CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented about the finding of the research and the discussion. It presented some discussions dealing with collected data of student's attitude score and their English score.

A. Research Findings

1. The Description of Data

a. The Data About Students' Attitude

The following table would show the score of students' attitude that has been obtained through questionaire.

Table 4.1

Data of Attitude Quistionnaire Score of Students at MTs Sultan Agung Jabalsari

N	Subject	Attitude Score
1	AP	63
2	AAP	58
3	DAR	74
4	DHT	60
5	EDS	103
6	FF	103
7	GN	103
8	IW	81
9	MAR	84
10	MZ	106
11	MAAA	73
12	MSF	81

13	MAZ	79
14	MAS	84
15	MAAF	75
16	MARN	72
17	MR	80
18	MSH	75
19	NYN	84
20	PFS	72
21	RA	81
22	WRF	78

The degree of students' attitude can be seen ob the table below:

Table 4.2

Degree of students' attitude

Score	Criteria
1 – 50	Low
51 – 100	Medium
101 – 150	High

b. The Data About Students' English Achievement

The following table will present the scores of students' English achievement at MTs Sultan Agung Jabalsari that had been obtained from school report through documentation method.

Table 4.3

Data of Students' English Score at MTs Sultan Agung Jabalsari

N	Subject	English Score
1.	AP	77
2.	AAP	79
3.	DAR	78

4.	DHT	76
5.	EDS	85
6.	FF	93
7.	GN	89
8.	IW	87
9.	MAR	89
10.	MZ	93
11.	MAAA	79
12.	MSF	88
13.	MAZ	85
14.	MAS	86
15.	MAAF	79
16.	MARN	85
17.	MR	86
18.	MSH	87
19.	NYN	92
20.	PFS	90
21.	RA	87
22.	WRF	84

B. Disscussion

This research was conducted to find out wether there is any correlation between students' attitude and their English achievement at MTs Sultan Agung Jabalsari or not. To prove it, the researcher gathered the data about students' attitude using questionaire and gathered the data about students' English achievement from the students' English examination value. To find the correlation between students' attitude and their English achievement the researcher tested the obtained data using

Pearson's Product Moment formula and computed it using SPSS 23 *for windows.*

In regard to students' attitude, most of students had good attitude towards English lesson. The researcher could not observe students' attitude directly but infer them by individual self-report such as fulfilling some questions distributed by the researcher. Based on the result of the questionnaire there were no student whose the attitude was in low category, and there were 10 students who have medium attitude and 12 students who have high attitude.

Based on the result of the questionnaire most students considered English lesson was not an easy lesson. There were some factors that might cause students considered English lesson is not easy, mostly because English is not their first language. Some students also were not confident on their English skills such as writing, listening, reading and speaking skill. Based on the result of questionaire, most students rarely practice their english speaking and writing skills outside the school.

Altough most students considered English lesson as a difficult lesson, they were still tried their best to do their tasks in English lesson. And also the teacher gave students a great help in overcoming difficulties in learning english. Based on the result of the questionnaire most students agreed that the teacher would repeat the explanation if there are some

students need it. This factor played a great role in maintaining students' attitude towards English lesson and increase students' learning motivation.

As stated in a journal by Hasmiah and Sulasteri (2013) one of the factors that affects learning achievement is motivation. And as stated by Gardner (1985) considers that learning motivation is composed of the desire to succeed, learning attitudes and degree of effort. In other words, learning attitude is closely related with learning motivation and the learning attitude is restricted by learning motivation. It is a significant factor which has a profound influence on the learning achievements.

Based on the analysis of the data, it was found that the significance value of the *Pearson' Correlation Product Moment* was 0,000 and t was smaller than 0,05 (0,00<0,05). It means there is a correlation between the students' attitude and their learning achievement at MTs Sultan Agung Jabalsari. To find out the size of the correlation between students' attitude and their English achievement it can be seen from the *Pearsons' Correlation Product Moment* coefficient value. In this research the correlation value was 0,726 and it is categorized as big. So we can conclude that students' attitude and their English achievement at MTs Sultan Agung Jabalsari were highly correlated.

The result of this research was in line with the result of research that was conducted by Handayanti (2016) which stated that there is asignificant correlation between students' attitude and their English

achievement at SMAN 01 Rejotangan. She stated that students' attitude is one of important aspect to increase their learning achievement, espicially in English lesson.

Basead on the result of the previous study that was conducted by Rahmasari (2014) her study found out that the correlation coefficient value was 0,019 and that indicated a positive correlation but not a significant correlation. Between student' attitude toward English and their achievement.

The result of this research showed a correlation coefficient value of 0,726 which indicated a positive correlation and it was considered as high. So the result of this research was not so in line with the research conductd by Rahmasari (2014) because the result of this research indicated that there is a big (significant) correlation between students' attitude and their English achevement at MTs Sultan Agung Jabalsari.