

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

In this chapter, the writer discussed the analysis and interpretation of the data to answer the research questions. The data analysis had been analyzed by the writer based on the related theories. The data were taken from the questionnaires that were answered by the teachers who were teaching English in SLB. The questionnaires asked about the teachers' attitudes towards difable students in English learning process.

4.1. Validity and Reliability

Validity was an important issue in both qualitative and quantitative research. The writer can know that the question was valid or not, based on the test of validity. The validity in this research used the types of validity-supporting evidence (Popham, 2008).

Reliability was also an important issue in both qualitative and quantitative research. The writer can know that the questions were reliable or not, based on the reliability testing. According to Ghozali (2005: pp.41) the questions were reliable if the respondents' answers were consistence or stable from time to time.

4.1.1. The Test of Validity

The writer tested the validity of each questionnaire based on the results of the respondents' answers. According to Ghazali (2005: pp.45) the test of validity was used to measure how valid a questionnaire was. A questionnaire can be said valid if the questions can reveal something which will be measured. He also stated that the test of validity can be counted from correlated coefficients of each item with total score variable.

In this research, the writer used the test of validity done among 22 respondents. The results were as follows,

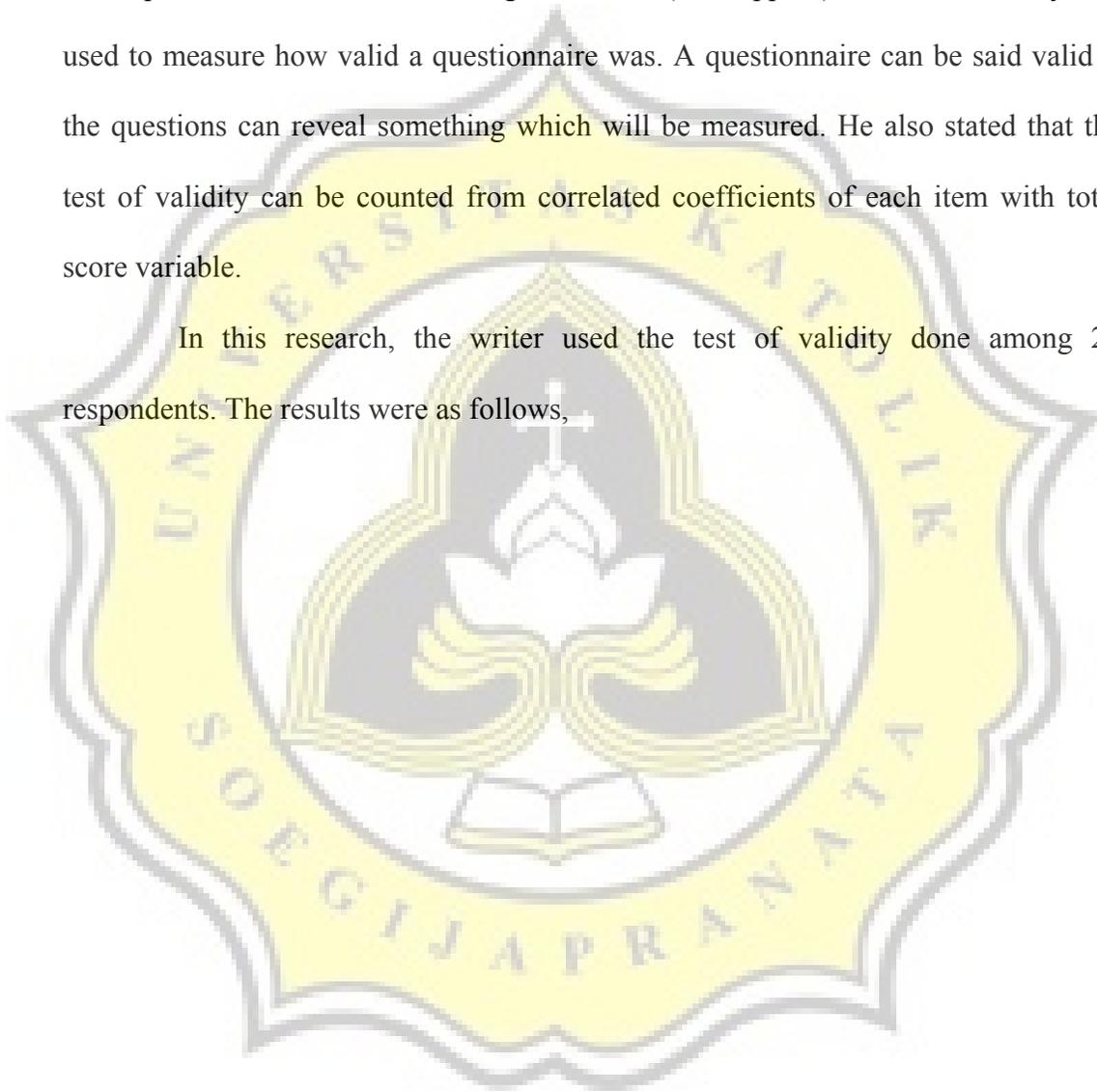


Table 4.1. The Results of Validity Test

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	88,4545	107,117	,433	,785
Q2	88,8182	120,061	,530	,812
Q3	88,3182	110,894	,437	,793
Q4	89,1364	116,981	,429	,809
Q5	88,6364	107,385	,466	,793
Q6	89,0000	95,524	,772	,761
Q7	88,3636	99,100	,557	,772
Q8	88,7727	94,089	,700	,762
Q9	88,9091	97,610	,615	,769
Q10	88,5455	89,593	,790	,753
Q11	88,2273	105,327	,431	,785
Q12	88,4545	107,784	,425	,788
Q13	88,7727	108,565	,425	,788
Q14	88,3636	105,481	,430	,782
Q15	88,3636	108,528	,477	,791
Q16	88,4091	104,158	,603	,777
Q17	88,2273	104,089	,510	,778
Q18	88,0455	103,665	,614	,776
Q19	88,5909	122,158	,502	,820
Q20	88,3182	101,846	,531	,775
Q21	88,4091	107,206	,429	,789
Q22	88,5909	103,682	,461	,783
Q23	88,2273	103,994	,471	,779
Q24	88,5909	109,110	,477	,791
Q25	88,2727	98,970	,469	,776
Q26	88,8636	120,409	,448	,816
Q27	88,5909	99,872	,444	,778
Q28	88,3182	104,894	,451	,789
Q29	88,5000	101,119	,441	,780

In this research, the writer used SPSS 13.0. to test the validity of each questionnaire. From the table above, she got the number of corrected item total correlation or r counting. The corrected item-total correlation of 29 items

in the questionnaire was 0.423. According to Ghozali (2005) the criteria of validity of a statement can be revealed if:

- $r \text{ counting} > r \text{ table}$, the statement was valid.
- $r \text{ counting} < r \text{ table}$, the statement was not valid.

