

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Finding

##### 1. Presentation of Research Data

Subsequent to the study, both through questionnaires and tests, as the next step to be taken is the presentation of the data obtained. The data presented in the form of data that researchers are students' attitudes questionnaire scores and English test scores of students in the cognitive domain which in this case is represented by 60 students of class XI as the sample. Data are presented as the mean raw score in order to avoid the slightest mistake so that the results could be closer to the truth. Presentation of questionnaire scores is arranged in accordance with the variable that is the attitude of students and English language test scores of students. The presentation of the data the following results:

##### a. Student attitude questionnaire scores

The data obtained from the students 'attitude scores questionnaire containing statements about students' attitudes toward students subjects English. Total items are 23 questions. So that the lowest possible score is 23 and the student obtained the highest score

are 92. Attitude questionnaire scores student data from this study are:

**Table 4.1**

**Data of attitude questionnaire scores of students at MAN Trenggalek**

No	Name	Score	No	Name	Score
1	UK	66	31	SAY	63
2	UsK	81	32	RHS	83
3	RNS	57	33	RK	61
4	AM	73	34	IFN	62
5	N	57	35	IWY	63
6	NI	62	36	HF	68
7	IR	60	37	EW	88
8	ANRM	66	38	MVCD	69
9	INH	57	39	RPS	69
10	RS	59	40	NR	62
11	PL	92	41	AN	72
12	AS	70	42	ADP	74
13	TDN	75	43	ZWU	72
14	NAL	71	44	SR	80
15	MF	84	45	YN	80
16	NOS	67	46	FNF	78
17	DN	65	47	IAM	65
18	KK	80	48	LSM	75
19	EW	69	49	CN	65
20	RA	73	50	IR	75
21	UEP	71	51	AL	81
22	OAN	66	52	AN	82
23	CS	68	53	NM	76
24	WE	63	54	TU	69
25	DSP	70	55	SAW	85
26	MFR	67	56	ESS	89
27	YH	83	57	IPS	64
28	AWV	89	58	FDD	81
29	MYE	60	59	LA	68
30	RAAA	79	60	NKF	76

Table 4.2

## Score criteria of students' attitude

Score	Criteria
1-30	Low
31-60	Medium

61-92	High
-------	------

b. English language learning outcomes

In this study the result of learning English on the cognitive.

Data values are taken directly obtained from tests given by the researcher. English language test score data of students from this study are:

**Table 4.3**

**Data of achievement scores of students at MAN Trenggalek**

No	Name	Score	No	Name	Score
1	UK	77	16	SAY	77
2	UsK	77	17	RHS	66
3	RNS	77	18	RK	77
4	AM	77	19	IFN	72
5	N	22	20	IWY	50
6	NI	72	21	HF	44
7	IR	44	22	EW	66
8	ANRM	66	23	MVCD	50
9	INH	77	24	RPS	44
10	RS	72	25	NR	66
11	PL	27	26	AN	50
12	AS	38	27	ADP	22
13	TDN	77	28	ZWU	61
14	NAL	66	29	SR	50
15	MF	77	30	YN	72

*continue...*

continued...

No	Name	Score	No	Name	Score
31	SAY	55	46	FNF	27
32	RHS	22	47	IAM	55
33	RK	50	48	LSM	61
34	IFN	50	49	CN	50
35	IWY	55	50	IR	77
36	HF	27	51	AL	44
37	EW	66	52	AN	44
38	MVCD	44	53	NM	77
39	RPS	72	54	TU	77
40	NR	27	55	SAW	38
41	AN	66	56	ESS	77
42	ADP	77	57	IPS	66
43	ZWU	77	58	FDD	22
44	SR	50	59	LA	55
45	YN	27	60	NKF	61

### c. Hypothesis Test

To count the hypothesis the researcher used *Spearman correlation* technic. The result of correlation of student's attitude and student's English achievement was in the table below.

**Table 4.4**

### Data of Analysis

Correlations			angket	tes
Spearman's rho	angket	Correlation Coefficient	1.000	.019
		Sig. (2-tailed)	.	.888
		N	60	60
	tes	Correlation Coefficient	.019	1.000
		Sig. (2-tailed)	.888	.
		N	60	60

In this study  $df = N - Nr = 60 - 2 = 58$ , apparently on the table "r" obtained Spearman  $df$  58 rt 5% = 0.259 and rt 1% =

0.337. Test of significance when  $r \geq r$  table count 5% and 1%, then the alternative hypothesis ( $H_a$ ) is accepted. Comparison =  $r$  count =  $0.019 < r$  table 5% =  $0.259$  and  $r = 0.015$  count  $< r$  table 1% =  $0.337$ . Based on coefficients obtained showed very low values. But look at the value that indicates a positive value. Thus it can be said  $H_0$  is rejected.

## **B. Discussion**

Based on data analysis by SPSS calculations, the value of the coefficient 0.019 is very low values when the coefficient value should be more than 0,259 to got strong. Although its value is very low, but seeing that number is positive, it can be said that the two variables are attitudes and learning achievement have a positive correlation but low value.

Recalling Djamarah explanation of factors affecting student learning outcomes, the attitude is one of the internal factors and can affect the success of student learning outcomes. Based on the resulting coefficient values, it can be said that the results described in accordance Djamarah explanation. However, given the very low value generated it can be concluded that factor alone is not very strong attitudes affect student learning outcomes. Therefore to get high learning achievement students need to pay attention to other psychological factors such as motivation, memory, habits, comfort and other factors.

Based from previous studies belongs to M. Jainuri coefficient value is  $0.492 > 0.468$  (r table). The coefficient values indicate a positive correlation and significant between attitude and academic achievement. Almost identical to this study, although the value of the coefficient in this study said to be low, but positive values concluded that there is a positive correlation between attitudes with student learning achievement. So the results of both studies are consistent with the Djamarah explanation.