

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this discussion, the researcher presented the finding of the research. It presented some discussions dealing with collected data of students' score in English and score of their attitude. This chapter covered the description of data, hypothesis testing and discussion.

#### **A. Research Finding**

##### **1. The Description of Data**

Subsequent to the case, both through questionnaire and documentation of English students' score, as the next step to be taken is the description of the data obtained.

The data presented form of data from researcher that are students' attitude through questionnaire score and English score of students in the cognitive domain which in the case was represented by 63 students of X grade at SMA Negeri 01 Rejotangan as the sample. Data presented as the mean raw score in order to avoid the slightest mistake so that the result could be closer to the truth. Description of questionnaire score arranged in accordance with the variables that were students' attitude and English students' score. Moreover, the researcher analyzed both of data by using Spearman Rank to know the correlation from both the data. Additionally, in this chapter, the description of the data as following results:

a. Students attitude through questionnaire score

The data obtained from the students' attitude score through questionnaire containing statements about students' attitudes toward students' subject in English. Total items were 25 questions. So that the lowest possible score was 25 and the students obtained highest score were 100.

The researcher calculated the score of data to find out how far the students' attitude in English. Then the researcher showed the formulas to calculate, they are; to find out how far the students' attitude in English, that classified into quantitative score as follows:

- 1) Score 4, for item strongly agree
- 2) Score 3, for item agree
- 3) Score 2, for item disagree
- 4) Score 1, for item strongly disagree

The data of students' attitude in English was result of distributed questionnaire. Here, the researcher showed the result of students' answer in questionnaire as respondent in this research. Attitude questionnaire score of students of X grade at SMA Negeri 01 Rejotangan from this study are:

**Table 4.1 Data of Attitude Questionnaire Score of Students at SMA  
Negeri 01 Rejotangan**

NO.	NAME	SCORE	NO.	NAME	SCORE
1.	MAA	65	33.	AAS	71
2.	AHP	66	34.	MKN	75
3.	ILF	76	35.	PP	65
4.	SWR	75	36.	FHS	69
5.	EKP	73	37.	AML	85
6.	AU	70	38.	ENW	86
7.	IHDS	71	39.	IN	87
8.	YW	69	40.	TAJ	72
9.	MFF	73	41.	KA	76
10.	YA	71	42.	YDP	72
11.	MCR	78	43.	FUL	65
12.	LM	66	44.	DMF	80
13.	ARO	69	45.	CAV	78
14.	AK	64	46.	AHNA	79
15.	RSR	79	47.	SJA	70
16.	IR	64	48.	ASM	63
17.	EOSU	76	49.	Kan	62
18.	DVA	79	50.	ADR	71
19.	CDP	65	51.	TQS	69
20.	SAF	67	52.	LH	60
21.	FHA	81	53.	WRS	56
22.	Ut	82	54.	IET	70
23.	PH	78	55.	RAS	61
24.	EO	83	56.	MRAS	66
25.	KIF	69	57.	MRH	66
26.	AYP	65	58.	RPAP	64
27.	NAF	70	59.	WRDS	65
28.	ENS	78	60.	FRN	70
29.	AF	85	61.	NAA	76
30.	TNZ	85	62.	PLFA	70
31.	CDO	69	63.	SN	70
32.	MFZ	77			

Moreover, the researcher showed the standard of criteria the students' attitude through questionnaire. The aims of this criteria was to know how much the students of SMA Negeri 01 Rejotangan especially for X grade which have low, medium or high attitude.