The table below showed that the corrected item-total correlation of 29 item questionnaire was higher than the r table (0.423) so the statement was valid (Ghozali, 2005).

Table 4.2.

Item	r counting		r table	Status
Q1	0.433	>	0.423	Valid
Q2	0.530	>	0.423	Valid
Q3	0.437	>	0.423	Valid
Q4	0.429	>	0.423	Valid
Q5	0.466	>	0.423	Valid
Q6	0.772	>	0.423	Valid
Q7	0.557	>	0.423	Valid
Q8	0.700	>	0.423	Valid
Q9	0.615	>	0.423	Valid
Q10	0.790	>	0.423	Valid
Q11	0.431	>	0.423	Valid
Q12	0.425	>	0.423	Valid
Q13	0.425	>	0.423	Valid
Q14	0.430	>	0.423	Valid
Q15	0.477	>	0.423	Valid
Q16	0.603	>	0.423	Valid
Q17	0.510	>	0.423	Valid
Q18	0.614	>	0.423	Valid
Q19	0.502	>	0.423	Valid
Q20	0.531	>	0.423	Valid
Q21	0.429	>	0.423	Valid
Q22	0.461	>	0.423	Valid
Q23	0.471	>	0.423	Valid
Q24	0.477	>	0.423	Valid

Q25	0.469	>	0.423	Valid
Q26	0.448	>	0.423	Valid
Q27	0.444	>	0.423	Valid
Q28	0.451	>	0.423	Valid
Q29	0.441	>	0.423	Valid

After knowing that every item in the questionnaire was valid, it was important to know the constituents of them by measuring the reliability.

4.1.2. The Test of Reliability

Based on the theory, the respondents' answers can be said reliable if each question was answered consistently. Thus, the validity testing was an important thing to do. Ghozali (2005: pp.42) said that reliability was an index, which showed how far a measurer used to count the same things twice.

In this research, the writer used Cronbach Alpha. According to Ghozali (2005: pp.42) Cronbach Alpha was one of the ways to measure reliability. The result of the test of the reliability test was as follows:

Table 4.3. The Results of The Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,791	29

Ghozali (2005: pp.42) said that the criteria of the question were reliable if:

- Cronbach's Alpha < 0.5 so the statement was reliable.

- Cronbach's Alpha > 0.5 so the statement was not reliable.

From the table 4.3, the *Cronbach Alpha* was $0.791 > 0.5$ so the statement was reliable.

4.2. Respondents' Profiles

The respondents' profiles were the teacher of SLB Negeri, SLB H.J. Soemiyati, SLB Pelita Ilmu, SLB Immanuel, SLB YPAC, SLB Swadaya, SLB Widya Bakti, and SLB Dharma Mulia shown on Appendix 4.

We can say that the majority of respondents were female (59.1%) and their age were above 43 years (50%), their education background was S1 (77.3%), and they taught grade 7-9 (59.1%) with ≥ 10 years long in teaching (45.5%), and they had been attending the English training and special behavior training for about 2 times (54.5%).

4.3. The Teachers' Attitudes toward Difables' English Learning Process in SLB

The writer gave some statements in the questionnaires related to the teachers' attitudes towards the difable's English learning process. From the answers of the questionnaires, the writer tried to describe them in order to find the answer of problem formulations, as follows:

1. I enjoy teaching English in SLB.

The writer used Questionnaire No.1 to find out whether the English teachers enjoy teaching English in SLB. The respondents' answers can be seen in the table below.

