

THE ATTITUDE TOWARD ENGLISH AND ITS  
RELATIONSHIP WITH LEARNING ACHIEVEMENT OF  
THE FIFTH GRADE STUDENTS OF SDN CATUR  
TUNGGAL 4 YOGYAKARTA IN THE ACADEMIC YEAR  
OF 2008/2009

A THESIS

Submitted as Partial Fulfillment of the Requirements for the Attainment of a  
*Sarjana Pendidikan* Degree in English Language Education



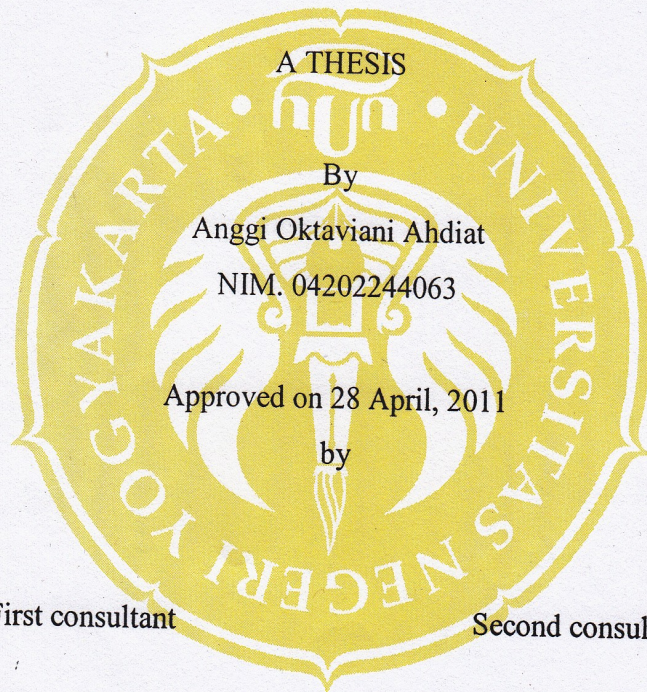
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STATE UNIVERSITY OF YOGYAKARTA

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**THE ATTITUDE TOWARD ENGLISH AND ITS RELATIONSHIP WITH  
LEARNING ACHIEVEMENT OF THE FIFTH GRADE STUDENTS OF  
SD CATUR TUNGGAL 4 YOGYAKARTA IN THE ACADEMIC YEAR OF  
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#### A Thesis

Accepted by the Board of Examiners, Faculty of Languages and Arts,  
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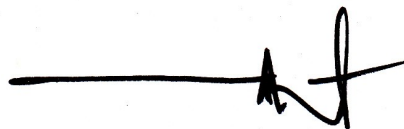


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## **A STATEMENT LETTER**

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, hal ini sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 28 April 2011

Penulis,

Anggi oktaviani Ahdiat

## DEDICATIONS

I would like to dedicate this work to:

✿ My beloved parents

*Alm. Apa Oceng Ahdia*

*Mamah, Iin Hendarsih*

*Mah, Pa,,sorry for waiting too long, may Alloh SWT always bless you so that I can bring much happiness to you, I love you both so much.*

✿ My dearest brother and Sister

*Iwan Firmansyah Ahdiat S.sos and Mercy Rahmawati*

*Aa' and Teteh thank you for your love and support.*

✿ My beloved Panda..

*Didie Sughandie, and his family.*

*Pan..Thank you for your love, support and prayer.*

✿ *And for my families and my friends that I can't mention one by one, I want to thank you very much for all of you who always give me love, prayer, support and advice.*

# MOTTOS

*"Every hardship is followed by ease."*

*(The Holy Quran, Al-insyiroh: 6)*

*"One will gain nothing without making any efforts".*

*(The Holy Quran, An-Najm: 39)*

*Verify, Allah will not change the (good) condition of people as long as they do not change the state of (of goodness) themselves.*

*(Ar-Rad: 11)*

*Your future depends on many things, but mostly on you.*

*(Frank Tyger)*

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Needless to say, remaining shortcomings are mine, but I hope that this thesis will be beneficial for the improvement of the achievement of English education in Indonesia.

Yogyakarta, 28 April 2011

Anggi Oktaviani Ahdiat

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**THE ATTITUDE TOWARD ENGLISH AND ITS RELATIONSHIP  
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STUDENTS OF SD CATUR TUNGGAL 4 YOGYAKARTA IN THE  
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by  
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**ABSTRACT**

This study aims to investigate the attitude toward English and its relationship with English learning achievement of the fifth grade students. This research was carried out in SD N Catur Tunggal 4 Yogyakarta in the fifth grade. The research sample is 61 students, which consist of class V A and class VB In the academic year of 2008/2009. The data of the students' attitude toward English which include thoughts, feelings, and will about English were obtained by using the attitude questionnaire while the data of the students' English learning achievement was obtained from the final result of the second semester examination. The statistical techniques used to analyze the data were the product moment correlation analysis and multiple regression analysis.

It is found that the attitude toward English of those students is high. It is supported by the fact that the students' thoughts, feelings and will about English are high. The analyses show that there is a positive and significant relationship between students' thoughts, feelings and will about English as separate variables and students' English learning achievement. At the level of significance of 5% the results of each variable are  $rx1y= 0.544$ ,  $rx2y= 0.506$ ,  $rx3y= 0.481$ . It means that there is a positive and significant relationship between students' thoughts, feelings, and will about English as a variable which represent students attitude toward English and students English learning achievement ( $r= 0.664$   $F= 14.9$   $p= 0.00$ ). The contribution of the students thought, feeling, and will about English toward English learning achievement is described as follows: (1)  $X1RC\% > X2RC\% > X3RC\%$ . It means that the value of the relative contribution of thoughts is higher than the value of the relative contribution of feelings and will. (2)  $X1EC\% > X2EC\% > X3EC\%$ . It means that the value of the effective contribution of thoughts is higher than the effective contribution of feelings and will.

## **CHAPTER I INTRODUCTION**

### **A. Background of the Study**

In Indonesia English is taught in elementary schools as a local content subject based on the curriculum 2006 (school-based curriculum). It is taught as a foreign language from elementary schools up to universities. In elementary schools, it is considered as a new subject. Since English is learnt as a foreign language, many students consider it as a difficult subject.

Since English is the first foreign language introduced to elementary school students, there are still many problems occurring during the process of teaching and learning activity. There are some factors that should be considered in teaching English as a foreign language. They are the teacher's English competency, the students and the materials. The teacher's English competency is one of the factors that should be considered. The next consideration is the students' characteristics and background. The last consideration is what materials are suitable for the students based on their characteristics and background.

However, this study will not focus on the teacher's competency and the materials. This study focuses only on the students' attitude toward English and the relationship English learning achievement. SDN Catur Tunggal 4 is one of the elementary schools in Yogyakarta that has been introducing English to the students of grades one to six. Although English is viewed as a local content subject in elementary school, the principal of SDN Catur Tunggal 4 gives more attention to the subject. Such discrete teaching happens in the SDN Catur Tunggal 4, especially at the fifth grade, where the students are lacking of English interest

and it makes the students have a negative attitude toward English. Therefore, English language teaching in SDN Catur Tunggal 4 Yogyakarta is not successful yet.

Some problems occurred in the teaching and learning in SDN Caturtunggal 4 Yogyakarta. Some teachers had difficulties in creating activities which enabled students to use the language effectively. The teacher used similar activities from one meeting to another. Consequently, the students became bored. It became a problem for the teacher to make the students focus on the lesson when they had already got bored with the activities. What had happened was not as what was expected. The students were not involved in the teaching learning activities. They tended to walk around the class and make some noises, and sometimes they ignored the teachers. The nonexistence of appropriate modules was also one of the problems faced by the teachers in the class. In conducting the class, the teacher should design the material for every meeting by themselves, so the teachers might have different syllabi from one another.

The English achievement in elementary school is generally still low. This can be a result of many factors such as the methods, techniques, the teacher is not interesting, the teacher is not competence, the condition of the class, the condition of the students, etc. Without hesitation, people often put the blame directly on teachers. Questions may arise from this situation. What actually lies behind the situation? Is it merely the teachers? Why are not the students themselves taken into account? Don't the factors related to the students also determine their English learning achievements?

Having this problem, the researcher wants to know how their attitudes toward English and the English learning achievements in the fifth grade students are. It is necessary for an English teacher to make sure that their students have favorable attitudes towards English, so that they would enjoy his teaching as something that is interesting.

### **B. Identification of the Problem**

It's known that there are many factors which influence the English teaching and learning. The unsatisfactory result of the English teaching and learning in SDN Catur Tunggal 4 is not just the teachers' mistakes, but there are also factors related to students. The factor discussed in this study is the factor which belongs to affective domains including all behavior associated with feelings and emotions. Positive and negative feelings, emotions, attitudes, values, interest, appreciations, morals, and character are components of the affective domains. Cooke (1992) states that all successful teaching depends upon learning; there is no point in providing entertaining, lively, well-constructed language lessons if students do not learn.

Suharto (2003: 40) states that the process of learning is formed by three components. They are the input, process, and output. The input is closely concerned with the student whose behavior will be shaped and changed; the process is closely related to the teacher that conducts the process of learning; and the output is closely related to the learner whose behavior has been shaped as the result of the learning process.

As any other learning in general, learning English is not as simple as it seems to be. It is a very complex process, in which factors of many different kinds directly or indirectly influence both the process and the result of the learning process. Many scholars have identified and classified these factors into several sets. It must be noted also that there are several different ways of classifying them because each scholar has his own judgment.

Suherdi and Kurniawan (2005:3) state that English teaching at elementary schools has encountered numerous problems. One of which is the issue of exposure to English use in everyday life, which has been the serious concern of many people. This is the challenge that children learning English at elementary school may face in Indonesia. English is just learnt in classrooms, not widely used as a means of communication by people across the regions.

Another problem in the teaching English to elementary school students in Indonesia is the English writing system. Words in English are written differently as opposed to the way they are pronounced unlike English. Indonesian has a better phonetic writing system where the writings clearly reflect consistently the sounds. Children learning English words find English writing system confusing considering the fact that there is no direct one-to-one correspondence between the pronunciation of a word and its spelling (Suherdi and Kurniawan, 2005:3).

According to Winkel (1983: 43), the learner's factors consist of physical factors and non physical factors. The physical factors include intellectual aspects (intelligence, learning ability, learning strategies) and non intellectual aspects

(motivation, attitude, interest, physics condition). The physical factors pertain of the physical condition such as the healthy of the body, the normality of the senses.

### **C. Limitation of the Problem**

It is impossible to study all the factors mentioned previously to attain the purpose of the study. The study is focused to investigate the attitude toward English of class VA and VB students' of SDN Catur Tunggal 4 Yogyakarta and its relation to their English learning achievement.

It is important for an English teacher to make sure that his students have favorable attitudes towards English, so that they would enjoy his teaching as something that is interesting. In this thesis, attitude is treated as the independent/predictor variable of the research. The attitude toward English is predicted to have a close relationship with the English learning achievement which is treated here as the dependent variable of the research.

### **D. Formulation of the Problem**

Based on the scope of this study, the research problems can be formulated as follows:

1. What is the attitude in the English learning achievement of the fifth grade students of SD Catur Tunggal 4 Yogyakarta in the academic year of 2008/2009 like?
2. What is the English learning achievement of the fifth grade students of SDN Catur Tunggal 4 Yogyakarta in the school year 2008/2009 like?
3. Is there any significant relationship between attitude and the English learning achievement of the fifth grade students in SDN Catur Tunggal 4 Yogyakarta?

### **E. The Objectives of the Study**

In accordance with the research problems formulated above, the objectives of the study are:

1. to describe the attitude toward English of the fifth grade students in SD Catur Tunggal 4 Yogyakarta in the school year of 2008/2009,
2. to describe the English learning achievement of the fifth grade students in SD Catur Tunggal 4 Yogyakarta in the school year of 2008/2009, and
3. to know the degree of correlation between the attitude toward English and the English learning achievement of fifth grade students in SD Catur Tunggal 4 Yogyakarta in the school year of 2008/2009.

### **F. Significance of the Problem**

There are three kinds of significance taken from this thesis, following the success of this thesis in answering the research questions.

1. Theoretically, the findings of this study will be information about the theory of the attitude toward English among the fifth grade students.
2. Practically, the findings of the study will help teachers to improve the process of teaching – learning English in Indonesia.
3. The findings of the study will also be useful for the further research and effects of the same kind.