**Table 4.2 Score Criteria of Students' Attitude**

<b>Score</b>	<b>Criteria</b>
1-35	Low
36-70	Medium
71-100	High

- b. English language learning outcomes in this study was the result of learning English on the cognitive. Data values were taken directly obtain from the documentation that was list of English score in all subject from the teacher. English score of the students in this study are:

**Table 4.3 Data of English Score of Students at SMA Negeri 01 Rejotangan**

<b>NO.</b>	<b>NAME</b>	<b>SCORE</b>	<b>NO.</b>	<b>NAME</b>	<b>SCORE</b>
1.	MAA	52	33.	AAS	67
2.	AHP	68	34.	MKN	72
3.	ILF	73	35.	PP	36
4.	SWR	65	36.	FHS	73
5.	EKP	73	37.	AML	69
6.	AU	73	38.	ENW	73
7.	IHDS	68	39.	IN	66
8.	YW	65	40.	TAJ	67
9.	MFF	47	41.	KA	66
10.	YA	48	42.	YDP	64
11.	MCR	72	43.	FUL	57
12.	LM	44	44.	DMF	80
13.	ARO	65	45.	CAV	63
14.	AK	63	46.	AHNA	71
15.	RSR	52	47.	SJA	55
16.	IR	44	48.	ASM	52
17.	EOSU	69	49.	Kan	54
18.	DVA	74	50.	ADR	64
19.	CDP	43	51.	TQS	62
20.	SAF	55	52.	LH	36
21.	FHA	64	53.	WRS	39
22.	Ut	71	54.	IET	67
23.	PH	56	55.	RAS	45
24.	EO	75	56.	MRAS	60
25.	KIF	58	57.	MRH	45
26.	AYP	51	58.	RPAP	40
27.	NAF	62	59.	WRDS	55
28.	ENS	64	60.	FRN	53
29.	AF	68	61.	NAA	71
30.	TNZ	67	62.	PLFA	60
31.	CDO	44	63.	SN	65
32.	MFZ	66			

Furthermore, the researcher also showed the standard of criteria the students' English score. The aims of this criteria was to know how far the students' score in English of SMA Negeri 01 Rejotangan especially for X grade which in low, medium or high level.

**Table 4.4 Score Criteria of Students' English Score**

<b>Score</b>	<b>Criteria</b>
1-50	Low
51-70	Medium
71-100	High

After we classified about the students' score of attitude and their English achievement at SMA Negeri 01 Rejotangan in the table 4.1 and 4.3 above, then the researcher correlated about the students' score in attitude and their English achievement especially for X grade at SMA Negeri 01 Rejotangan. The researcher wanted to know how far the relationship between the students' attitude and their achievement in English. Therefore, the researcher presented about the data of students' attitude and their English achievement that will classify in the table below:

**Table 4.5 Data of Attitude Score and English Achievement of students at  
SMA Negeri 01 Rejotangan**

NO.	NAME	THE RESULT	
		QUESTIONNAIRE	ENGLISH SCORE
1.	WRS	56	39
2.	LH	60	36
3.	RAS	61	45
4.	KAn	62	54
5.	ASM	63	52
6.	AK	64	63
7.	IR	64	44
8.	RPAP	64	40
9.	MAA	65	52
10.	CDP	65	43
11.	AYP	65	51
12.	PP	65	36
13.	FUL	65	57
14.	WRDS	65	55
15.	AHP	66	68
16.	LM	66	44
17.	MRAS	66	60
18.	MRH	66	45
19.	SAF	67	55
20.	YW	69	65
21.	ARO	69	65
22.	KIF	69	58
23.	CDO	69	44
24.	FHS	69	73
25.	TQS	69	62
26.	AU	70	73
27.	NAF	70	62
28.	SJA	70	55
29.	IET	70	67
30.	FRN	70	53
31.	PLFA	70	60

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*Continuation...*

NO.	NAME	THE RESULT	
		QUESTIONNAIRE	ENGLISH SCORE
32.	SN	70	65
33.	IHDS	71	68
34.	YA	71	48
35.	AAS	71	67
36.	ADR	71	64
37.	TAJ	72	67
38.	YDP	72	64
39.	EKP	73	73
40.	MFF	73	47
41.	SWR	75	65
42.	MKN	75	72
43.	ILF	76	73
44.	EOSU	76	69
45.	KA	76	66
46.	NAA	76	71
47.	MFZ	77	66
48.	MCR	78	72
49.	PH	78	56
50.	ENS	78	64
51.	CAV	78	63
52.	RSR	79	52
53.	DVA	79	74
54.	AHNA	79	71
55.	DMF	80	80
56.	FHA	81	64
57.	Ut	82	71
58.	EO	83	75
59.	AF	85	68
60.	TNZ	85	67
61.	AML	85	69
62.	ENW	86	73
63.	IN	87	66