Table 4.4. I Enjoy Teaching English in SLB

Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	13,6	13,6	13,6
	Neutral	11	50,0	50,0	63,6
	Agree	8	36,4	36,4	100,0
	Total	22	100,0	100,0	

The table above showed that 13.6% of respondents disagreed, 50% chose neutral and 36.4% agreed with the statement. Although, there were still teachers who enjoyed teaching English and teachers who did not enjoy teaching English in SLB, the majority of respondents (50%) chose neutral for the questionnaires whether they enjoyed teaching English in SLB. Thus, their attitude towards the statement of the first item was neutral

2. Teaching students in SLB is easy.

The writer used Questionnaire item No.2 to find out whether teaching students in SLB is easy. The respondents' answers can be seen in the table below.

Table 4.5. Teaching Students in SLB is Easy**Q2**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	7	31,8	31,8	31,8
Neutral	11	50,0	50,0	81,8
Agree	4	18,2	18,2	100,0
Total	22	100,0	100,0	

The table above showed that 31.8% of respondents disagreed, 50.0% chose neutral and 18.2% agreed with the statement. From the table above, there were teachers who considered teaching English in SLB was easy and teachers who considered teaching English in SLB was not easy. However, as the majority of respondent (50.0%) chose neutral, it can be concluded that their attitude towards this statement was neutral.

3. Teaching English in SLB is very comfortable.

The writer used Questionnaire item No.3 to find out whether teaching English in SLB is very comfortable. The respondents' answers can be seen in the table below.

Table 4.6. Teaching English in SLB is very comfortable**Q3**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	9,1	9,1	9,1
Neutral	10	45,5	45,5	54,5
Agree	10	45,5	45,5	100,0
Total	22	100,0	100,0	

The table above showed that 9.1% of respondents disagreed, 45.5% chose neutral and 45.5% agreed with statement. Although, there were teachers who considered teaching English in SLB was comfortable and teachers who considered teaching English in SLB was not comfortable, the majority of respondent (50.0%) chose neutral for the questionnaires whether teaching English in SLB was very comfortable. Thus, their attitude towards the statement of the third item was neutral

4. Teaching English in SLB makes me nervous.

The writer used Questionnaire item No.4 to find out whether teaching English in SLB makes them nervous. The respondents' answers can be seen in the table below.

Table 4.7. Teaching English in SLB makes them nervous**Q4**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	9,1	9,1	9,1
Disagree	9	40,9	40,9	50,0
Neutral	8	36,4	36,4	86,4
Agree	3	13,6	13,6	100,0
Total	22	100,0	100,0	

The table above showed that 9.1% of respondents strongly disagreed, 40.9% disagreed, 36.4% chose neutral and 13.6% agreed with statement. There were half of the respondents who disagreed (50.0%) consisting of 40.9% (disagree) and 9.1% (strongly disagreed) to the neutral respondents (36.4%) compared to those who agreed (13.6%), there were more respondents chose disagreed (50.0%) for the questionnaires. The majority of respondents (50.0%) chose disagreed for the questionnaires whether teaching English in SLB made the teachers nervous. Thus, their attitude towards the statement of the fourth item was positive.

5. English is very difficult to teach for students in SLB.

The writer used Questionnaire item No.5 to find out whether English is very difficult to teach for students in SLB. The respondents' answers can be seen in the table below.

Table 4.8. English is very difficult to teach for students in SLB**Q5**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	9,1	9,1	9,1
Disagree	4	18,2	18,2	27,3
Neutral	9	40,9	40,9	68,2
Agree	5	22,7	22,7	90,9
Strongly agree	2	9,1	9,1	100,0
Total	22	100,0	100,0	

The table above showed that 9.1% of respondents strongly disagreed, 18.2% disagreed, 40.9% chose neutral and 22.7% agreed, 9.1% strongly agreed with statement. The majority of respondents (40.9%) were not quite sure whether English was very difficult to teach for students in SLB. There were teachers who considered teaching English in SLB was very difficult and teachers who considered teaching English in SLB was easy. In fact, there were some respondents who agreed (31.8%) consisting of 22.7% (agreed) and 9.1% (strongly agreed). Compared to those who disagreed (27.3%) consisting of 18.2% (disagreed) and 9.1% (strongly disagreed), there were more respondents who chose neutral for the questionnaires whether English was very difficult to teach for students in SLB. Therefore, their attitude towards the statement of the fifth item was neutral.

6. Teaching English in SLB is a challenge.

The writer used Questionnaire item No.6 to find out whether teaching English in SLB is a challenge. The respondents' answers can be seen in the table below.

Table 4.9. Teaching English in SLB is a challenge

Q6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	13,6	13,6	13,6
Disagree	7	31,8	31,8	45,5
Neutral	6	27,3	27,3	72,7
Agree	6	27,3	27,3	100,0
Total	22	100,0	100,0	

The table above showed that 13.6% of respondents strongly disagreed, 31.8% disagreed, 27.3% chose neutral, 27.3% agreed and 27.3% strongly agreed with statement. There were some respondents who disagreed (45.4%) consisting of 31.8% (disagreed) and 13.6% (strongly disagreed) to the neutral respondents (27.3%). Compared to those who agreed (27.3%), there were more respondents who disagreed for the questionnaires. The majority of respondents (45.4%) chose disagreed for the questionnaires whether teaching English in SLB was a challenge. Therefore, their attitude towards the statement of the sixth item was positive.

7. I enjoy using games in teaching English in SLB.

The writer used Questionnaire item No.7 to find out whether the teachers enjoy using games in teaching English in SLB. The respondents' answers can be seen in the table below.

