research shows that the students have positive attitude and high enthusiasm in learning English on their holiday. The students claimed that they are still learning English when they are on holiday. They said that they learn English

through watching movies, reading stories, and playing games. The writer takes it that the students' positive attitudes is the result of the media the students use to learn English such as movie, stories and games which can make English learned in a fun way.

In responding to the question whether they study English outside their school as well, chart 4.7 with statement "I learn English other than at school" shows that the result is neutral. Based on the interview, the students stated that they only learn English at school because they are too lazy to learn English other than at school. However, similar number of students claims that they still learn English outside school. These students learn it in English privat courses or when they are making their homework. They also learn English from their gadget such as reading stories or playing games in English.

The writer asked the students in this research whether they will give up when they have a problem when learning English. Initially, the writer explained to the students what it means by giving up, for example, choosing to stop their work or choosing to stop playing with their friends. In response, the chart 4.8 with statement "I give up when I learn English and cannot immediately understand it well" shows that the students have positive attitudes when they are having a problem in learning English. In the follow up interview, the students stated that when they have a problem when learning English, they will solve it with their friends. They will make a group with their friends to solve their problem of learning English at a classroom.

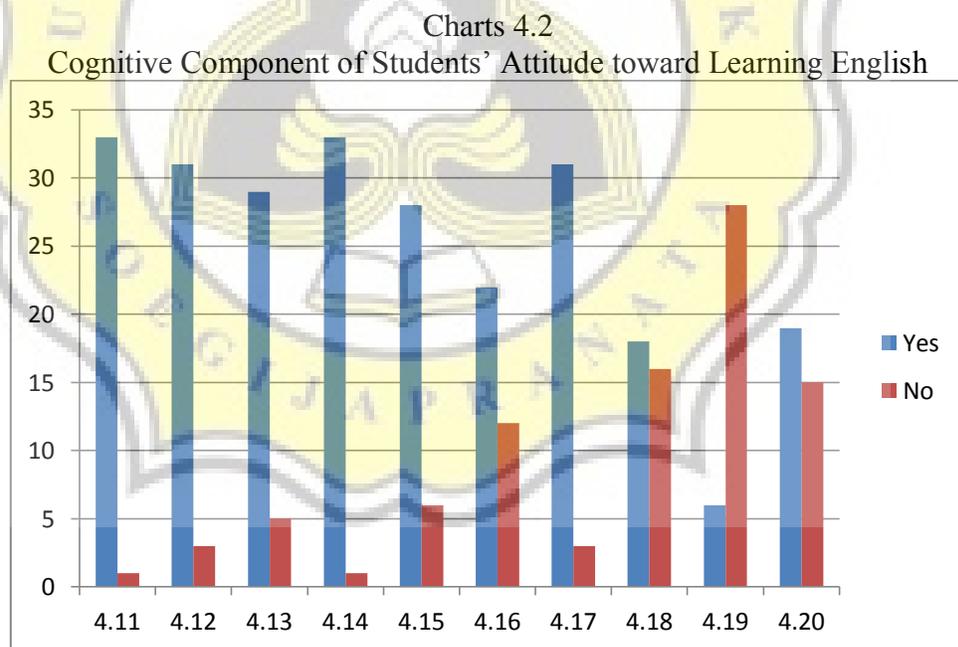
From chart 4.9 with statement “I ask my English teacher when I confuse with the lesson”, we can see that the students said that they do not ask their English teacher when they still confuse with the lesson. This result indicates negative attitude. Based on the interview, the students said they will choose not to ask their English teacher when they still confuse with the lesson. When the writer asked the reason why they are doing that, the students stated that they do not dare to ask their teacher because they are afraid of the teacher. The students also stated that when they still confuse, they will ask other friends or continue to learn English by themselves. Another point from the writer to note here is the role of the teacher. It is very ideal if the students can directly ask their teacher when they have problem. However, a good interaction cannot be established if the teachers set themselves in a position which do not open communication with the students. As a result, the students are afraid to ask them questions.