## **CHAPTER II**

### **LITERATURE REVIEW, CONCEPTUAL FRAMEWORK AND RESEARCH HYPOTHESIS**

#### **A. Theoretical Description**

##### **1. Attitude**

In this study, attitude is treated as the independent/predictor variable of the research. The attitude toward English is predicted to have close relationship to the English learning achievement which is treated here as the dependent variable.

There are many definitions of attitude given by different experts. In conducting the research on attitude toward English among the elementary school students in SDN Caturtunggal 4 Yogyakarta, the researcher tries to make use the theories. A favorite way to proceed in defining an attitude is first, to present some definitions from the literature, and then to present one's own with the hope that it is a distillation of the essence of these other definitions. Below are examples of the definitions.

The scientific study of attitude constitutes an important part of the work in social psychology. Attitude formerly was viewed as behavioral disposition or in a general tendency towards or against certain social actions. In social psychology attitude is defined as part of the desire to construct a theory of social behavior to explain why people behave as they do. Subsequently a more complex, multidimensional view of attitude is composed of affect, cognition, and volition.

Brown (2000: 168) adds: "Attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents' and peers' attitudes, contact with people who are different in any

number of ways, and interacting affective factors in the human experience". Each student has his own characteristics. The students come from different environment; there are male and female students, there are students with positive or negative attitudes, and there are slow learners and fast learners. Here it seems clear that there are many stimulants that lead to positive or negative attitudes of an individual.

According to Lefton (1991:574) attitudes are lasting patterns of feeling, beliefs, and behavior tendencies toward object, ideas or people. These patterns are shaped by how people perceive the others and how people see them.

Attitudes are acquired through learning beginning early in life. People do not come into the world with them. They are learned through a process of socialization. It is different from other biogenetical feelings or motives such as hunger; thirst, needs to have a rest, etc. which people process from their birth. It becomes the characteristics of attitude that differentiate attitudes from other biogenetical factors (Lefton, 1991: 573).

Thurstone and Osgood in Aswar (1998:4-5) state that attitude is a form of affect reaction. One's attitude is the favorable or unfavorable feeling. Attitude is degree of positive or negative affection with respect to a given physiological object.

In defining the attitude toward English, the researcher follows the definition of attitude suggested by Allport (in Mar'at, 1982: 9) who points out that attitude toward English is a mental readiness and organized mind to respond to objects related to English included four skills in reading, writing, speaking, and

listening. From this statement, attitude does not show an action or activity, but just a readiness or predisposition to respond.

Some authors define that attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. Psychological tendency refers to a state that is internal to the person, and evaluating refers to all classes of evaluative responding, whether overt and covert, cognitive, affective, or behavioral (Alice and Shelly 1993:1).

However Husein and Postlewhite (1985:346) write that attitudes are usually regarded as enduring although they are modifiable by experiences and or persuasion. Eysenck et al (1972) also write that attitudes are reasonably stable because they have developed over a period of several years and so they are not easily dislodged.

According to Winkel (1983: 50) attitudes are readiness or preference to react in certain ways toward thing or people. The predisposition to react in a positive or negative way toward an object is based on the evaluation to the objects as something valuable.

Attitudes have some characteristics. Attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents' and peers' attitude, contact with.

From all notions and opinions about attitude explained above, it seems that there are differences in analyzing attitude depending on the sides the authorities take. However, it seems that most of them have features in common, i. e. attitudes are not innate, but are formed through a process of socialization; attitudes are

enduring/ stable because they have developed over a period of several year; attitudes can be changed by a combination of accurate information, persuasion, activity and group pressure; attitudes never stand by themselves but have relationships with particular objects; attitudes are evaluative or affective; and attitudes have relationships with particular object; attitudes are evaluative or affective; and attitude have emotional aspects. From the discussion above, it can be concluded that the relationship between attitudes and learning achievements does exist and is significant.

#### **a) Structure of Attitude**

Attitudes cannot have structural properties except in a relatively elementary sort when they are viewed solely at the abstract level of evaluation. More complicated structural properties come into play only when we take into account, along with evaluation, the cognitive, affective, and behavioral aspects of attitudes.

Another view of attitude structure is also held by Winkel (1983:51) who argues that three aspects of attitude are cognitive, affective and will aspects. Cognitive aspect is related to knowledge ideas or propositions that express the relation between situation or objects (i.e. I know that a bigger car needs more gasoline.) affective aspect is related to the emotion of feeling that accompanies the idea (i.e. I do not like spending time money for gasoline.). Will aspect is related to psychical symptom which reflects an activity as physical efforts of individual (I will buy a smaller car).

Another view of attitude structure is also the one held by Geen (1989:54). He argues that attitudes are multi-dimensional. He believes that there are three dimensions of attitudes consist of thoughts and beliefs, such as the belief that science or religious faith can reveal truths. The emotional dimension involves feelings, of like or dislike. A person may like the idea that the shroud of Turin is authentic because it makes her on him feel more spiritual. The third dimension behavior that is how people show their beliefs and feelings, such as publicly, announcing and the shrouds authenticity or undergoing a religious conversion.

#### **b) Objects of Attitude**

In facing objects, individual attitude can be the same or differ with another individual depending on his perception toward the objects, but not every individual always takes attitude toward a problem in his environment. He will give a response or decides his attitude if the object he is facing is interesting or has direct relationship with his own sake.

In Social Psychology, attitudes are defined as positive or negative evaluations of objects of thought. Attitudes typically have three components. The first component is the cognitive component. It is made up of the thoughts and beliefs people hold about the object of the attitude. The second component is the affective component. It consists of the emotional feelings stimulated by the object of the attitude. The third component is the behavioral component. It consists of predispositions to act in certain ways toward an attitude object. The object of an attitude can be anything people have opinions about. Therefore, individual people,

groups of people, institutions, products, social trends, consumer products, etc. all can be attitudinal objects.

Attitude objects are psychological objects, such as symbols, sentences, signs, ideas, which can be differentiated in positive or negative feelings. In facing objects, individual attitudes can be the same or differ with another individual depending on his perception toward the objects. But not every individual always takes attitudes toward a problem in his environment.

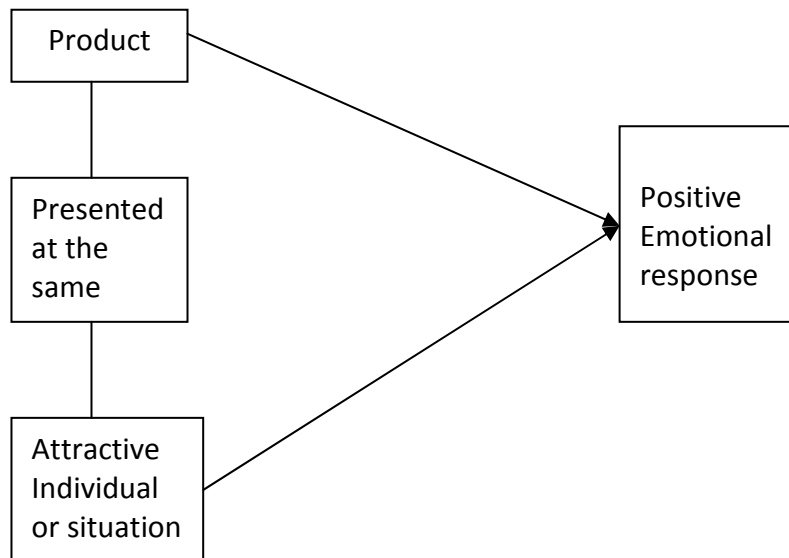
### **c) Formation of Attitude**

Lefton (1991:575) explains attitudes are acquired through learning, beginning early in life. Thus, psychologists should rely on learning theory concepts that help to explain attitudes formation: classical conditioning, operant conditioning and observational learning.

#### **1) Classical Conditioning**

The pairing people, events, and ideologies with attitudes often go unnoticed because it is so effortless. However, such pairings can shape children's views and emotional responses to the world, thereby forming the basis of children's (and later adults') attitudes. For example, whenever a child overhears one of his parents makes a negative comment about their neighbor, classical conditioning pairs the formerly neutral stimulus (neighbor) with an unconditioned stimulus (negative comment), because negative comments naturally elicit negative feelings as unconditioned response. If the child overhears remarks about specific religious belief, parents may condition their children to accept or reject those beliefs.

An overview of this classical conditioning process can be seen from the figure below:



**Figure. I: in attempting to induce positive feelings toward a product or idea, advertisers use classical conditioning techniques; they pair their product or idea with an attractive, desirable state, person, or situation to evoke a pleasant response.**

## **2) Operant Conditioning**

A key principle of operant conditioning states that reinforced behaviors are likely to occur, which helps explain how attitudes are maintained over time. In socializing children, parents express and reinforce ideas and behavior consistent with their own “correct” view of the world.

## **3) Observational Learning**

The social learning point of view asserts that people establish attitudes by watching the behavior of someone they consider significant, and imitating it. The new attitudes people learn eventually become their own. Suppose a young girl sees her father react angrily to a television new story that contradicts the family’s

religious faith. The next time the child hears a similar argument, she will likely mimic her father's attitudes. Children learn about new political ideas and interpersonal relationships through observation, first at home and later at school among friends.

Krech et al. (in Mar'at 1982: 56) propose four ways of attitude formation toward objects. They are as follows:

(1) Attitude is formed to fulfill the needs. Having the needs makes one form attitude toward object he is facing

(2) Attitude is formed because the information one has. One of the attitude components is cognition which can give perception of objects he has. The perception is attained when he has information from knowledge, ethics and aesthetic which make belief toward the object. Having the belief forms attitude toward the object.

(3) Attitude is formed because the individual is a member of group. The individual's attitude tends to reflect belief, value, and norm of his group.

(4) Attitude is formed because of the personality. In the equation of attitudes among the members of group, it still can be seen that there are differences attitudes among the members. The differences are influenced by the personality of individual.

#### **d) Change of Attitude**

The change of attitudes happens if the individual meets the situation or condition which might or enable attitude to change. Attitudes can be changed with

the daily use of positive affirmations. A personal growth plan should include the daily use of one or more positive affirmations. Following are several examples.

- 1) *Good affirmation*: I am a positive person.
- 2) *Better*: I am proud and happy now that I am a positive person.
- 3) *Best*: I am bubbling with pride and flushed with happiness now that I am a positive person.

Attitudes may change, so that they can be learned. And because they can be learned, they may change. Attitudes are best changed by a combination of accurate information, persuasion, activity, and group pressure. To bring about attitude change in the educational setting, it requires either written or spoken communication.

Attitudes often change over time as a result of many influences, including persuasive messages received from other people and the impact of one's own attitude-relevant behavior. Psychologists have typically assumed that, to predict the extent to which attitudes will change, researchers must understand the psychological processes that underlie attitude and their change. Therefore, theorist of attitude change generally follow from assumptions about that certain cognitive, affective, or motivational processes mediate such change.

#### **e) Measurement of Attitudes**

Attitudes are recognized in a person by expressions of acceptance or rejection of a stimulus, that is, an object or person that tends to arouse affection,

the individual is talkative, friendly, or sociable; or he may usually try to get near to the beloved object, or care if the stimulus tends to arouse anger, on the other hand, the individual exhibits an opposite type of behavior.

Another common method used by psychologists to measure the general location or at least the direction of a specific attitude, whether they are favorable or unfavorable. Thus if a psychologist, for example, wants to measure the attitudes of students toward English speaking people, he may include opinion such as: the English speaking people are dirty, cruel, and artistic. By analyzing the items, the psychologists can estimate the student's attitudes toward English speaking people at least with the limits statements to the students' level of English reading comprehension ability of the students at the university.

#### **f) Attitude toward English**

In defining the attitude toward English, the writer follows the definition of attitude suggested by Allport (Mar'at, 1982: 9) who points out that attitude toward English is a mental readiness and organized mind to respond to objects related to English. The attitude has not shown an action or activity yet; it is just a readiness or predisposition.

Attitude is the degree of positive or negative predisposition which is related to psychological objects. The psychological objects mean symbols, people, signs, sentences, institutions, and jobs, ideas which can be differentiated in positive or negative way. So, the definition of attitude toward English in this thesis is a mental readiness to respond in positive or negative predisposition toward objects related to English. Considering that attitude used in this thesis is a

mental readiness, the researcher uses three indicators in analyzing attitude toward English. They are cognitive/thought, affective/feeling, and will. By using those indicators, it can be expected to answer the problems this thesis concerns. The cognitive/thought aspects are related to knowledge or ideas or propositions that express the relation between the situation or the object. The affective/feeling is related to the emotion of feeling that accompanies the idea. The will aspect is related to physical symptom which reflects an activity as physical efforts of individual.