Table 4.10. I enjoy using games in teaching English in SLB

Q7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4,5	4,5	4,5
Disagree	4	18,2	18,2	22,7
Neutral	7	31,8	31,8	54,5
Agree	7	31,8	31,8	86,4
Strongly agree	3	13,6	13,6	100,0
Total	22	100,0	100,0	

The table above showed that 4.5% of respondents strongly disagreed, 18.2% disagreed, 31.8% chose neutral, 31.8% agreed and 13.6% strongly agreed with statement. There were equal numbers respondents who answered neutral and agreed, 31.8% (neutral) and 31.8% (agreed) with statement. There were a few respondents who answered disagreed (22.7%), consisting of 4.5% (strongly disagreed) and 18.2% (disagreed) compared to those who agreed (45.4%), consisting of 31.8% (agreed) and 13.6% (strongly agreed). However, as the majority of respondent (45.4%) chose agreed, it can be concluded that their attitude towards this statement was positive.

8. Teaching English in SLB gives me opportunities to learn many new things.

The writer used Questionnaire item No.8 to find out whether teaching English in SLB gives me opportunities to learn many new things. The respondents' answers can be seen in the table below.

Table 4.11. Teaching English in SLB gives me opportunities to learn many new things

Q8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	9,1	9,1	9,1
Disagree	8	36,4	36,4	45,5
Neutral	5	22,7	22,7	68,2
Agree	4	18,2	18,2	86,4
Strongly agree	3	13,6	13,6	100,0
Total	22	100,0	100,0	

The table above showed that 9.1% of respondents strongly disagreed, 36.4% disagreed, 22.7% chose neutral, 18.2% agreed and 13.6% strongly agreed with statement. There were some respondents who disagreed (45.5%) consisting of 36.4% (disagreed) and 9.1% (strongly disagreed). Compared to those who agreed (31.8%) consisting of 18.2% (agreed) and 13.6% (strongly agreed), there were more respondents chose disagreed for the questionnaires. Although, there were teachers who

considered teaching English in SLB gave them opportunities to learn many new things, the majority of respondent (45.5%) chose disagreed for the questionnaires whether teaching English in SLB gave them opportunities to learn many new things. It can be concluded that their attitude towards this statement was negative.

9. I feel comfortable in communicate with students in SLB.

The writer used Questionnaire item No.9 to find out whether teachers feel comfortable in communicate with students in SLB. The respondents' answers can be seen in the table below.

Table 4.12. I feel comfortable in communicate with students in SLB
Q9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	9,1	9,1	9,1
Disagree	9	40,9	40,9	50,0
Neutral	4	18,2	18,2	68,2
Agree	6	27,3	27,3	95,5
Strongly agree	1	4,5	4,5	100,0
Total	22	100,0	100,0	

The table above showed that 9.1% of respondents strongly disagreed, 40.9% disagreed, 18.2% chose neutral, 27.3% agreed and 4.5% strongly agreed with the statement. There were half respondents who disagreed (50.0%) consisting of 40.9%

(disagreed) and 9,1% (strongly disagreed) to the neutral respondents (18.2%). Compared to those who agreed (31.8%) consisting of 27.3% (agreed) and 4.5% (strongly agreed), there were more respondents who disagreed (50.0%) for the questionnaires. Although, there were teachers who felt comfortable in communicate with students in SLB, the majority of respondents disagreed (50.0%) with the statement whether they felt comfortable in communicate with students in SLB. Thus, their attitude towards this statement was negative.

10. I will give my attention to students as much as possible.

The writer used Questionnaire item No.10 to find out whether teacher will give their attention to students as much as possible.

The respondent's answers can be seen in the table below.

Table 4.13. I will give my attention to students as much as possible

Q10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	9,1	9,1	9,1
Disagree	8	36,4	36,4	45,5
Neutral	2	9,1	9,1	54,5
Agree	5	22,7	22,7	77,3
Strongly agree	5	22,7	22,7	100,0
Total	22	100,0	100,0	

The table above showed that 9.1% of respondents strongly disagreed, 36.4% disagreed, 9.1% chose neutral, 22.7% agreed and 22.7% strongly agreed with the statement. There were some respondents who disagreed (45.5%) consisting of 36.4% (disagreed) and 9.1% (strongly disagreed). Compared to those who agreed (45.4%) consisting of 22.7% (agreed) and 22.7% (strongly agreed) for the questionnaires. Although, there were teachers who gave their attention to students as much as possible, the majority of respondents disagreed (45.5%) for the questionnaires whether they can give their attention to students as much as possible. Therefore, their attitude towards this statement was negative.

11. I like working with children.

The writer used Questionnaire item No.11 to find out whether or not teacher like working with children. The respondent's answers can be seen in the table below.

Table 4.14. I like working related to children

Q11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4,5	4,5	4,5
Disagree	1	4,5	4,5	9,1
Neutral	10	45,5	45,5	54,5
Agree	7	31,8	31,8	86,4
Strongly agree	3	13,6	13,6	100,0
Total	22	100,0	100,0	

The table above showed that 4.5% of respondents strongly disagreed, 4.5% disagreed, 45.5% chose neutral, 31.8% agreed and 13.6% strongly agreed with the statement. There were respondents who agreed (45.4%) consisting of 31.8% (agreed) and 13.6% (strongly agreed) to the neutral respondents (45.5%). Compared to those who disagreed (9.0) consisting of 4.5% (disagreed) and 4.5% (strongly disagreed), there were more respondents chose neutral (45.5%) for the questionnaires. Although, there were teachers who liked working related to children and teachers who did not like working related to children, the majority of the respondents chose neutral (45.5%) for the questionnaires. Therefore, their attitude towards this statement was negative.