The writer asked the students whether they also feel nervous when their friends are speaking English or not especially while they are waiting for their turn. Chart 4.10 with statement “When my friends are nervous in speaking English, I am also nervous” shows that the result is negative. From the interview, the writer found out that the students are affected by other students’ nervousness. They are afraid of making mistake when they speak in English. They also said that they are nervous because they aim to get a good score.

#### **4.3 Cognitive Component of Students’ Attitude**

Cognitive component of attitude refers to opinion or judgment on the basis of available information and decide whether you have a favorable and unfavorable opinion on that. It refers a part of attitude which is related, in general, to know how a person sees something (Gardner, 1991). In summary, cognitive component involves a person's belief or knowledge about an attitude object, for example: "I believe that snake is dangerous."

The following chart described the results of the statements in the questionnaire which are related to cognitive component of students' attitude. The results are as follows,



Charts 4.2 shows eight charts indicating positive result (chart 4.11, chart 4.12, chart 4.13, chart 4.14, chart 4.15, chart 4.16, chart 4.17, chart 4.19) and two

others charts (chart 4.18 and chart 4.20) indicating negative result. In overall, it can be concluded that based on the cognitive component, the students' attitude are positive.

To make the discussion clearer, the writer presents the result from the interview. We can see from chart 4.11 with statement "I think people who can speak in English are very smart", shows that they have a positive attitude toward learning English. In the interview session, the students said that when learning English, the students think that people who can speak English are very smart. When the students see or know someone who can speak in English very well, they conclude that the person is smarter than they are. The students in the interview also stated that if they can speak English they will be able to speak with many other people.

In chart 4.12 with statement "I think learning English is important because it makes me smarter", we can see that the students agreed that learning English makes them smarter than others. So, it can be said that the students have positive attitude. Based on the interview, the students said that they think learning English is important because it makes them able to speak and communicate in English. The other reason is after learning English, they can know much information easily. Then, they also stated that learning English can improve their English score.

From the chart 4.13 with statement "I think learning English makes us have a lot of friends", it can be seen that the students agreed that learning something makes them have a lot of friends. This result indicated positive attitude. Furthermore, from

the follow up interview, the students stated that learning English can makes them have a lot of friends, especially foreigner friends. The students said that they will chat in English with their friends. They also claimed that when they can speak English after they learn the language, their other friends will be interested in speak with them.

In chart 4.14 with statement “I think learning English makes us can speak with foreigners”, it indicates that the students agreed and have a positive attitude in learning English. In the follow up interview, the students told that in some places there are some foreigners who are visiting Indonesia, therefore the students believe that learning English makes them able to speak with the foreigners. The students said when they are learning English and also when they meet foreigners, they are interested in communicating with them. They also said that they are very happy if they can speak with the foreigners.

In this research, the writer asked the students whether it is cool and impressive when learning English. We can see from chart 4.15 with statement “I think learning English makes us cool and impressive” shows that the students agreed and have positive attitude that learning English makes them cool and impressive. Furthermore, from the interview, the students stated that they are considered themselves cool and impressive person when they are learning English because they will be able to speak English.

Figure 4.16 with statement “I think learning English makes us are praised by others” shows that has positive result. From the interview, the writer found that the

students are more interested in learning English when someone else gives comment on them. The students told that they have heard people say that someone who learn English will be able to speak English well. Then, when other people said the students are good in speaking English, the students think that they are satisfied and successful in learning English. The students also said that someone will praise that the students are smart because they learn English.

In this research, the writer asked the students whether they think that learning English makes them go to other countries. Hence, chart 4.17 with statement “I think learning English makes us go to other countries” shows that the students agreed and have positive result in response to this statement. From the follow up interview, the writer found that the students assumed that English become a language connecting them with other countries. If they can speak English, they will go to other countries easily because when they are in the other countries, they certainly communicate with others in English. They also stated that English is a language that is mostly comprehensible by people of other countries.