The indicators will be developed in accordance with the elementary school students' mental condition, especially the cognition /thought condition. The evaluating in cognition aspect is not the same with in evaluating in affective aspect because the cognitive aspect involves "wrong/right" things based on argument, proof, knowledge principle, while the affective aspect involves "bad/good" things based on the value or norms which are admitted by the individual himself.

## **2. Learning**

Brown (2000:7) defines learning as acquiring or getting of knowledge of a subject or a skill by study experience or instruction.

In addition, Brown classifies the term "learning" into several components as follows:

1. Learning is acquisition or "getting".
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, and cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside the organism.

5. Learning is relatively permanent, but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior.

Meanwhile, Kimble and Garnezy in Brown (2000:7) define learning as relatively permanent change in a behavioral tendency that occurs as a result of reinforced practice. Brown (2000:1) additionally states that language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit. It is a long and complex 'journey' in which the learners explore all of their competences to think, feel, and so on.

From all the definitions of learning above, it can be concluded that learning is a process which is experienced by an individual to get behavioral changes which is relatively permanent, whether it can be or cannot be traced directly and it is a result of training or experience from the interaction with environment. In fact, nearly all the definitions of learning include the concepts of change behavior, and experience.

Furthermore, according to Pinter (2001: 4) in reflecting on children's readiness for school, we cannot recognize that the key characteristic of learning within the setting of the institution is that it will be dominated by language. At the outset, it will involve learning to use a language in a new (i.e. written) medium, but quite apart from the achievement of initial literacy itself, everything else the child is learning will be accessed through language: from the construal of new symbol systems (mathematics, music's) to the construal of the various bodies of 'knowledge' formalized within the culture.

Wills (2003:1) suggests an idea about learning. A person is said to have learnt when he has decided to apply something he learnt for specific set of circumstance. Some new or different behavior will occur from the person as he has learnt. Learning is not always immediately followed by an observable behavior but it is often stored for future use. The result of learning cannot be students' immediate behavior because learning needs process that takes times.

Learning involves some sorts of change in organism in which this change make some changes in behavior. These changes are brought about by experience. As a result, learning can be defined as a relatively stable, unspecified change within and organism that makes a change in behavior. That is due to experience.

As we have seen from the definitions, every learning results in the change behavior. The word behavior here seems to refer to any activity done by organisms such as activities of learning how to operate a computer, memorizing a poem, acquiring vocabularies, acquiring attitudes and ideals, etc. , all of which can be observed by other organisms or by certain instruments designed specially to measure these activities. Thus learning is basically a process within an individual which brings about behavioral changes indicated by the acquisition of new knowledge or skills which are acquired through experience, practice, or training procedures.

### **3. Learning Achievement**

The term "learning achievement" usually refers to the results of students learning activities at school. The word achievement itself is derived from the word "achieve" which means "complete" or "accomplish" (Hornby 1987:7).

In a school setting, learning is always associated with particular objectives. An objective is set for each learning activity. A learning activity will be considered successful if the objective is accomplished. Learning achievement is shown by the result of learning activities in the form of marks, which is given by the teacher.

Woody et al. (1992:274) suggest that an achievement refers to the extent to which a student commands a certain body of information or possesses a certain skill usually in a field where training or instruction has been received.

According to Payne (2003:449) an achievement test measures:

1. The effects of special programs
2. The effects of a relatively standardized set of experience
3. The effects of learning that occur under partially known and controlled conditions and
4. What the individual students can do at a given point in time.

An Achievement test provides evidence about a student's status or level of learning. They may deal with knowledge of facts and principles in complex and usually life like situations (Payne 2003:450).

In general, it can be concluded that achievement is the progress that the students make in their learning. Achievement can be measured with either standardized or teacher made tests. The test is used to describe performance in the subjects of the curriculum.

From the definition of learning achievements above, English learning achievement then can be explained as the progress of students' behavior of how well and how much students' have learned.

### **a. Factor Affecting the Result of Learning**

The elementary school students are in many ways much more fragile than adults. They are often worried about what others think of them especially when they speak English. Therefore, the teacher needs to help them to overcome such potential and be supportive in one way or another. Brown (2000: 103) suggests the teacher should be patient and supportive.

There are many factors that affect the learning process. They are:

#### **1. Maturation**

Learning depends on mental age. Before learning takes place the sensory motor and pervious structure should reach a certain level of maturity. Maturation of both muscles and brain are necessary in any skill learning situation.

#### **2. Observation**

The ability for observation is a prerequisite for good perception and consequently for learning. Learning process is affected by observation. An individual observes process, behavior and phenomena and later copy them in his own way.

#### **3. Insight**

Insight also plays an important part in learning. Insight is defined as a sudden flash of thought or solution in mind that helps one to face a problem solving situation.

#### 4. Attention

Attention plays an important role in the education, and training process. Attention was associated earlier with will, judgment, reasoning etc. but attention is a selective activity of our consciousness. Attention is not a power of the mind. It is not static.

#### 5. Interest

Interest is an inner disposition or tendency of readiness to perceive. Interest therefore elicits attention. Effective learning requires assimilation and interest. Creating interest in learning is a principal function of the instructor as interest forms the prime basis of learning.

#### 6. Motivation

Classroom or shop floor learning is directly proportional to motivation. Motivation leads to attain objectives and goals. Motivation is also one of psychological factors that give much effect on language learning.

#### 7. Fatigue

Cause of fatigue is loss of energy, loss of oxygen, limited storage of energy, loss of interest, development of dislike etc. Mental fatigue is caused by loss of interest and monotonous of learning.

### **b. Foreign Language Learning Achievement**

According to Harmer (2002: 1-2), English is learnt by a great number of people in the world for different reasons. Students learn English because it is on the school curriculum whether they like it or not, while some people want to study

English because they think it offers a chance for advancement in their professional lives or because they will survive in the target language community, i.e. English speaking country.

English is getting more and more important. Either for continuing the students' education or for going into jobs, students must be aware of the skills that become the goals of learning. They should have clear objectives about their learning at school, for instance to get ahead in occupation, to pass an examination, to pursue social prestige, and others.

The most important thing to remember is that goals are not reached immediately; it takes considerable amounts of time and efforts to reach them. Learning foreign language is hard work, and the successful English learning requires high efforts of the students.

### **c. Children's Learning**

Scott and Ytreberg (1993:3) state that the actual teaching English to children should only include the barest of minimum grammar taught as a grammar because children are not usually mature enough to talk about it. They state that the best time to introduce some sort of simple grammar is either when a pupil asks for an explanation. The important thing to note is that the explanation should be kept as simple as possible, so that pupil can understand the point and benefit from the explanation. During the elementary school age, children are active and mobile. They enjoy playing and having fun. Scott states that children have an amazing ability to absorb language through playing and other activities, which they find enjoyable.

Scott and Ytreberg (1993:3) also divide many of the characteristics of the children as follow as:

- a. Their basic concepts are formed. They have very decided views of the world.
- b. They ask question all the time.
- c. They can tell the difference between fact and fiction
- d. They rely on the spoken word as well as the physical world to convey and understand meaning.
- e. They are able to make some decisions about their own learning.
- f. They have definite news about what they like and they don't like doing.
- g. They have developed sense of fairness about what happens in the classroom and begin to question the teacher decisions.
- h. They are able to work with others and learn from others.

Children are usually more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult (Cameron, 2000:1).

Each child is different as he or she has different experiences in the learning process, both inside the classroom and outside the classroom. Children generally have different characteristics from adults.

Brewster et al. (2002: 27) argue that young children are different from older learners because children:

- a) have a lot of physical energy and often need to be physically active,
- b) have a wide range of emotional needs,
- c) are emotionally excitable,
- d) are developing conceptually and are at early stage for their schooling,
- e) are still developing literacy in their first language,
- f) learn more slowly and forget things quickly,
- g) tend to be self oriented and preoccupied by their own world,
- h) get bored easily,
- i) are excellent mimics,
- j) can concentrate surprisingly long time if they are interested,
- k) can be easily distracted but also very enthusiastic,

According to Brewster (2002:28) children are more physically restless than older children. They need more activities which are short and varied that can burn off their energy.

Meanwhile, in terms of the way of learning, Harmer (2001:38) describes that these children:

- a) respond to meaning even they do not understand individual words,
- b) learn by taking information from everything around them rather than by focusing on what are being taught,
- c) understand meaning from what they see, hear, touch, and interact with,
- d) are enthusiastic learners and always want to know everything around them,
- e) need individual attention and approval from the teacher,
- f) learn thought topics closely related to their own lives and about themselves,
- g) are able to concentrate longer in activities that are extremely engaging them.

In relation to the characteristics described above, teachers are supposed to provide activities that encourage children to be physically active or mentally active. Children are less likely to benefit much from concentrating on the textbook and the blackboard. They need to involve and take part in interesting teaching and

learning activities from them, such as drawing, coloring, games, songs, stories, etc. In addition, teachers should have good preparation and be ready with the back up activities to anticipate the pupils' boredom.

#### **d. English Learning at Elementary School**

Harmer (2001:38) states that children respond to meaning, especially when they do not understand individual words. They also often learn indirectly rather than directly. Children learn from everything around them. They learn about what they see and what they hear rather than only focusing on the precise topic given to them. Furthermore, children also have a limited attention span. They easily get bored and they will lose their interest after ten minutes or so although they are given activities, which are extremely engaging.

As the research takes place in Indonesia, it needs to refer to competence standard and basic competency in the teaching of English in the elementary schools in Indonesia. It has been stated that a language has a big contribution to development of knowledge, social and also emotional quotient of the learner. As a result language learning in elementary schools hopefully will help the learner to know himself/herself, his/her culture, and other people's culture.

In Indonesia, the School-Based Curriculum or KTSP (*Kurikulum Tingkat Satuan Pendidikan*) is used as the guide for the teaching and learning implementation in all levels of educational institutions including elementary schools. The primary school students are expected to have abilities to communicate and to improve their enthusiasm in learning a language.

According to Depdiknas (2006), establishing English as a local content subject in elementary schools aims to support the readiness of the elementary school graduates in facing the English learning process at the higher level (secondary schools). In addition, the English instruction in elementary schools is intended to develop language ability used to accompany the action or in other words called language accompanying action. In this case, English is used for interaction and it is characterized by “here and now”. The topics are all about things in a situational context. The young learners are required to interact in English to support their classroom activities. Meanwhile, the objectives of the English subject in primary schools are the students should 1) have competence to develop the ability to communicate in the school context, 2) have the awareness of the importance of English education area.

## **B. Conceptual Framework**

All successful teaching depends upon learning. There is no point in providing entertaining, lively, and well-constructed language lessons if students do not learn. The proof of the teaching is in the learning. One crucial aspect of second/foreign language learning is what the students bring with them into the classroom. Second/foreign language learners have fully – formed personalities and minds when they start learning the language, which have profound effects on their learning and on how successful they are. Students base what they do on previous experience of learning and of using language. They do not start from scratch with any backgrounds or predispositions to learn language in one way or another.

The English teaching learning and learning is successful when the learners can actually communicate in English inside or outside the classroom. Successful teachers and institution differ in many ways, but tend to have certain things in common. Among these are routine communication in English in class, and emphasis on practice rather than explanation, and co-operation among teacher.

Teaching English as a Foreign Language (TEFL) refers to teaching English to students whose first language is not English and is taught in a region where English is not the dominant language and natural English language immersion situations are apt to be few. TEFL usually occurs in the student's own country either within the state school system, or private, either in an after-hours language school or with a one-on-one tutor. The teachers may be native or non-native speakers of English.

The process of learning a second/foreign language is one that involves a total commitment from the learner. A total physical, intellectual, and emotional response is necessary to successfully send and receive linguistic messages. Language is inextricably bound up in virtually every aspect of human behavior. After all, human behavior in general is dominated by emotion. Any language teacher can testify that language learning often involves strong positive or negative emotions. Moreover, learners declare their feelings and intentions “with their feet” when they opt for or turn away from, language classes. Some see learning the second/foreign language as extending the repertoire of what they can do, others see it as a threat to their very identities.