12. I don't mind if I have to solve problems in English Teaching.

The writer used Questionnaire item No.12 to find out whether the teacher don't mind if they have to solve problems in English Teaching. The respondent's answers can be seen in the table below.

Table 4.15. Generally, I don't mind if I have to solve problems on English Teaching

Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	18,2	18,2	18,2
	Neutral	9	40,9	40,9	59,1
	Agree	9	40,9	40,9	100,0
Total		22	100,0	100,0	

The table above showed that 18.2% of respondents disagreed, 40.9% chose neutral and 40.9% agreed with statement. From the table above, it was clear that more respondents chose agreed and neutral to solve problems which they faced in English teaching. Although, there were teachers who considered they didn't mind if they have to solve problems on English teaching and teachers who considered it was a problem if they have to solve problems on English Teaching, the majority of respondent chose neutral (40.9%) and agreed (40.9%) for the questionnaires whether they

didn't mind if they have to solve problems on English teaching.

Therefore, their attitude towards this statement was positive.

13. I am excited about teaching English in SLB.

The writer used Questionnaire item No.13 to find out whether the teachers excited about teaching English in SLB. The respondents' answers can be seen in the table below.

Table 4.16. I am excited about teaching English in SLB

Q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	27,3	27,3	27,3
	Neutral	12	54,5	54,5	81,8
	Agree	4	18,2	18,2	100,0
	Total	22	100,0	100,0	

The table above showed that 27.3% of respondents disagreed, 54.5% chose neutral and 18.2% agreed with statement. Although, there were teachers who excited about teaching English in SLB and teachers who did not excited about teaching English in SLB.

From the table above, it was very clear that the majority of respondents chose neutral (54.5%) for the questionnaires whether they excited about teaching English in SLB. Therefore, their attitude towards this statement was neutral.

14. I am sure that students with different abilities could learn English well.

The writer used Questionnaire item No.14 to find out whether the teacher is sure that students with different abilities could learn English well. The respondent's answers can be seen in the table below.

Table 4.17. I am sure that students with different abilities could learn English well

Q14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	9,1	9,1	9,1
	Neutral	12	54,5	54,5	63,6
	Agree	7	31,8	31,8	95,5
	Strongly agree	1	4,5	4,5	100,0
	Total	22	100,0	100,0	

The table above showed that 9.1% of respondents disagreed, 54.5% chose neutral, 31.8% agreed and 4.5% strongly agreed with statement. Compared to those who agreed (36.3%) consisting of 31.8% (agreed) and 4.5% (strongly agreed), there were more respondents chose neutral (54.5%) for the questionnaires. Although, there were teachers who considered students with different abilities could learn English well and teachers who considered students with different abilities could not learn English

well, the majority of respondents (54.5%) chose neutral for the questionnaires whether students with different abilities could learn English well. Therefore, their attitude towards this statement was neutral.

15. Students in SLB can get good scores in their English Learning.

The writer used Questionnaire item No.15 to find out whether the students in SLB can get good scores in their English Learning. The respondent's answers can be seen in the table below.

Table 4.18. Students in SLB can get good scores in their English Learning

Q15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	5	22,7	22,7	22,7
Neutral	5	22,7	22,7	45,5
Agree	12	54,5	54,5	100,0
Total	22	100,0	100,0	

The table above showed that 22.7% of respondents disagreed, 22.7% chose neutral and 54.5% agreed with the statement. From the table above, it was clear that the highest points of respondents agreed (54.5%). Although, there were teachers who considered the students in SLB can get good scores in their English learning and teachers who considered the students in SLB can not get good

scores in their English learning, the majority of the respondents agreed (54.5%) for the questionnaires whether the students in SLB can get good scores in their English learning. Therefore, their attitude towards this statement was positive.

16. I am proud with students' marks.

The writer used Questionnaire item No.16 to find out whether teacher proud with the students' marks. The respondent's answers can be seen in the table below.

Table 4.19. I am proud with students' marks.

Q16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	9,1	9,1	9,1
	Neutral	12	54,5	54,5	63,6
	Agree	8	36,4	36,4	100,0
	Total	22	100,0	100,0	

The table above showed that 9.1% of respondents disagreed, 54.5% chose neutral and 36.4% agreed with statement. Although, there were teachers who proud with students' marks and teachers who were not proud with students' marks, the majority of respondents (54.5%) chose neutral whether they were proud with students' marks. Therefore, their attitude towards this statement was neutral.

17. Learning English will help students to be more creative.

The writer used Questionnaire item No.17 to find out whether learning English will help students to be more creative. The respondent's answers can be seen in the table below.