From the chart 4.18 with statement “I think learning English is difficult”, it shows that the students have negative result. In the follow up interview, the students said that English is more difficult than Indonesian. It is because the English spelling and the English pronunciation are different from those of Indonesian so the students find them difficult to say and to understand. When the writer asked further, they said that it is not their habit to use and listen to English in their daily life.

Chart 4.19 is the result of the writer's question the students whether they only learn English when they have an English exam. It shows that the students have a positive attitudes toward learning English because they learn English not only when they have an exam. Based on the interview, the students claimed that they learn English everyday. They said that they learn English when they are in the privat course, when they make a homework, when they read stories, when they play games, and when they watch movies. It proves that the students learn English not only to pass the exam, but also to study it continuously.

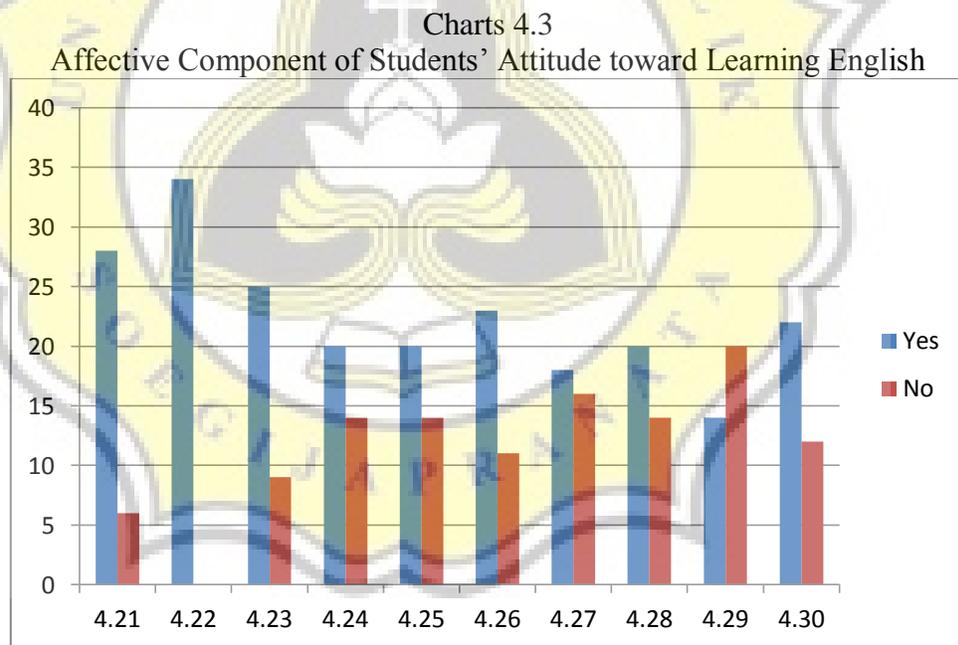
As we can see from chart 4.20 with statement "I think learning English is more difficult than our language" which shows that the students agreed with the statement, demonstrates that the students have negative attitude regarding this statement. From the interview, the writer found that the students believed that learning English is more difficult than Indonesian. Like the explanation of figure 4.18, the students assumed that learning English is difficult because of English spelling and English pronunciation are different from Indonesian spelling and pronunciation. They also stated that learning Indonesian is easier than English. When the writer asked why they thought that learning Indonesian is easier than English, they answered that they are more familiar to speaking Indonesian.

#### **4.4 Affective Component of Students' Attitude**

Affective component is related to the emotion or feeling that accompanies the idea. Affective component of attitude refers to the emotional aspect of attitude. This

is perhaps the most often referred part of attitude and decides mostly the desirable or undesirable aspect of attitude. This is also related to the statement which affects another person (Gardner, 1991). In simple words, affective component involves a person's feeling or emotions about the attitude object, for example, "I am scared of snake."