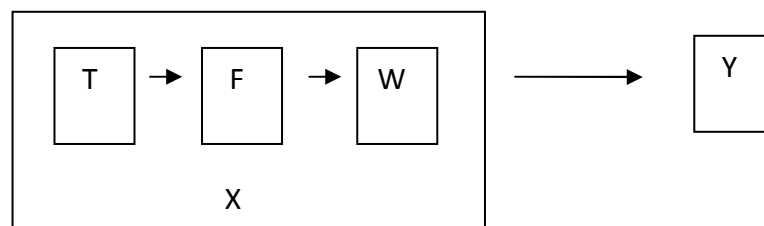
There are studies which analyze the attitude toward foreign/second language of students as compare to their language learning achievements. The results of those studies showed that there is relationship between their attitudes toward second/language and their language learning achievements. Below are some examples of the findings:

- 1) The relationship between attitude variables and variance in L2 learning is quite strong.
- 2) Certain basic social attitudes provide a positive or negative predisposition toward second language learning.
- 3) Students' attitudes toward the other groups of people, culture, language being studied, etc., determine the students' success in acquiring a new language.

It can be summarized that learners' ethnocentric tendencies and their attitudes toward new language are believed to determine their success in learning the new language. It can be expected that the students who have favorable attitudes toward a new language will also be willing to study the language actively.

According to the discussion above, there are three indicators which will describe the attitude of students. They are thought, feeling, and will. Thought is a psychical symptom which establishes the relationship between knowledge and experiences. It uses idea, opinion, or abstraction. Feeling is a psychical symptom which establishes emotion subjectively. Will is a psychical symptom which reflects the activity favor as psychical efforts of individual.

The relationship between the three indicators can be explained as follows. The feeling is evaluates emotionally in positives or negative way toward an object described by the thought, so that it will arise happy or unhappy feeling, afraid or unafraid, etc. toward the object. Further, the will arises in accordance with the feeling toward to the object. It means that if the evaluation is positive, it makes good will, but if the evaluation is negative, it makes negative will. The individual's will can be personal strength in developing and actualizing himself to fulfill his needs and to develop his potentiality. The positive will lead to positive attitude, and the reverse. Having positive/favorable attitude toward English object (in this case is English) will lead to successful learning of English and having negative/unfavorable attitude will lead to unsuccessful learning of English. It can be summarized that attitude toward English has a relationship with the English learning achievement. Therefore, it can describe the relationship between the attitude toward English and English learning achievement can be described as follows:



**Figure 2: The relationship between the attitude toward English and English learning achievement.**

X variable, the attitude toward English

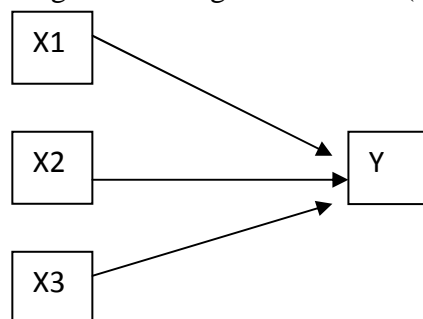
Y variable, the English learning achievement

T refers to thoughts about English

F refers to feelings about English

W refers to will about English

According to the discussion, three predictor variables will be involved to describe the attitude toward English. They are thought, feeling, and will. Each of them will be correlated with the English learning achievement. So it can be described the relationship between attitude variables toward English (as X variable) and the English learning achievement (as Y variable) as follows:



**Figure 3: Three predictor variables involved to the attitude toward English, they are thought(X1), feeling (X2), and will (X3) and each of them can be correlated with the English learning achievement (as Y variable).**

It has been said that each of predictor will be correlated to English learning achievement. So, the researcher tries to explain the relationship of each pair.

X1 ----- Y: Thought refers to an individual behavior in information processing. It

begins from the recognition of the object until he gets decision as the idea toward the object, which is the base of the individual to respond in certain feeling, which later forms certain attitude toward the object. So, we can predict the English learning achievement through the thought.

X2 ----- Y: Learning is greatly influenced by the emotion in the learner. Feeling can make for smooth interaction and successful learning. So, we can predict the English learning achievement of student through his feeling.

X2 -----Y: It has been said that will can be personal strength in developing and actualizing himself to fulfill his needs and to develop his potentiality. Having strong will can make successful learning. So, we can make prediction about the English learning achievement of the student through his will.

The relationship of the three indicators (as the predictor variables) has been explained above. Nevertheless, the writer will explain the relationship of each pair briefly.

X1 ---- X2: The thought which describes English in positive or negative idea influences the feeling which will evaluate it emotionally in positive or negative way.

X2 ---- X3: The thought (idea form) can also influence the will. For example, when he thinks that English is important, he will be willing to pay more attention to English subject.

X1 ---- X2: In accordance with the feeling toward the objects, the will is likely to arise. If the feeling evaluation is positive, it will arise positive will, and arise reverse.

Note:

X1 refers to the thought of student toward English

X2 refers to the feeling of student toward English

X3 refers to the will of student toward English

The explanation presented above seems enough for us to understand, or at least to know, the relationship between student's attitude toward English (described by attitude indicators) and his English learning achievement.

### **C. Hypothesis**

Based on the above stated theory, the hypothesis of this study can be formulated as follows: "There is a positive and significant correlation between the students' attitude toward English and the English learning achievements among the fifth grade students in SDN Caturtunggal 4 Yogyakarta in the school year of 2008/2010."

The three aspects of students' attitude toward English investigated in this study are taken into account. Each of them is correlated with English learning achievement. In consequence, hypothesis stated above are generated into three sub hypotheses as follows:

1. There is a positive and significant correlation between the thought toward English and English learning achievements among the fifth grade students in SDN Caturtunggal 4 in the school year of 2008/2009.
2. There is a positive and significant correlation between the feeling toward English and English learning achievements among the fifth grade students in SDN Caturtunggal 4 in the school year of 2008/2009.

3. There is a positive and significant correlation between the wills toward English and English learning achievements among the fifth grade students in SDN Caturtunggal 4 in the school year of 2008/2009.

## **CHAPTER III RESEARCH METHOD**

### **A. Research Methods and Design**

#### **1. The Objective of this Research**

The objective of this research is to know how far the attitude toward English is, and to know its relation to the English learning achievement among the Fifth grade students in SDN Catur Tunggal 4 Yogyakarta. It includes type of the research, subjects and objects of the research, research design, research instrument, validity and reliability, data collection technique and data analysis technique.

#### **2. The Methods of the Research**

As previously stated, attitudes toward English are treated as the predictor variable and English learning achievement is treated as the criterion variable. It should be noted here that the predictor variable is variable from which prediction is made, while criterion variable is variable which is predicted.

The result of the attitude measurement and English learning achievement is not the result of treatment given by the researcher, but of the previous experiences. Therefore, this research uses the ex-post facto research methodology.

Furchan (2007:410) gives the definition of the ex-post facto research as the systematically empirical research where the researcher does not control the independent variable directly because it happens previously; or basically it cannot be manipulated. The inference of the relationship between the variables is done without a direct intervention from the accompanying or concomitant variation of the independent variable and dependent variable.

### 3. Population and Sample

As soon as the research is stated to be valid and reliable, the population, which are the research target or where the research result are generalized, must be settled on. The settlement of population is the first step of the process in testing the research hypothesis.

Further, a sample system is used with the consideration that the population system needs more time and money, and often, it cannot be done. The sample represents the population which is investigated.

#### a) Research Population

Suharto (2003: 81) states that population is the whole members of peoples, events, and things that which will be the target of the research. Research population of this research consisted of all the students of SDN Catur Tunggal 4 Yogyakarta in academic year of 2008/2009. The sample of this study consisted of 61 students, studying in 2 classes there are in class VA and Class VB. The total number of the second year students can be seen in Table 1 below.

**Table 1: The students of SDN Caturtunggal 4 Yogyakarta in academic year of 2008/2009**

Class	VA	VB	total
The students	29	32	61

## **b. Sample and Sampling Procedure**

The following considerations have been taken, in drawing the sample of this study from the population. The first is the size of the population to determine the size of the sample used in this study. The second, considering that the sixth grade students were facing national final examination, the researcher decided to involve the fifth grade students. So there were 61 students used as the sample. The researcher also chose these classes based on the teacher reference. She said that those classes have almost equal ability. The researcher distributed the attitudes questionnaire to the sample, and collected the data about their English learning achievement.

## **4. The Data Collection Methods**

In doing research, the researcher is always collected information in accordance with the research. The relevant information is called data. It can be numbers, sentences, reports, or explanation.

In accordance with the definition above, data collection methods is a way which is used to collect information needed in the research, which then is used to test the hypothesis. Based on the data needed, the method which is used in this study is survey method.

From the two definitions above, it is clear that questionnaire is a suitable method to disclose the data about students' attitudes toward English. There are some kinds of questionnaire:

- a. Based on ' Who will answer it '

- 1) Direct questionnaire : if the questionnaire is answered directly by someone who is asked to give the answer about himself
  - 2) Indirect questionnaire: if the questionnaire is answered directly by someone who is asked to give the answer about someone else who will be investigated.
- b. Based on ‘ The way to answer ’
- 1) Close questionnaire: questionnaire which is composed by providing answer choice completely, so that the respondent can choose the provided answers by giving signs to the answers he choose.
  - 2) Open questionnaire: questionnaire which is composed in a way that the respondents can give their responses/answer freely.

(Arikunto, 2002:129)

So, this study uses direct and close questionnaire.

The data needed for the analyses are the scores of the students’ English learning achievement and the scores of students’ English learning achievements are obtained from the English teachers of the school. The scores are of the second semester in the school year of 2008/2009. The data for students’ attitude toward English are obtained by distributing the questionnaire to 61 students in two classes used as sample of this study. The students’ attitude scores are presented of three columns in accordance with the three aspects of the attitude toward English investigated in this study. Therefore, the scores of the students’ attitude toward English are the scores of:

- a. student’s thoughts about English

- b. student's feelings about English
- c. student's will about English

The students' attitude scores obtained from the attitude questionnaire reflect their attitude toward English. The learning achievement scores obtained from the second semester reflect their real achievements in learning English.

## **5. Collecting Data Schedule**

The data collection was done in August – November 2009. This study took place in the SDN Catur Tunggal 4, which is located in Nologaten, Yogyakarta City.

## **B. Research Instrument**

### **1. Operational Definition**

An attitude toward English is defined as a tendency to react favorably or unfavorably toward English. Attitude cannot be directly observed, but must be inferred from overt behavior, verbal and non verbal.

To know the attitude toward English is, the researcher develops an instrument which is used to collect data. It is an instrument for assessing the student's attitude toward English. It is in form attitude questionnaire.

Here, attitude is defined operationally as the student's positive or negative evaluation toward a number of statements related to the attitude object (in this case English). The operational definition of attitude toward English is measured by the attitude scale which is composed of statement items. The statement items are developed from three indicators:

- a. student's thought about English

b. student's feeling about English

c. student's will about English

To attain the attitude scale of students toward English, the researcher uses attitude measurement consisting of statements composed in the form of Likert scale. The students are required to indicate their agreement or disagreement toward English. They are asked to respond to each item in terms of a five point scale defined by the label: SS; *sangat benar* (strongly agree), S; *setuju* (agree), R; *ragu-ragu* (undecided), TS; *tidak setuju* (disagree), and STS; *sangat tidak benar* (strongly disagree). By using this scale, they can give their responses toward the statement given.

Based on the three indicators, Table 2 shows the component and the scopes of the attitude object and their codes. And the framework of the attitude is as follows:

**Table 2. The Distribution of Attitude toward English Items**

Number of items		
Thought	Feeling	Will
1	4	7
2	5	8
3	6	9
10	12	14
11	13	15
16	18	20
17	19	21
22	24	26
23	25	27
28	30	32
29	31	33
35	37	34
36	38	39

The table above explains about the distribution of attitude toward English items. The numbers of items about thoughts are: 1, 2, 3, 10, 11, 16, 17, 22, 23, 28, 29, 35, and 36. The numbers of items about feelings are: 4, 5, 6, 12, 13, 18, 19, 24, 25, 30, 31, 37, and 38. The numbers of items about will are: 7, 8, 9, 14, 15, 20, 21, 26, 27, 32, 33, 34, and 39. There are 39 items of questionnaire about attitude.