Table 4.20. Learning English will help students to be more creative
Q17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	9,1	9,1	9,1
	Neutral	9	40,9	40,9	50,0
	Agree	10	45,5	45,5	95,5
	Strongly agree	1	4,5	4,5	100,0
	Total	22	100,0	100,0	

The table above showed that 9.1% of respondents disagreed, 40.9% chose neutral and 45.5% agreed, 4.5% strongly disagreed with the statement. There were half of respondents who agreed (50.0%) consisting of 45.5% (agreed) and 5.5% (strongly agreed) to the neutral respondents (40.9%). Compared to those who disagreed (9.1%), there were more respondents who agreed (50.0%) whether learning English helped students to be more creative. Although, there were teachers who considered learning English didn't helped students to be more creative, the majority of respondents chose agreed (50%) for the questionnaires whether

learning English helped students to be more creative. It can be concluded that their attitude towards this statement was positive.

18. I will try to win students' interest when they are bored in the English learning process.

The writer used Questionnaire item No.18 to find out whether the teacher will try to win students' interest when they are bored in the English learning process. The respondent's answers can be seen in the table below.

Table 4.21. I will try to get students' interest when they are bored in the English learning process

Q18

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	10	45,5	45,5	45,5
Agree	10	45,5	45,5	90,9
Strongly agree	2	9,1	9,1	100,0
Total	22	100,0	100,0	

The table above showed that 45.5% of respondents chose neutral, 45.5% of respondents agreed and 9.1% of respondents strongly agreed with the statement. Based on the table above, it was very clear whether the respondents agreed to make students interested when they were bored in the English learning process. However, as the majority of respondents agreed (54.6%) consisting of 45.5%

(agreed) and 9.1% (strongly agreed), it can be concluded that their attitude towards this statement was positive.

19. I will call my students' names in a high voice when they don't pay their attention to the lesson.

The writer used Questionnaire item No.19 to find out whether the teacher will call their students' names in a high voice when they don't pay their attention to the lesson. The respondent's answers can be seen in the table below.

Table 4.22. I will call my students' names in a high voice when they don't pay attention to the lesson

Q19

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	9,1	9,1	9,1
Disagree	3	13,6	13,6	22,7
Neutral	8	36,4	36,4	59,1
Agree	9	40,9	40,9	100,0
Total	22	100,0	100,0	

The table above showed that 9.1% of respondents strongly disagreed, 13.6% disagreed, 36.4% chose neutral, and 40.9% agreed with statement. There were only few respondents who disagreed (22.7%) consisting of 9.1% (strongly disagreed) and 13.6% (disagreed). Compared to those who chose neutral for the

questionnaires, there were more respondents who were neutral (36.4%). From the table above, there were teachers who consider the majority of respondents agreed to call their students' names in a high voice when they didn't pay attention to the lesson. However, as the majority of respondent (40.9%) chose agreed, it can be concluded that their attitude towards this statement was positive.

20. I will try to give an opportunity to my students to be more active in the English learning process.

The writer used Questionnaire item No.20 to find out whether the teacher will try to give an opportunity for their students to be more active in the English learning process. The respondent's answers can be seen in the table below.

Table 4.23. I will try to give an opportunity to my students to be more active in the English learning process

Q20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	18,2	18,2	18,2
	Neutral	8	36,4	36,4	54,5
	Agree	8	36,4	36,4	90,9
	Strongly agree	2	9,1	9,1	100,0
	Total	22	100,0	100,0	

The table above showed that 18.2% of respondents disagreed, 36.4% chose neutral, 36.4% agreed and 9.1% strongly agreed with statement. Compared to those who disagreed (18.2%) and chose neutral (36.4%), there were more respondents who agreed (45.5%) consisting of 36.4% (agreed) and 9.1% (strongly agreed). From the table above, there were teachers who tried giving an opportunity for their students to be more active in the English learning process. However, as the majority of respondent (45.5%) chose agreed, it can be concluded that their attitude towards this statement was positive.

21. I will be more excited in teaching if students don't understand the lesson.

The writer used Questionnaire item No.21 to find out whether the teacher will be more excited in teaching if students don't understand the lesson. The respondent's answers can be seen in the table below.

Table 4.24. I will be more excited in teaching if students don't understand the lesson

Q21

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	5	22,7	22,7	22,7
Neutral	8	36,4	36,4	59,1
Agree	7	31,8	31,8	90,9
Strongly agree	2	9,1	9,1	100,0
Total	22	100,0	100,0	

The table above showed that 22.7% of respondents disagreed, 36.4% chose neutral, 31.8% agreed and 9.1% strongly disagreed with statement. There were some respondents who agreed (40.9%) consisting of 31.8% (agreed) and 9.1% (strongly agreed) to the neutral respondents (36.4%). Compared to those who disagreed (22.7%), there were more respondents who agreed (40.9%) to be more excited in teaching if students didn't understand the lesson.

Although, there were teachers who did not excited in teaching if students didn't understand the lesson, the majority of respondents chose agreed (40.9%) for the questionnaire whether they will be more excited in teaching if students don't understand the lesson.

Thus, their attitude towards this statement was positive.

22. I will be more excited in teaching if students don't understand the lesson.

The writer used Questionnaire item No.22 to find out whether teachers will be more excited in teaching if students don't understand the lesson. The respondent's answers can be seen in the table below.