The table above showed that the lower score of attitude was 56, then let's see the column of the result of English score also lower, that was 39. Some students that have low score in English be in fact have low score in attitude through questionnaire. Then show the higher score in attitude was 87, the other side of English score was 66. The distinction was not too much. The researcher showed the higher score in English was 80, and the other column in questionnaire has score 80 also. It can be said that the students' attitude and their achievement in English have relationship both of them.

Based on the criteria of students' attitude in table 4.2, the score 1-35 indicated low level for the students' attitude, this case can concluded that none of the 63 students of X grade at SMA Negeri 01 Rejotangan which have low level of attitudes. The score 35-70 indicated medium level for the students' attitude, and there are 25 students who have medium level of attitudes, or around 39,7% students have good enough attitudes. In the last criteria stated that the score 70-100 indicated high level for the students' attitude. This study showed that there are 38 for 63 students were in high level, it means that there were 60,3% of students who have high level of attitudes in learning English. Here, the classification of students' attitude score:

**Table 4.6 Classification of Students' Attitude Score**

<b>Score</b>	<b>Criteria</b>	<b>Total of Students</b>
1-35	Low	0
36-70	Medium	25
71-100	High	38

After the researcher classified the students' attitude, then the researcher showed the classification of English score below. Based on the criteria of students' English score in table 4.4, the score 1-50 indicated low level for the students' English score, this case can concluded that 12 of the 63 students of X grade at SMA Negeri 01 Rejotangan or around 19,1% students which have low level in English score. The score 51-70 indicated medium level for the students' English score, and there are 38 students who were in medium level of English score, or around 60,3% students have good enough English score. In the last criteria stated that the score 71-100 indicated high level for the students' English score. This study showed that there are 13 for 63 students were in high level, it means that there were 20,6% of students who have high level of English score in learning. Here, the classification of students' English score:

**Table 4.7 Classification of Students' English Score**

Score	Criteria	Total of Students
1-50	Low	12
51-70	Medium	38
71-100	High	13

## 2. Hypothesis Testing

After all of score were classified, then the next step is accounting of the correlation coefficient. To count the hypothesis, the researcher used Spearman correlation technique. The result of correlation of the students' attitude and students' English achievement as seen on the table below:

**Table 4.8 Analysis of the Data**

### Correlations

			questionnaire	score
Spearman's rho	questionnaire	correlation coefficient	1.000	.690**
		Sig. (2-tailed)		.000
		N	63	63
	Score	correlation coefficient	.690**	1.000
		Sig. (2-tailed)	.000	
		N	63	63

\*\*Correlation is significant at the 0.01 (2-tailed)

Based on the table 4.8 above, the researcher interpreted that there are 63 students as respondent for both students' attitude and their English achievement. Correlation coefficient ranges from -1 to +1. Perfect correlation, either positive or negative one, is respectively denoted with +1 or -1. Thus, the closer to 1, the stronger the correlation is, or vice versa. And the correlation coefficient of this case is 0.690.

The sig (2-tailed) value 0.000 was lower than level of significant ( $\alpha$ ) 1%. And the correlation coefficient 0.690 was higher than level of significant ( $\alpha$ ) 5%. Based on the correlation coefficient obtained strong values that indicated positive correlation between students' attitude and their English achievement. We can conclude that the alternative hypothesis ( $H_a$ ) is accepted and automatically the null hypothesis ( $H_o$ ) is rejected. Thus, there is positive correlation between students' attitude and their English achievement for first grade at SMA Negeri 01 Rejotangan.