The blueprint of the instrument for obtaining data on students' attitude towards English can be seen in Tables 3, 4, 5 below:

**Table 3. The Blueprint of the Instrument for Obtaining Data on Students' Thought about English**

**1. Positive Orientation toward English:**

Indicator	Items	Total
1. To support English in mass media	1, 28	2
2. To consider the importance and the influences of English	10, 35, 36	3
3. To respect English – using people	3, 11, 22	3
4. To support the use of English in class	29	1
Total of items		9

**2. Individual Improvement**

Indicator	Items	Total
1. Memorizing English songs	2	1
2. Planning to develop one's English	16	1
Total of items		2

### 3. Ideal

Indicator	Items	Total
1. To be English – writing person	17	1
2. To get a good job	23	1
Total of items		2

**Table 4. The Blueprint of the Instrument for Obtaining Data on Students' Feeling about English**

#### 1. Needs

Indicator	Items	Total
1. Desire to converse with English-speaking people	5, 6	2
2. To enjoy “things” related to English	12, 13, 24, 25, 38	5
3. Desire to learn the culture of English-speaking people	18	1
4. To learn English in class through games and songs	30	1
Total of items		9

## 2. Self confidence in using English

Indicator	Items	Total
1. To enjoy the use of English in class	19	1
2. To be proud of using English	4, 31, 37	3
Total of items		4

Table 5. **The Blueprint of the Instrument for Obtaining Data on Students' Will about English**

### 1. Efforts

Indicator	Items	Total
1. To spend one's leisure time	7, 14	2
2. To try to understand "things" related to English	8,15,32	3
3. To get skills and good scores in English	20, 21, 34, 39	4
Total of items		9

### 2. Interests

Indicator	Items	Total
1. To make friend with English .- speaking people	9, 26, 27	3
2. To be English – writing person	33	1
Total of items		4

## 2. Validity and Reliability of Instrument

As explained above, the instrument used to collect the data in this study is an instrument for assessing attitudes toward English. It means that the attitude questionnaire which consists of series of statements about attitudes toward English is used to know the responses of the students.

Before the attitude questionnaire is used to collect the data needed, the instrument is field tested so as to make sure that it is statistically valid and reliable.

### a). Validity of Instrument

It should be noted that what is meant by validity here is content validity (i. e., validity which shows how well the content of the instrument samples the subject matter about which the conclusion is to be drawn). (Isaac and Michael, 1982: 121).

The validity of instrument is assessing by using item analysis i.e. using product moment correlation analysis. The formula is:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

N = the number of cases, in this context is the sample size

$\sum XY$  = the sum of the product between X scores and Y scores

$\sum X$  = the sum of X scores

$\sum Y$  = the sum of Y scores

$r_{xy}$  = the correlation coefficient

(Arikunto, 2002: 243)

From the calculation result, there are 6 invalid items because the correlation values of those items are less than the table value ( $N = 61$ ,  $p = 0.05$ , and the table value = 0.181. The calculation result is stated to be valid if the correlation value is greater than the table value. The calculation result is stated to be invalid if the correlation value is less than the table value. Further, the valid items can be used to collect the data needed in this research. We can see the valid items (there are 33 items) from the table below.

Table 6. **The Distribution of the valid and invalid items.**

Number of items		
Thought	Feeling	Will
1	4	7
2	5	8
3	6	9
10	12	14
* 11	13	15
16	18	*20
17	19	21
* 22	24	26
23	*25	27
28	30	32
29	31	33
35	37	*34
36	38	*39

Note: \* invalid items

#### **b). Reliability of Instrument**

Reliability deals with the reliance. It means that how a test can be stated to have high reliance standard if the test can give consistent and stable result about subjects' condition when it is given repeatedly. Having this definition, the

researcher tries to find the reliability of the instrument by using 'alpha formulation  
'as follows:

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma b^2}{\sum \sigma t^2} \right]$$

$r_{11}$  = reliability coefficient

k = the number of items

$\sum \sigma b^2$  = the number of items variance

$\sum \sigma t^2$  = total variance

(Arikunto, 2002:171)

The formula of item variance is as follows:

$$\sigma^2 = \frac{N \sum X^2 - (\sum X)^2}{N^2}$$

While the formula of total variance:

$$\sum \sigma t^2 = \frac{\sum Y^2 - \left( \frac{\sum Y}{N} \right)^2}{N^2}$$

From the calculation, the reliability coefficient ( $r_{11}$ ). The interpretation of the value of correlation coefficient is as follows:

0.9 – 1.0 = very high

0.6 – 0.8 = high

0.4 – 0.6 = sufficient

0.2 – 0.4 = low

0.0 – 0.2 = very low

( Arikunto, 2002:245)

We can conclude that the instrument has high reliability to be used to collect the data needed in this research.

### **C. Data Analysis Technique**

#### **1. Technique Used for Assessing the Attitude**

In evaluating the attitudes questionnaire used in this study, the researcher used the scoring system. This scoring system is employed due to the statistical procedure that is taken in testing the hypothesis.

The numerical value is assigned to each response depending on the degree of agreement or disagreement with individual items in the attitude questionnaire. The score of a student is determined by means of summing over the values assigned to each individual response. The score he gets from the attitude questionnaire indicates his favorable or unfavorable attitude toward English. The high scored student is considered to have more favorable attitude than that who is low scored.

##### **a) Scoring Student's Thought about English**

There are five identical alternative responses for each item. In scoring this, the alternative responses are credited 5, 4, 3, 2, and 1 respectively, ranging from the most favorable to the most favorable attitudes. Thus, the numerical value assigned to each alternative in this part of the attitude questionnaire is:

strongly agree	(scored 5)
agree	(scored 4)
undecided	(scored 3)
disagree	(scored 2)

strongly disagree      (scored 1)

These parts of attitudes questionnaire is intended to elicit the students' thought about English. The score of thought about English is assessed by summing over the scores obtained from the items number 1, 2, 3, 10, 16, 17, 23, 28, 29, 35, and 36.

**b) Scoring Student's Feeling about English**

There are five identical alternative responses are for each items. The alternatives responses are credited 5, 4, 3, 2, and 1 respectively ranging from the most favorable to the most unfavorable attitudes. The numerical value assigned to each alternative response in this part of attitude questionnaire is:

strongly agree      (scored 5)

agree      (scored 4)

undecided      (scored 3)

disagree      (scored 2)

strongly disagree      (scored 1)

This part of attitude questionnaire is intended to elicit the student's feeling about English. The score of feeling about English is assessed by summing over the scores obtained from the items number 4, 5, 6, 12, 13, 18, 19, 24, 30, 31, 37, and 38.

**c) Scoring Student's Will about English**

There are five identical alternative responses for each item. The alternative responses are credited 5, 4, 3, 2, and 1 respectively, ranging from the most

favorable to the most unfavorable attitudes. The numerical value assigned to each alternative response in his part of attitude questionnaire is:

strongly agree	(scored 5)
agree	(scored 4)
undecided	(scored 3)
disagree	(scored 2)
strongly disagree	(scored 1)

This part of attitude questionnaire is intended to elicit the student's will about English. The score of will about English is assessed by summing over the scores obtained from the items number 7, 8, 9, 14, 15, 21, 26, 27, 32, and 33.

## **2. Technique of Data Analysis**

Basically, the statistical techniques which are used here to analyze the data found consist of three main analyses. They are univariate analysis, bivariate analysis, and a multiple – regression analysis. The univariate analysis is used to describe the data found. It includes the measurements of central tendency and it concludes the measurements of central tendency and variability. The bivariate analysis, which is a product – moment correlation analysis, is used to analyze the relationship between each of the independent variables and dependent variables. The multiple – regression analysis is used to analyze the predictive value of the predictor variables towards the criterion variable. It should be noted that all of the statistical computations here use the level of significance of 5%.

### **a. The Univariate Analysis**

The following table shows the conversion table used in univariate analysis of each predictor variable

**Table 7. The Conversion of the Students' Thoughts about English**

Category	Class interval
Very high	45 – 55
High	34 – 44
Fair	23 – 33
Low	12 – 22
Very low	1 – 11

**Table 8. The Conversion of the Students' Feelings about English**

Category	Class interval
Very high	49 – 60
High	37 – 48
Fair	25 – 36
Low	13 – 24
Very low	1 – 12

Table 9. **The Conversion of the Students' Will about English**

Category	Class interval
Very high	41 – 50
High	31 – 40
Fair	21 – 30
Low	11 – 20
Very low	1 – 10

Table10. **The Conversion of the Students' Attitude toward English**

Category	Class interval
Very high	133 – 165
High	100 – 132
Fair	67 – 99
Low	34 – 66
Very low	1 – 33

Table 11. **The conversion of the Students' English Learning achievement**

Category	Class interval
Very high	81 – 100
High	61 – 80
Fair	41 – 60
Low	21 – 40
Very low	1 – 21

#### **b. The Product Moment Correlation Analysis**

Product moment correlation analysis is done to find out if there is any positive and significant relationship between the two variables. The significance of the relationship between the two variables depends on the correlation coefficient obtained from the calculation. If it is above the critical correlation coefficient value (  $r_t$  ) for a particular number of scores and level of significance, it can be conclude that the relationship between the examined variables is significant, and vice versa.

The product - moment correlation formula applied is as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2] [N\sum Y^2 - (\sum Y)^2]}}$$

$r_{xy}$  = product - moment correlation coefficient

N = the number of cases, in this context is the sample size

X = the scores in the attitude variables

Y = the scores in the English learning achievement variable

(Arikunto, 2002: 243)

### c. Multiple – Regression Analysis

Multiple – regression analysis applied in this research is multiple regression with three predictors (m=3). This is due to the fact that the research of this thesis has three predictor variables. According to Arikunto (2002:270), a multiple regression analysis with three predictors has regression equation of:

$Y = a_1X_1 + a_2X_2 + a_3X_3 + K$  is a constant, and the correlation coefficient of this equation can be obtained by applying the following formula:

$$R_y (123) = \frac{\sqrt{a_1 \Sigma x_1 y + a_2 \Sigma x_2 y + a_3 \Sigma x_3 y}}{\Sigma y^2} =$$

X1 = thoughts about English

X2 = feelings about English

X3 = will about English

Y = English learning achievement

a = beta (in accordance with x).

## **CHAPTER IV RESEARCH FINDINGS**

### **A. Data Description**

This chapter describes the collected data of each variable. It has been mentioned that there are four variables the research reports in this thesis should deal with, i.e. students thought about English (X1), students feeling about English (X2), students will (X3), and students English learning achievements (Y). The first describe the students' attitude toward English. The description of the four variables are presented and explained statistically, followed by the presentation of the results of the data analysis and their interpretations.

#### **1. Data of the Students' Thoughts about English (X1)**

The scores of the students' thought about English are the scores the respondents made on the 11 selected items of the attitude scale. The data clarify that the highest score is 55, the lowest score is 28, and the range (R) is 37. From the calculation of the central tendency and variability of the data, it is known that the mean (Mn) is 38.34, median (Me) is 40, mode (Mo) is 41, and the standard deviation (SD) is 5.3. When the mean (Mn) of the data is compared with the frequency distribution below, it seems that the mean (Me) is on the high category. It can be concluded that the students' thought about English is high.

Table 12. Frequency Distribution of the Scores of Students’ Thoughts  
About English (X1)

Category	Class Intervals	f	Valid Percent	Cumulative Percent
Very high	46.20 - 55	2	3.3	3.3
High	37.40 – 46.20	23	37.7	41.0
Fair	28.60 – 37.40	32	52.5	93.4
Low	19.80 – 28.60	4	6.0	100.0
Very low	1- 19.80	0	0	0
0Total		61	100.0	

2. Data of the Students’ Feelings about English

The scores of the students’ feelings about English are the scores the respondents made on the 12 selected items of the attitude scale. The data clarify that the highest score is 50, the lowest score is 40, and the range (R) is 45. From the calculation of the central tendency and variability of the data, It is found that the mean (Mn) is 41.89, median (Me) is 42, mode (Mo) is 40, and the standard deviation (SD) is 5.1. When the mean (Mn) of the data is compared with the frequency distribution below, it seems that the mean (Me) is on the high category. It can be concluded that the students’ feeling about English is high.

Table 13. **Frequency Distribution of the Scores of Students’ Feeling about English (X2)**

Category	Class Intervals	f	Valid Percent	Cumulative Percent
Very high	50.40 - 60	2	3.3	3.3
High	40.80 – 50.40	24	39.3	42.6
Fair	31.20 – 40.80	34	55.7	98.4
Low	21.60 – 31.20	1	1.6.	100.0
Very low	1- 21.60	0	0	0
Total		61	100.0	

**3. Data of the Students’ Will About English (X3)**

The scores of the students’ will about English are the scores the respondents made on the 10 selected items of the attitude scale. The data clarify that the highest score is 50 the lowest score is 18, and the range (R) is 34. From the calculation of the central tendency and variability of the data, it is found that the mean (Mn) is 34.98, median (Me) is 35, mode (Mo) is 36, and the standard deviation (SD) is 4.9. When the mean (Mn) of the data is compared with the frequency distribution below, it seems that the mean (Me) is on the high category. It can be concluded that the students’ will about English is high.