Table 4.25. I will give students an opportunity to join the activities in English learning process enthusiastically

Q22

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	9,1	9,1	9,1
Disagree	4	18,2	18,2	27,3
Neutral	7	31,8	31,8	59,1
Agree	8	36,4	36,4	95,5
Strongly agree	1	4,5	4,5	100,0
Total	22	100,0	100,0	

The table above showed that 9.1% of respondents strongly disagreed, 18.2% disagreed, 31.8% chose neutral, 36.4% agreed and 4.5% strongly agreed with statement. There were some respondents who agreed (40.9%) consisting of 36.4% (agreed) and 4.5% (strongly agreed). Compared to those who disagreed (27,3%) consisting of 18.2% (disagreed) and 9.1% (strongly disagreed), there were more respondents who agreed for the questionnaires. Although, there were teachers who did not gave

their students an opportunity to join the activities in English learning process enthusiastically, the majority of respondents agreed (36.4%) for the questionnaires whether teachers who gave their students an opportunity to join the activities in English learning process enthusiastically. It can be concluded that their attitude towards this statement was positive.

23. I want my students to be able to speak English fluently in their community.

The writer used Questionnaire item No.23 to find out whether the teacher want their students to be able to speak English fluently in their community. The respondent's answers can be seen in the table below.

Table 4.26. I want my students to be able to speak English fluently in their community

Q23

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	9,1	9,1	9,1
Neutral	10	45,5	45,5	54,5
Agree	8	36,4	36,4	90,9
Strongly agree	2	9,1	9,1	100,0
Total	22	100,0	100,0	

The table above showed that 9.1% of respondents disagreed, 45.5% chose neutral, 36.4% agreed, and 9.1% strongly disagreed with statement. There were some respondents who agreed (45.5%) consisting of 36.4% (agreed) and 9.1% (strongly agreed) to the neutral respondents (45.5%). Compared to those who disagreed (9.1%), there were more respondents who agreed (45.5%) for the questionnaires. Although, there were teachers who did not want their students to be able to speak English fluently in their community, the majority of respondents agreed (45.5%) whether teachers wanted their students to be able to speak English fluently in their community. It can be concluded that their attitude towards this statement was positive.

24. A teacher should teach students in a lower voice

The writer used Questionnaire item No.24 to find out whether the teacher should teach students in a lower voice. The respondent's answers can be seen in the table below.

Table 4.27. A teacher should teach students in a lower voice**Q24**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	5	22,7	22,7	22,7
Neutral	10	45,5	45,5	68,2
Agree	7	31,8	31,8	100,0
Total	22	100,0	100,0	

The table above showed that 22.7% of respondents disagreed, 45.5% chose neutral and 31.8% agreed with the statement. Although, there were teachers who considered teachers should teach students in a lower voice and teachers should not teach students in a lower voice, the majority of respondents chose neutral (45.5%) for the questionnaires whether teacher should teach students in a lower voice. Thus, their attitude towards this statement was positive.

25. A teacher should not say” you are stupid” when students make a mistake.

The writer used Questionnaire item No.25 to find out whether the teacher should not say” you are stupid” when students make a mistake. The respondent’s answers can be seen in the table below.

Table 4.28. A teacher should not say” you are stupid” when students make a mistake

Q25

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	9,1	9,1	9,1
Disagree	3	13,6	13,6	22,7
Neutral	6	27,3	27,3	50,0
Agree	6	27,3	27,3	77,3
Strongly agree	5	22,7	22,7	100,0
Total	22	100,0	100,0	

The table above showed that 9.1% of respondents strongly disagreed, 13.6% disagreed, 27.3% chose neutral, 27.3% agreed, and 22.7% strongly agreed with statement. There were equals number of respondents who answer neutral and agreed, 27.3% (neutral) and 27.3% (agreed) with statement. There were half of respondents who agreed (50.0%) consisting of 27.3% (agreed) and 22.7% (strongly agreed) to the neutral respondents (27.3%). Compared to those who disagreed (22.7%) consisting of 13.6% (disagreed) and 9.1% (strongly disagree), there were more respondents who agreed (50.0%) for the questionnaires. From the table above, there were teachers who considered whether a teacher should not say”you were stupid” when students made a mistake. However, as the majority of respondent chose agreed (50.0%), it

can be concluded that their attitude towards this statement was positive.

26. If students refuse to try doing a task, a teacher usually gets angry with them.

The writer used Questionnaire item No.26 to find out whether students refuse to try doing a task, a teacher usually gets angry with them. The respondent's answers can be seen in the table below.

Table 4.29. If students refuse to try doing a task, a teacher usually gets angry with them

Q26

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	9,1	9,1	9,1
Disagree	5	22,7	22,7	31,8
Neutral	10	45,5	45,5	77,3
Agree	5	22,7	22,7	100,0
Total	22	100,0	100,0	

The table above showed that 9.1% of respondents strongly disagreed, 22.7% disagreed, 45.5% neutral, and 22.7% agreed with statement. The majority of respondents (45.5%) chose neutral for the questionnaires. Compared to those who disagreed (31.8%) consisting of 22.7% (disagreed) and 9.1% (strongly disagreed),

there were more respondents chose neutral (45.5%) for the questionnaires. Although, there were teachers who considered if students refused to try doing a task, a teacher got angry with them and students accept to try doing a task, a teacher did not get angry with them, the majority of respondents chose neutral (45.5%) for the questionnaires whether students refused to try doing a task, a teacher got angry with them. Therefore, their attitude towards this statement was neutral.

27. It is more difficult to overcome the weaknesses of people with intellectual disabilities in English learning process.