## **B. Discussion**

According to the statements that stated in previous chapter, the objective of this study is to find out the correlation between students' attitude and their English achievement for X grade at SMA Negeri 01 Rejotangan in academic years 2015/2016. In order to achieve the objective of the research, the researcher did some step to collect the data that she want. The first step was distributing questionnaire that related to the attitude of students in learning English in class. The aim of this step was to find out how far the students'

attitude while the teacher teach some English materials in class activity. After distributing questionnaire, the next step that did by the researcher was documentation. In documentation here, the researcher needed a list of English score in all subject from the teacher, because the data has function to look for whether any correlation between students' attitude and their English achievement, strengthen the questionnaire. Moreover, students' English score is the new English score and it can be said as the authentic score of English and from this can know about students' English achievement.

In regards to attitude, most of the learners had attitude towards educational value of English. In general, attitude can be interpreted as learners' positive or negative reaction to the target language. The researcher cannot observe attitude directly but infer them by individual's self-report such fulfilling some questions of the questionnaire which has distributed by the researcher. According to Schwarz and Bohner (2001:4), the processes underlying self-report of attitudes are of central importance to our inferences about the nature of attitudes. The benefit of the attitudes for the students are influence the students' motivation. They could accomplish things and reach the objectives that they have got in life. The students who have attitude means they could save some their energies. As a result of constructive idea, the students felt happier and optimist that they could finish things well which is giving their more energy. The extra power or energy that they have got, the extra they will accomplish as well. Through students' attitude, the students tend to be respect. The students will respect to the others. The next benefit of attitude is achieving

success. With an attitude, the students will find that attaining success is way easier than before and it turn into thrilling and enjoyable too. We can said that the students' attitude is importance because the attitude of the students can influence the students' achievement too. Based on the benefit of attitude above that have mentioned, students can be success because they have a good or positive attitude.

In this research, the researcher correlated the student's attitude and their achievement in learning English by first distributing questionnaire and the next was documentation. Then it analyzed by Spearman Correlation Coefficient Technique. From the score of questionnaire and list of students' English score, the researcher has found the result of students' attitude and also students' score in English.

Based on the data analysis by SPSS calculations, the value of coefficient 0.690 was strong value. It can be said that the two variables were attitudes and English achievement have a positive correlation. According to the sig (2-tailed) value 0,000 was lower than the level of significant ( $\alpha$ ) 1%. Thus, the alternative hypothesis ( $H_a$ ) is accepted and automatically the null hypothesis ( $H_o$ ) is rejected.

Relying on Djamarah explanation of factor affecting students learning outcomes, the attitude is one of the internal factors and can affect the success of students' learning outcomes. Based on the resulting coefficient value, it can be said that the result described in accordance Djamarah explanation. However, given the strong value generated it can be concluded that factor itself is very

strong attitude affect students learning outcomes. In addition, to get high learning achievement, the students need to pay attention also to psychological factors such as motivation, habits, memory, comfort and other factors.

Regarding on the result of the analysis and the theory above, where the correlation coefficient 0.690 is higher than level of significant ( $\alpha$ ) 5%, it is strongly related to the explanation of Djamarah above about the the factor that affect the success of students' learning outcomes, that is attitude. So that, the result of both studies are consistent with the Djamarah explanation.

According to the statement that stated in the previous study belongs to Kurnia Rian Rachmasari, the correlation coefficient value is 0.019. the coefficient value indicated a positive correlation but not significant correlation between students' attitude toward English and their English learning achievement with a significant test count  $r \geq r$  table 5% (0.259) and 1% (0.337), then comparison =  $r$  count = 0.019 <  $r$  table 5% = 0.259 and  $r$  = 0.015 count <  $r$  table 1% = 0.337. Based on the result of questionnaire aimed at second grade students obtained the average value is 73.8 students. The value is high value. It means that the students have a sense of high enthusiasm for learning English. Otherwise, the result of English test obtained average value is 50.05 students. The value is lower than the default value for the minimum completeness of English is 70 language lessons.

In this study, the value of the correlation coefficient was very strong and positive value concluded that there was a positive correlation between attitude and students' achievement. The data result in this case reveals support with the

theories from expert above, the result reported that there is positive correlation between students' attitude and their English achievement for X grade at SMA Negeri 01 Rejotangan.