Table 14. **Frequency Distribution of the Scores of Students’ Will About English (X3)**

Category	Class Intervals	f	Valid Percent	Cumulative Percent
Very high	42 -50	3	4.9	4.9
High	34 - 42	24	39.3	44.3
Fair	26 - 34	31	50.8	95.1
Low	18 - 26	3	4.9	100.0
Very low	1- 18	0	0	0
Total		61	100.0	

**4. Data of the Students’ Attitude toward English (Xt)**

The scores of the students’ attitude toward English are the scores the respondents made on the 33 selected items of the attitude scale. The data clarify that the highest score is 138, the lowest score is 85, and the range (R) is 112. From the calculation of the central tendency and variability of the data, it is found that the mean (Mn) is 115, median (Me) is 116, mode (Mo) is 100, and the standard deviation (SD) is 11.9. When the mean (Mn) of the data is compared with the frequency distribution below, it seems that the mean (Me) is on the high category. It can be concluded that the students’ attitude toward English is high.

Table 15. **Frequency Distribution of the Scores of Students’ Attitude toward English (Xt)**

Category	Class Intervals	f	Valid Percent	Cumulative Percent
Very high	138.60 – 165	25	41.0	41.0
High	112.20 –138.60	35	52.4	98.4
Fair	85.80 – 112.20	1	1.6	100.0
Low	65 - 85.80	0	0	100.0
Very low	1- 65	0	0	0
Total		61	100.0	

**5. Data of the Students’ English learning achievement Y**

The scores of the students’ English Learning Achievement are the scores the respondents get as the final results of English test during the second semester in the year of 2008/2009. The data clarify that the highest score is 82, the lowest score is 46, and the range (R) is 64. From the calculation of the central tendency and variability of the data it is found that the mean (Mn) is 54.9, median (Me) is 56, mode (Mo) is 58, and the standard deviation (SD) is 13.3 When the mean (Mn) of the data is compared with the frequency distribution below, it seems that the mean (Me) is on the fair category. It can be concluded that the students’ will about English learning achievement is fair.

Table 16. **Frequency Distribution of the Scores of Students’ English Learning achievement (Y)**

Category	Class Intervals	f	Valid Percent	Cumulative Percent
Very high	82 – 100	1	1.6	100
High	64 –82	12	19.7	98.4
Fair	46 – 64	33	54.1	78.7
Low	28 - 46	13	21.3	24.6
Very low	1- 28	2	3.3	3.3
Total		61		

**B. Pre-Analysis Tests**

It is mentioned in Chapter I that the objective of this research is to find out whether there is any significant relationship between the attitude toward English and the English learning achievement of the fifth grade students in class VA and VB. For that reason, statistical analyses are applied, i.e. a product-moment correlation analysis and multiple regression analysis. Before these two analyses are done, pre-analysis tests are applied to test the normality and the linearity of the data found.

**1. Test of Normality**

By using the Kolmogorov-Smirnov test, the researcher used the test normality to see whether the four sets of data found, i.e.: X1, X2, X3, and Y, have normal distribution or not. The formula of test of normality is:

$$D = \text{maximum } [Fo (x) - Sn(x)]$$

In which:

D : Kolmogorov - Smirnov

Fo : The determined cumulative Frequency distribution

Sn : The observed cumulative Frequency distribution

To make the calculation, each set of the data found is grouped into six categories, based on the mean, and standard deviation values of each set of the data. By making use of the standardized frequency proportion for a normal distribution, the expected frequency (fe) of each category is determined. This is done by multiplying the proportion for each category with the total number of scores, in this case is the number of the research sample.

Table 17. **Result of the Normality Test of Students Thoughts, Feelings, Will, and English Learning Achievement**

No	Variables	Do	Dt	Interpretation
1	Ss' thoughts	0.130	0.174	Normal
2	Ss' feelings	0.071		Normal
3	Ss' will	0.070		Normal
4	Ss' ELA	0.083		Normal

2. **Test of Linearity**

The analysis technique to test the linearity of the three independent variables toward the dependent variable is the regression analysis. To test the linearity of regression line is done by using the significance F value.

From the calculation of students' thought about English and students' English learning achievement, it is found that the correlation coefficient ( r ) is 0.554, F linarite = 1.682 with probability (0.080) and we can conclude that the relationship between students' thought about English (X1) and students' English learning achievement (Y) is linear and significant.

From the calculation of students' feeling about English and students' English learning achievement, it is found that the correlation coefficient ( r ) is 0.506, F linarite = 1.702 with probability (0.079) and it can be concluded that the relationship

between students’ feeling about English (X2) and students’ English learning achievement (Y) is linear and significant.

From the calculation of students’ will about English and students’ English learning achievement, it is found that the correlation coefficient ( r ) is 0.481, F linarite = 0.471 with probability (0.960) and we can conclude that the relationship between students’ will about English (X3) and students’ English learning achievement (Y) is linear and significant.

C. Hypothesis Testing

After pre-test analyses are done, the statistical analyses are applied to know whether there are significant relationships between predictor variables, between each predictor variable and the criterion variable, and between the three-predictor variables, as a whole and the criterion variable. The analyses consist of a product-moment correlation analysis and a multiple regression analysis. It is also hope that if the relationship exists. Moreover, the research will be able to tell us the contribution given by each predictor variable.

1) Product- Moment Correlation Analysis

The Product- moment correlation analysis is done to find out if there is any positive and significant relationship between two variables. The significance between two variables depends on whether the correlation coefficient (r) is above the critical correlation coefficient ( $r_t$ ). It can be concluded that the relationship between the examined variables is significant. However, if the obtained correlation coefficient is below the  $r_t$ , it can be concluded that the relationship between the examined variables is not significant. The formula of Product- moment correlation is

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

$r_{xy}$

= product - moment correlation coefficient

N

= the number of cases, in this context is the sample size

X

= the scores in the attitude variables

Y = the scores in the English learning achievement variable

(Arikunto, 2002: 243)

The results of this analysis are presented in table 15 below.

Table 18. **Results of Product- Moment Correlation Analysis**

variables	X1	X2	X3	Y
X1	-	0.001	0.001	0.544
X2	0.001	-	0.012	0.506
X3	0.001	0.012	-	0.481

Because the critical correlation coefficient ( $r_t = 0.164$ ) it can be concluded that:

1. The correlation coefficient of 0.544 between X1 and Y implies that there is a positive and significant relationship between these two variables, because the value of  $(r_{x1y}) > (r_t)$ .
2. The correlation coefficient of 0.506 between X2 and Y implies that there is a positive and significant relationship between these two variables, because the value of  $(r_{x2y}) > (r_t)$ .
3. The correlation coefficient of 0.481 between X3 and Y implies that there is a positive and significant relationship between these two variables, because the value of  $(r_{x3y}) > (r_t)$ .

**2) Multiple Regression Analysis**

Multiple regression analysis applied in this research is multiple regression with three predictors ( $m=3$ ) because the fact that this research has three predictor variables. The regression equation of  $Y = a_1X_1 + a_2X_2 + a_3X_3 + K$ , in which K is a constant. The correlation coefficient of this equation can be obtained by applying the following formula:

$$Ry(123) = \frac{\sqrt{a_1 \sum x_1 y + a_2 \sum x_2 y + a_3 \sum x_3 y}}{\sum y^2}$$

The test of regression significance then is done by applying an F-test with the following formula:

$$F_{reg} = \frac{m_{reg}}{m_{res}}$$

In which:

$F_{reg}$  = the regression F value

$m_{reg}$  = regression mean square

$m_{res}$  = residual mean square

(Arikunto, 2002:270)

The detailed procedure of calculating the regression equation, the correlation coefficient, and regression F value are presented in Appendix. The following is the table with the result of the multiple regression analysis.

Table 19. **Result of the multiple regression analysis**

	df	ss	ms	$F_{reg}$	p
Reg	3	4684.205	1561.402	14.972	0.000
Res	57	5944.383	104.287		
t	60	10628.590			

The correlation coefficient (r) = 0.664

The coefficient of determinant ( $r^2$ ) = 0.441

The regression equation:

$$Y = 0.780X_1 + 0.749X_2 + 0.689X_3 + 30.499Y$$

3) Contribution of predictors

The relative contribution (RC) and the effective contribution (EC) are two kinds of contributions obtained from the regression analysis. According to Sutrisno Hadi (1987:41 – 47), the relative contribution is obtained by applying the following formula:

$$X1RC\% = \frac{a_1 \Sigma x1^y}{a_1 \Sigma x1^y + a_2 \Sigma x2^y + a_3 \Sigma x3^y} \times 100\%$$

$$X2RC\% = \frac{a_2 \Sigma x2^y}{a_1 \Sigma x1^y + a_2 \Sigma x2^y + a_3 \Sigma x3^y} \times 100\%$$

$$X3RC\% = \frac{a_3 \Sigma x3^y}{a_1 \Sigma x1^y + a_2 \Sigma x2^y + a_3 \Sigma x3^y} \times 100\%$$

The results of RC and EC are presented in the following table:

Table 20. The results of RC and EC each predictor variables

No	Variables	RC	EC
1	X1	38.67%	17.04%
2	X2	33.31%	14.68%
3	X3	28.02%	12.35%
T		100%	44.07%

From the table above, we can see that from the total contribution of the three predictor variables, 38.67% comes from the students’ thought about English variable (X1). 33.31% comes from the students’ feeling about English variable (X2). 28.02% comes from the students’ will about English variable (X3). We can see also that the total variable of students’ English Learning Achievement (Y), which is 44.07%. 17.04% is explained by students’ thought about English variables (X1). 14.68% is explained by students’ thought about English variables (X2). 12.35% is explained by students’ thought about English variables (X3). We can conclude that the highest effective and relative contributions are given by the students’ thought about English.

The contributions of students' thought, feeling, will about English of English learning achievement can be described as follows:

$$X1RC\% > X2RC\% > X3RC\% \text{ and } X1EC\% > X2EC\% > X3EC\%$$

From the discussion above, it can conclude that the hypothesis which says: "there is positive and significant relationship between students' attitude toward English and students' English learning achievement" is accepted.

#### **D. Discussion**

The data analysis reveals that there is a positive and significant relationship between the three variables of attitude and English learning achievement because the critical correlation coefficient  $(r_t) = 0.164$  that it can be concluded that: The correlation coefficient of 0.001 between X1 and X2 implies that there is a positive and significant relationship between these two variables, because the value of  $(r_{x1x2})$  is higher than the value of  $(r_t)$ . The correlation coefficient of 0.001 between X1 and X3 implies that there is a positive and significant relationship between these two variables, because the value of  $(r_{x1x3})$  is higher than the value of  $(r_t)$ . The correlation coefficient of 0.012 between X2 and X3 implies that there is a positive and significant relationship between these two variables, because the value of  $(r_{x2x3})$  is higher than the value of  $(r_t)$ . The correlation coefficient of 0.544 between X1 and Y implies that there is a positive and significant relationship between these two variables, because the value of  $(r_{x1y})$  is higher than the value of  $(r_t)$ . The correlation coefficient of 0.506 between X2 and Y implies that there is a positive and significant relationship between these two variables, because the value of  $(r_{x2y})$  is higher than the value of  $(r_t)$ . The correlation coefficient of 0.481 between X3 and Y implies that there is a positive and significant relationship between these two variables, because the value of  $(r_{x3y})$  is higher than the value of  $(r_t)$ .

The contribution of the students thought, feeling, and will about English toward English learning achievement is described as follows:  $X1RC\% > X2RC\% > X3RC\%$ . It means that the value of the relative contribution of English thought is higher than the value of the relative contribution of English feeling and will.  $X1EC\% > X2EC\% > X3EC\%$ . It means that the value of the effective contribution of English thought is higher than the effective contribution of English feeling and will.

The study shows that there is a positive and significant relationship between attitudes toward English with the English learning achievement. It means that attitudes toward English takes a part of determinant factors of English learning process. The English teacher should make sure the students have favorable attitude toward English, she also should keep improving and maintaining the students' favorable attitude, i.e. by telling the students the importance of English either as a school subject and as a foreign language by recalling them that English is an interesting subject by applying various methods of teaching (through games, discussion, etc) and by providing interesting teaching materials (songs, poetry, etc). The school should improve the teacher's competence in teaching English so that the students will be interested and the lesson can be understood. In general, the English teaching in elementary schools should pay attention to the factors beyond the instructional ones which have their own contribution to the success of learner's English learning, and attitude is an integral part of them.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter will discuss two main parts. They are the conclusion of the research, and the suggestions from the researcher to the related parties based on the research that has been conducted. Below is the discussion of those parts.