The writer used Questionnaire 27 to know it is more difficult to overcome the weaknesses of people with intellectual disabilities in the English learning process. The respondent's answers can be seen in the table below.

Table 4.30. It is more difficult to overcome the weaknesses of people with intellectual disabilities than people with physical disabilities in the English learning process

Q27

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	9,1	9,1	9,1
Disagree	5	22,7	22,7	31,8
Neutral	8	36,4	36,4	68,2
Agree	3	13,6	13,6	81,8
Strongly agree	4	18,2	18,2	100,0
Total	22	100,0	100,0	

The table above showed that 9.1 % of respondents strongly disagreed, 22.7% disagreed, 36.4% chose neutral, and 13.6% agreed, 18.2% strongly agreed with statement. The majority of respondents (36.4%) chose neutral. However in fact, there were equal numbers of respondents between respondents who disagreed and agreed. The number of respondents who disagreed (31.8%) consisting of 22.7% (disagreed) and 9.1% (strongly disagreed), and those who agreed (31.8%) consisting of 13.6% (agreed) and 18.2% (strongly agreed) for the questionnaires. Although, there were teachers who considered it was more difficult to overcome the weaknesses of people with intellectual disabilities in the English learning process and teachers who considered it was more easy to overcome the weaknesses of people with intellectual

disabilities in the English learning process, the majority of respondents chose neutral (36.4%) for the questionnaires. Thus, their attitude towards this statement was neutral.

28. I am sure that physical school condition such as: headmasters, teachers, class size, and physical classroom will affect the teachers' ways of teaching.

The writer used Questionnaire item No.28 to find out whether the teacher sure that physical school condition such as: headmaster, teachers, class size, and physical classroom will affect the teachers' ways of teaching. The respondent's answers can be seen in the table below.

Table 4.31. I am sure that physical school condition such as: headmasters, teachers, class size, and physical classroom will affect the teachers' ways of teaching.

Q28

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4,5	4,5	4,5
Disagree	5	22,7	22,7	27,3
Neutral	5	22,7	22,7	50,0
Agree	7	31,8	31,8	81,8
Strongly agree	4	18,2	18,2	100,0
Total	22	100,0	100,0	

The table above showed that 4.5 % of respondents strongly disagreed, 22.7% disagreed, 22.7% chose neutral, and 31.8% agreed, 18.2% strongly agreed with the statement. There were equal numbers of respondents between respondents who disagreed (22.7%) and neutral (22.7%). Compared to those who disagree (27.2%) consisting strongly disagree (4.5%) and disagreed (22.7), there were more respondents chose agreed (50.0%) consisting of 31.8% (agreed) and 18.2% (strongly agreed) for the questionnaires. Although, there were teachers who considered physical school condition such as: headmasters, teachers, class size, and physical classroom affected the teachers' ways of teaching and teachers who considered physical school condition such as: headmasters, teachers, class size, and physical classroom did not affect the teachers' ways of teaching, the majority of respondents chose agreed (50.0%) for the questionnaires whether physical school condition such as: headmasters, teachers, class size, and physical classroom will affect the teachers' ways of teaching. It can be concluded that their attitude towards this statement was positive.

29. When a teacher is impatient in his manner or rude in speech, it will make the students become afraid and lose his confidence in the English learning process.

The writer used Questionnaire item No.29 to find out whether a teacher is impatient in his manner or rude in speech, it will make the students become afraid and lose his confidence in the English learning process. The respondent's answers can be seen in the table below.

Table 4.32. When a teacher is impatient in his manner or rude in speech, it will make the students become afraid and lose their confidence in the English learning process

Q29

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4,5	4,5	4,5
Disagree	6	27,3	27,3	31,8
Neutral	7	31,8	31,8	63,6
Agree	4	18,2	18,2	81,8
Strongly agree	4	18,2	18,2	100,0
Total	22	100,0	100,0	

The table above showed that 4.5 % of respondents strongly disagreed, 27.3% disagreed, 31.8% chose neutral, and 18.2% agreed, 18.2% strongly agreed with the statement. However in fact, there were some respondents who agreed (36.4%) consisting of 18.2% (agreed) and 18.2% (strongly agreed). Compared to

those who chose neutral (31.8%) and disagreed (21.8%) consisting of 27.3% (disagreed) and 4.5% (strongly disagreed), there were more respondents who agreed (36.4%) for the questionnaires. However as the majority of respondents chose agreed (36.4%) for the questionnaires whether a teacher was impatient in his manner or rude in speech, it made the students become afraid and lose his confidence in the English learning process. It can be concluded that their attitude towards this statement was positive.

Based on the table above, there were 51.72 % (15 statements) who had positive attitudes towards the Difiable's English learning process. There were questionnaires numbers: 4, 6, 7, 12, 15, 17, 18, 19, 20, 21, 22, 23, 25, 28 and 29. There were 37.93% (11 statements) who had neutral towards the Difiable's English learning process. There were questionnaires numbers: 1, 2, 3, 5, 11, 13, 14, 16, 24, 26 and 27. There were 10.34% (3 statements) who had negative attitudes towards the Difiable's English learning process, questionnaires numbers: 8, 9 and 10. The writer concluded that the majority of the teachers had positive attitudes towards the Difiable's English learning process. (See appendix

2)