The following charts described the results of the statements in the questionnaire which are related to affective component of students' attitude. The results are as follows:



The charts above show students' attitude based on affective component. We can see that the percentage between positive and negative results are almost equal although the negative result are more dominant. Seven charts show negative result (chart 4.24, chart 4.25, chart 4.26, chart 4.27, chart 4.28, chart 4.29, and chart 4.30)

and the three others (chart 4.21, chart 4.22, chart 4.23) are positive. Therefore, in terms of affective component, the students' attitude are negative.

From the chart 4.21 with statement "I like learning English", it can be seen the result is positive and indicates that the students like learning English. In the interview, the students said that they like learning English because they think that they will be able to speak English after learning it. The other reason is that they want to speak with foreigners, so they learn English. Then, they stated that they want to have a world tour and communicate with people in the countries of destination.

Chart 4.22 with statement "I wish I can speak English fluently" shows that all of the students hope to be fluent in speaking English. It is the highest positive attitude result. From the interview, the students stated that they agreed that when they study English, they want to be able to speak English well. The students assumed that when they learn English, they will be able to speak English.

We can see from the chart 4.23 with statement "I am happy when I speak English with my parents and my friends". The result indicates students' positive attitudes. Furthermore, in the interview, the writer found that the students think if they are learning English, they can speak in English with others. They are also happy if they can speak in English with their parents or their friends. The students are happy speaking English with others because being able to speak English with others is the indicator that they are successful in learning English.

The writer asked the students whether they are afraid when they answer questions in English class. From chart 4.24, it can be seen that the students are afraid of answering questions in English so that means they have negative attitude toward learning English. Based on the interview, the students said that they are afraid if they make a mistake when they answer the questions. The students also stated that they are afraid of making mistake because they said that their teacher is very strict. However, the students said that although they are afraid of answering the question, they will answer it anyway or they will get a bad score in English.

The writer asked the students in this research whether they are shy when they speak English because their friends laugh at them. Chart 4.25 shows that the students have negative attitude in learning English. From the follow up interview, the students stated that if their friends laugh when they speak English, they think that they are bad in English.

In this research, the writer asked the students whether they are nervous if they answer English questions or not. We can see from figure 4.26 that the students agreed with this statement; that they are nervous when they answer English question. It indicates that the students have negative attitude. In the follow up interview, the writer asked the reason why they are nervous. The students said that they are nervous because they are seen by their friends. The students also reported that they will feel afraid if their friends will laugh at them. They stated that if they make a mistake when answering English questions, they feel nervous.

The writer asked the students whether they worry if they cannot speak English or not. We can see from chart 4.27 that shows negative result; that the students are worry if they can not speak English. From the interview results, the students reported that they should be able to speak English because they have learned English. They said that they are afraid of making when they speak English. Then, they also said that, if they can not speak English well, they are afraid of getting a bad mark in their English class.

From the chart 4.28, we can see that the students are afraid if someone suddenly asks them in English. The result presents negative attitude of the students. Based on the interview, the students stated that they are not ready if someone suddenly ask them in English. The students said that they are afraid if they are wrong to answer the questions, they will be judged that their English is not good. The writer then asked the students further about what they did when they are suddently asked by someone in English. Answering the question, the students stated that they will answer it a bit then avoid the person who asks question.

Chart 4.29 with statement “I am comfortable if someone asks me in English” show that the result is negative. The students agreed that they are not comfortable when someone asks them in English. Based on the interview, the students said that they are not comfortable because they are not in the habit of using English in their daily activities. They also stated that they are afraid of making mistake when they speak English.

Chart 4.30 with statement “I like learning other subject more than learning English” has negative result. The result shows that the students like learning other subject than learning English. Based on the interview, the students said that English speaking, English words, and English lesson are difficult. They choose to learn other lessons which are easier than to learn English.

From the discussion on three components: behavioral component, cognitive component, and affective component, it can be seen that with regard to behavioral component and cognitive component, the students’ attitude are positive. Whereas, the result of the affective component is negative. Therefore, in conclusion the students’ attitudes in learning English are positive.