#### **A. Conclusion**

Based calculation result presented in the previous discussion, there are some conclusions which can be drawn as follows:

1. The attitude toward English of the fifth grade students in VA and VB is high or favorable/ positive. It is supported by the fact that thoughts, feelings, and will about English of the fifth grade students in VA and VB at SDN Catur Tunggal 4 Yogyakarta in the school year 2008/2009 are high.
2. The English learning achievement of the fifth grade students in VA and VB at SDN Catur Tunggal 4 Yogyakarta in the school year 2008/2009 is fair.
3. There is a positive and significant relationship between thoughts, feelings, and will about English as group variable and English learning achievement of the fifth grade students in VA and VB at SDN Catur Tunggal 4 Yogyakarta in the school year 2008/2009. In other words, there is positive and significant relationship between attitude towards English and English learning achievement at SD Catur Tunggal 4 Yogyakarta in the school year 2008/2009.

The relationship between Attitude towards English and English learning achievement was also shown by the significance of relationship between each of the three aspects of attitude and the English learning achievement. They are as follow as:

- a. There is a positive and significant relationship between thought about English and English learning achievement of the fifth grade students at SD Catur Tunggal 4 Yogyakarta in the school year 2008/2009.
- b. There is a positive and significant relationship between feeling about English and English learning achievement of the fifth grade students at SD Catur Tunggal 4 Yogyakarta in the school year 2008/2009.
- c. There is a positive and significant relationship between will about English and English learning achievement of the fifth grade students at SD Catur Tunggal 4 Yogyakarta in the school year 2008/2009.

## **B. Suggestion**

This research has proved that attitudes toward English takes a part of determinant factors of English learning process. Therefore, the researcher would like to propose some suggestions which hopefully would be great use for English teachers as follow:

First, it is important for English teachers to make sure that their students have favorable attitude toward English, so that they would profit attitude to English and they will enjoy her teaching as something that is interesting.

Second, it is good for English teachers to keep improve and maintain their students' favorable attitude, i.e. by telling the students the importance of English

either as a school subject and as a foreign language by recalling them that English is an interesting subject by applying various methods of teaching (through games, discussion, etc) and by providing interesting teaching materials (songs, poetry, etc).

Third, knowing that students' attitude towards English has positive and significant correlation with the English learning achievement, the teachers of English are hoped to be able to motivate their students so that the students have positive attitude towards this subject. If the students have positive attitude towards English, it is hoped that the result of the English teaching learning process can be improved.

Fourth, A student's attitudes toward learning English are the leading predictors of success in learning English; therefore the teachers should keep motivate the students to learning English, by telling the students also if fluency in the English language, in short, is a key to success in life and a person who learns the language in hopes of gaining some tangible benefit, such as success in a job or fulfilling an academic requirement, is instrumentally motivated.

Fifth, in order to get better results of English teaching learning, English teachers should pay attention to factors beyond the instructional ones which have their own contribution to the success of learner's English learning; and attitude is the part of them.

Sixth, the teachers with a suitable technique are an important thing in increasing students' attitude in learning. They are expected to be ready to assist students in learning English successfully.

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# APPENDICES

ANGKET BAHASA INGGRIS UNTUK DI ISI OLEH  
SISWA- SISWA KELAS VA DAN V B  
SDN CATURTUNGGAL4 YOGYAKARTA

Tujuan : Angket ini bertujuan untuk mengumpulkan data mengenai sikap siswa-siswa kelas Va dan Vb di SDN Caturtunggal 4 yogyakarta terhadap bahasa inggris.

Petunjuk :

1. Bacalah petunjuk-petunjuk di bawah ini dengan seksama sebelum saudara menjawab pertanyaan yang disediakan.
2. Semua jawaban dalam angket ini tidak ada yang benar ataupun yang salah. Dan juga tidak diberikan nilai atas jawaban yang saudara berikan, sehingga saudara hanya perlu memilih satu di antara jawaban-jawaban yang disediakan yang sesuai dengan keadaan/pengalaman saudara.
3. Jawaban yang saudara berikan dalam angket ini sama sekali tidak akan mempengaruhi nilai pelajaran Bahasa Inggris saudara. Untuk itu berusahalah mengisi dengan seadanya menurut pengalaman sendiri, tidak perlu harus sama dengan teman saudara.
4. Dalam angket ini ada 33 pertanyaan yang harus saudara isi dengan member tanda silang (X) pada jawaban yang saudara pilih di lembar jawaban yang disediakan.

Pilihan jawaban :

- a. Sangat benar (SB)
  - b. Benar (B)
  - c. Ragu- ragu (RR)
  - d. Tidak benar (TR)
  - e. Sangat tidak benar (STB)
5. Silahkan memulai dan terima kasih atas bantuan saudara. Selamat bekerja!

No	Pernyataan	SB	B	RR	TB	STB
1	Saya mendukung penayangan film-film berbahasa Inggris di televisi.					
2	Saya sering berpikir bagaimana caranya menghafal lagu-lagu berbahasa Inggris dengan mudah.					
3	Saya sering membayangkan seseorang bertanya kepada saya dalam bahasa Inggris.					
4	Saya ikut bangga bahwa Bahasa Inggris menjadi salah satu bahasa internasional.					
5	Saya sangat gembira jika dapat berkenalan dengan orang asing yang berbahasa Inggris.					
6	Saya akan merasa bebas bila bergaul dengan orang asing yang berbahasa Inggris.					
7	Saya akan mencoba menghabiskan waktu luang saya dengan membaca buku-buku berbahasa Inggris.					
8	Saya akan berusaha memahami isi berita dalam Bahasa Inggris di televisi maupun radio.					
9	Saya ingin dapat berbicara dalam Bahasa Inggris dengan teman-teman di kelas.					

10	Bahasa Inggris sangat penting.					
11	Saya menghargai orang asing maupun orang Indonesia yang berbahasa Inggris.					
12	Membaca buku- buku berbahasa Inggris akan sangat menyenangkan.					
13	Saya senang mendengarkan siaran berita dalam Bahasa Inggris.					
14	Saya akan bersemangat bila menonton film-film berbahasa Inggris.					
15	Saya selalu ingin dapat memahami syair lagu-lagu berbahasa Inggris.					
16	Membaca buku-buku bahasa Inggris dapat menambah wawasan saya.					
17	Saya sering membayangkan diri sebagai penulis Bahasa Inggris.					
18	Saya tertarik untuk mempelajari budaya orang asing yang berbahasa Inggris.					
19	Saya akan merasa bebas jika berbicara dalam Bahasa Inggris dengan teman-teman di kelas.					
20	Saya ingin dapat berbahasa Inggris dengan lancar.					
21	Saya harus dapat berbahasa Inggris dengan baik dan benar.					
22	Saya menghargai orang yang berusaha					

	belajar Bahasa Inggris dengan baik dan benar.					
23	Saya akan mudah mendapatkan pekerjaan yang baik jika saya bias berbahasa Inggris.					
24	Saya menikmati film-film yang berbahasa Inggris.					
25	Saya senang mendengar lagu-lagu berbahasa Inggris.					
26	Saya ingin berkenalan dengan orang asing yang berbahasa Inggris sebanyak mungkin.					
27	Saya harus dapat bergaul dengan orang asing, terutama yang berbahasa Inggris.					
28	Saya setuju jika radio sering menyiarkan berita dalam Bahasa Inggris.					
29	Saya setuju jika di kelas diwajibkan berbahasa Inggris.					
30	Saya merasa gembira jika Bahasa Inggris diajarkan melalui permainan dan lagu.					
31	Saya merasa bangga jika di minta guru membaca dalam Bahasa Inggris.					
32	Saya ingin berusaha keras mengenal budaya orang asing, terutama yang					

	berbahasa Inggris.					
33	Saya ingin menjadi penulis dalam Bahasa Inggris.					
34	Saya ingin mendapatkan nilai yang baik di raport untuk pelajaran Bahasa Inggris.					
35	Saya tidak menyalahkan pengaruh budaya asing, terutama yang berbahsa Inggris yang begitu kuat di negara kita.					
36	Kekurangan kita dalam pengetahuan bahasa Inggris akan menyebabkan banyak kesulitan hubungan dengan luar negeri.					
37	Saya bangga jika ada seseorang yang bertanya kepada saya dalam Bahasa Inggris.					
38	Saya merasa senang jika dapat mengumpulkan puisi atau syair lagu yang berbahasa Inggris.					
39	Saya selalu ingin tahu bagaimana caranya dapat menguasai Bahasa Inggris dengan baik dan benar.					

**Thought About English**

	Tho 1	Tho 2	Tho 3	Tho 10	Tho 11	Tho 16	Tho 17	Tho 22	Tho 23	Tho 28	Tho 29	Tho 35	Tho 36
1	3	4	2	4	5	2	1	5	4	3	1	1	4
2	5	4	4	5	4	5	4	5	5	4	4	4	5
3	4	2	3	3	3	3	4	4	4	3	1	2	4
4	3	4	3	5	4	4	4	5	5	3	3	3	5
5	3	3	4	3	4	3	2	5	2	2	2	3	3
6	3	3	4	3	4	4	4	5	3	2	2	4	3
7	3	3	3	4	5	5	2	5	3	1	1	2	4
8	4	3	3	3	4	3	3	4	1	3	3	3	2
9	3	3	3	5	5	4	3	4	2	4	4	4	4
10	4	4	5	4	4	5	4	4	2	4	2	2	5
11	5	4	4	5	4	4	3	4	4	3	3	4	4
12	4	4	4	4	4	5	3	5	3	3	3	5	5
13	4	3	5	3	5	4	3	5	4	3	3	4	4
14	4	4	5	3	4	4	3	5	4	3	3	4	5
15	4	3	5	5	5	5	2	4	3	3	3	5	5
16	4	5	3	4	4	5	3	5	3	2	3	3	5
17	4	4	5	5	5	5	4	4	5	4	4	3	4
18	4	5	5	4	4	5	5	5	5	3	3	4	4
19	3	4	5	5	4	4	2	4	4	4	3	4	3
20	4	5	3	5	4	4	3	5	3	2	4	4	5
21	5	5	5	4	4	5	4	4	5	4	5	4	4
22	4	4	3	4	4	5	4	5	4	4	3	3	3
23	4	4	3	4	3	4	3	4	4	5	4	5	4
24	4	3	5	4	5	5	3	5	5	3	5	3	3
25	4	4	3	4	5	5	4	5	3	4	5	4	4
26	3	4	4	5	4	5	4	5	4	4	4	4	5
27	4	5	4	4	4	5	4	5	3	3	3	4	4
28	4	4	4	4	5	4	4	5	4	4	4	4	5
29	3	4	2	5	3	2	1	5	4	2	4	1	4
30	3	5	3	4	4	3	2	4	4	3	4	3	4
31	3	4	4	3	4	4	2	4	4	3	2	3	3
32	4	3	5	5	5	4	3	4	3	4	3	3	3
33	4	4	4	4	3	4	3	5	5	3	3	3	4
34	3	4	4	5	5	4	2	4	3	3	1	2	4
35	4	3	4	4	4	4	4	4	4	3	4	4	3
36	3	4	2	4	5	2	4	4	1	1	1	1	5
37	5	4	4	4	5	4	3	4	2	5	3	3	2
38	3	4	3	4	4	4	4	4	4	3	3	4	4
39	3	3	4	4	4	4	3	4	4	3	4	4	3
40	3	2	3	1	4	4	2	5	2	2	1	3	2
41	4	3	3	3	5	4	2	5	3	3	3	3	2
42	4	4	4	3	5	5	4	5	4	1	1	3	3
43	4	4	4	4	3	4	4	4	4	3	3	3	4
44	3	4	4	4	3	4	3	3	2	3	2	3	3

**Thought About English**

	Tho 1	Tho 2	Tho 3	Tho 10	Tho 11	Tho 16	Tho 17	Tho 22	Tho 23	Tho 28	Tho 29	Tho 35	Tho 36
45	3	4	3	5	4	4	4	5	3	3	3	3	1
46	4	4	4	4	5	4	3	4	3	3	4	3	4
47	3	4	5	3	3	5	5	5	4	2	4	1	5
48	1	3	5	4	4	3	3	4	4	5	4	4	4
49	4	5	3	3	5	4	3	5	3	3	3	4	3
50	4	5	3	4	5	4	2	4	3	3	2	4	3
51	3	4	4	3	4	4	2	4	3	3	2	4	4
52	4	1	3	5	4	4	2	5	3	3	1	3	4
53	3	4	4	4	2	3	3	4	3	2	3	3	4
54	3	4	3	5	5	5	3	5	5	3	3	3	3
55	1	3	3	3	5	4	3	4	3	3	4	3	3
56	3	2	3	4	3	4	3	4	2	2	5	2	4
57	1	3	3	4	4	3	3	4	3	2	4	4	3
58	4	3	3	4	5	4	3	4	3	3	4	3	2
59	5	3	4	4	4	4	4	4	3	3	3	4	4
60	3	4	4	3	4	4	2	4	3	2	2	3	2
61	4	2	3	4	2	4	3	5	3	1	3	3	1
<b>Total</b>	<b>N</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>61</b>

# Feeling About English

	Fel 4	Fel 5	Fel 6	Fel 12	Fel 13	Fel 18	Fel 19	Fel 24	Fel 25	Fel 30	Fel 31	Fel 37	Fel 38
1	5	3	2	3	4	3	3	3	5	4	3	1	1
2	5	3	3	5	4	5	3	4	4	5	5	5	4
3	3	3	3	4	2	3	3	3	3	4	4	1	4
4	4	3	3	3	3	3	4	3	3	4	3	4	3
5	2	4	3	3	3	2	3	2	4	4	3	3	3
6	4	4	2	3	3	2	3	3	4	4	3	4	4
7	5	3	3	4	3	4	4	3	4	5	4	3	3
8	5	4	2	3	3	3	2	3	3	3	2	3	2
9	3	3	3	4	3	4	4	3	4	4	4	3	4
10	4	4	3	5	5	3	2	2	4	5	5	4	4
11	5	1	2	5	4	5	3	5	3	5	4	5	5
12	4	3	2	4	3	3	4	3	3	5	4	4	4
13	4	5	3	4	3	5	4	4	4	4	4	4	5
14	4	4	3	4	4	3	3	4	4	4	4	3	4
15	4	5	3	3	4	3	3	3	3	5	5	4	2
16	4	3	3	4	3	2	3	4	4	5	4	3	3
17	2	3	2	3	3	1	1	3	3	4	3	3	3
18	3	3	2	4	2	3	3	2	4	4	4	3	4
19	4	4	3	4	3	3	4	4	3	5	3	4	4
20	4	4	3	4	3	4	3	3	4	5	5	5	5
21	2	4	3	3	3	3	3	3	2	4	3	4	3
22	5	4	3	5	4	1	4	4	4	5	4	4	5
23	5	4	3	5	4	3	4	3	5	5	3	3	4
24	5	5	3	4	4	3	3	4	4	4	4	5	5
25	4	5	4	4	3	4	4	4	4	4	4	4	4
26	5	5	2	4	3	3	2	4	3	5	5	5	5
27	5	4	4	4	3	3	4	4	3	4	5	5	5
28	5	5	4	4	4	4	4	4	3	4	4	4	4
29	3	4	2	4	3	3	3	4	4	4	3	4	4
30	5	3	3	4	3	3	3	3	3	4	4	4	3
31	4	3	2	3	2	3	3	2	4	5	3	3	4
32	5	4	3	4	3	3	3	3	3	4	4	3	4
33	3	4	1	3	4	3	4	3	4	5	3	4	3
34	3	4	3	4	3	3	3	3	3	4	3	4	3
35	5	4	3	4	3	4	3	4	3	5	4	5	3
36	4	5	4	4	3	4	3	4	3	4	4	4	4
37	4	4	3	5	4	4	3	3	3	4	4	4	5
38	5	5	2	3	2	3	2	4	3	5	3	3	4
39	5	4	2	3	3	3	2	4	3	5	3	3	3
40	3	4	3	4	3	3	3	3	3	4	4	3	3
41	4	4	2	4	3	4	4	4	5	4	3	4	5
42	4	3	3	4	3	3	3	4	3	4	3	3	3
43	5	5	1	4	4	3	4	3	4	5	3	4	3
44	4	3	2	4	3	3	3	3	4	4	4	3	3

# Feeling About English

	Fel 4	Fel 5	Fel 6	Fel 12	Fel 13	Fel 18	Fel 19	Fel 24	Fel 25	Fel 30	Fel 31	Fel 37	Fel 38
45	5	4	3	5	3	4	3	4	2	5	4	4	5
46	4	5	3	4	4	5	3	4	4	4	3	3	4
47	4	4	3	4	4	1	3	3	5	3	4	5	5
48	4	2	2	4	2	2	2	3	4	4	4	3	4
49	5	5	3	5	4	1	3	4	3	5	3	3	4
50	5	4	3	4	3	2	3	2	3	5	5	5	4
51	3	1	2	5	4	4	4	2	4	4	2	2	3
52	5	3	2	2	2	1	1	3	3	2	4	1	2
53	3	3	3	4	3	3	3	4	1	5	2	3	3
54	4	4	3	4	3	3	3	4	4	4	3	3	3
55	4	2	2	4	2	3	3	3	3	4	3	3	4
56	3	3	2	3	2	3	3	3	4	4	3	3	4
57	4	1	2	4	3	1	3	4	1	4	3	2	3
58	4	4	3	4	3	3	2	3	4	4	3	3	2
59	4	4	3	5	3	4	3	4	2	4	3	3	2
60	4	4	2	4	3	3	1	2	4	3	3	4	3
61	2	3	4	5	3	2	3	3	4	4	3	4	3
Total	N	61	61	61	61	61	61	61	61	61	61	61	61

Will About English

	Wil 7	Wil 8	Wil 9	Wil 14	Wil 15	Wil 20	Wil 21	Wil 26	Wil 27	Wil 32	Wil 33	Wil 34	Wil 39
1	3	4	2	3	3	4	4	3	1	2	2	5	5
2	5	4	5	4	4	4	5	4	3	4	4	4	4
3	4	4	3	2	1	1	3	3	2	3	3	5	4
4	4	4	4	3	5	4	5	3	3	3	5	5	5
5	4	4	4	2	4	4	3	2	3	3	3	3	4
6	4	2	4	3	4	5	4	1	2	1	3	5	5
7	3	3	3	4	3	5	4	3	3	4	3	5	3
8	4	5	4	3	4	5	5	3	1	2	3	5	5
9	5	5	5	4	3	5	2	2	2	2	3	5	5
10	4	4	3	3	4	4	4	3	3	5	2	5	5
11	4	4	4	3	4	4	5	5	4	3	3	5	4
12	5	5	5	4	4	5	4	3	4	3	3	4	4
13	4	4	4	4	3	5	1	2	2	1	1	5	5
14	4	4	4	3	5	5	5	2	3	1	4	5	5
15	4	5	5	3	4	5	4	3	3	3	4	5	4
16	4	3	3	3	1	2	3	3	1	2	2	5	2
17	4	5	4	5	5	5	5	3	4	4	2	5	3
18	5	5	4	4	5	5	5	3	4	5	4	5	3
19	3	2	4	4	4	4	4	3	2	3	2	4	5
20	5	4	3	3	4	5	5	3	3	3	3	5	5
21	5	4	4	4	5	3	5	5	4	5	4	5	4
22	4	3	4	3	4	5	5	3	3	3	4	5	5
23	3	4	4	3	3	4	4	4	3	4	4	5	5
24	5	4	5	3	4	3	5	4	4	4	5	5	4
25	4	3	5	4	5	4	4	4	4	4	4	5	4
26	4	3	4	5	5	5	5	4	4	3	3	5	5
27	5	5	5	4	4	4	5	3	3	4	4	4	3
28	5	5	3	4	5	4	4	4	3	4	4	4	4
29	4	4	4	4	3	5	4	3	3	4	4	5	5
30	4	1	5	4	4	5	5	3	2	1	4	4	5
31	2	2	4	3	4	5	4	2	2	3	3	4	5
32	5	3	4	3	4	3	4	3	3	3	4	2	4
33	3	4	4	3	3	5	5	3	3	3	3	5	5
34	4	4	3	4	3	4	4	3	3	3	4	4	4
35	3	4	3	4	4	5	4	3	2	3	4	4	5
36	4	4	5	4	4	5	4	3	4	4	5	4	5
37	5	4	5	1	4	4	4	4	3	4	3	4	4
38	4	3	4	2	4	4	2	2	3	3	3	5	5
39	5	3	3	3	3	5	3	3	5	4	2	5	3
40	4	4	4	3	4	4	5	4	4	4	5	4	4
41	4	4	4	4	5	4	5	3	3	4	3	5	4
42	4	4	4	3	2	5	5	1	2	4	3	4	4
43	4	4	4	3	3	4	4	3	3	4	3	3	5
44	4	5	4	4	5	5	5	3	3	1	2	5	5

**Will About English**

	Wil 7	Wil 8	Wil 9	Wil 14	Wil 15	Wil 20	Wil 21	Wil 26	Wil 27	Wil 32	Wil 33	Wil 34	Wil 39
45	3	3	4	4	4	5	5	3	4	3	3	4	5
46	3	4	4	4	4	5	5	4	3	3	3	3	5
47	1	3	3	2	3	5	4	3	2	3	3	4	4
48	4	4	4	3	4	4	5	2	3	2	2	5	4
49	4	4	4	4	4	4	4	3	2	3	3	4	4
50	4	4	3	4	3	4	4	3	3	3	3	4	4
51	3	3	3	3	4	4	5	3	3	3	3	4	4
52	4	5	4	5	4	5	5	3	2	4	3	5	4
53	3	2	3	3	3	5	4	3	4	3	3	4	2
54	3	4	4	4	5	5	5	4	3	4	2	4	5
55	3	4	3	2	3	4	5	1	2	1	3	4	3
56	3	2	4	2	3	5	4	2	2	2	2	4	5
57	2	2	3	4	3	5	3	3	3	3	2	4	4
58	3	2	4	3	4	4	4	2	2	3	2	4	4
59	2	4	5	4	4	4	4	3	3	4	4	5	5
60	4	3	4	2	3	4	4	3	2	4	3	5	4
61	4	4	5	3	5	4	4	3	3	5	3	5	5
<b>Total</b>	<b>N</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>61</b>

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## Regression

Descriptive Statistics

	Mean	Std. Deviation	N
Y English Learning Achievement	54.9180	13.30951	61
X Attitude	115.21	11.904	61

Variables Entered/Removed<sup>b</sup>

Model	Variables Entered	Variables Removed	Method
1	X Attitude <sup>a</sup>	.	Enter

- a. All requested variables entered.  
b. Dependent Variable: Y English Learning Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.664 <sup>a</sup>	.440	.431	10.04097

- a. Predictors: (Constant), X Attitude

ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4680.148	1	4680.148	46.420	.000 <sup>a</sup>
	Residual	5948.442	59	100.821		
	Total	10628.590	60			

- a. Predictors: (Constant), X Attitude  
b. Dependent Variable: Y English Learning Achievement

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	-30.562	12.612			-2.423	.018
	X Attitude	.742	.109	.664		6.813	.000

- a. Dependent Variable: Y English Learning Achievement

## Frequencies

### Statistics

		X1 Thought About English	X2 Feeling About English	X3 Will About English
N	Valid	61	61	61
	Missing	0	0	0
Mean		38.34	41.89	34.98
Median		40.00	42.00	35.00
Mode		41	40	36
Std. Deviation		5.341	5.155	4.958
Variance		28.530	26.570	24.583
Minimum		25	28	25
Maximum		50	51	45
Sum		2339	2555	2134

### Statistics

		X Attitude	Y English Learning Achievement
N	Valid	61	61
	Missing	0	0
Mean		115.21	54.9180
Median		116.00	56.0000
Mode		100 <sup>a</sup>	58.00
Std. Deviation		11.904	13.30951
Variance		141.704	177.143
Minimum		91	25.00
Maximum		142	83.00
Sum		7028	3350.00

a. Multiple modes exist. The smallest value is shown

## Frequency Table

**X1 Thought About English**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Low (> 19.80 - 28.60)	2	3.3	3.3	3.3
	3 Fairly (> 28.60 - 37.40)	23	37.7	37.7	41.0
	4 High (> 37.40 - 46.20)	32	52.5	52.5	93.4
	5 Very Hifh (> 46.20 - 55)	4	6.6	6.6	100.0
	Total	61	100.0	100.0	

**X2 Feeling About English**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Low (> 21.60 - 31.20)	2	3.3	3.3	3.3
	3 Fairly (> 31.20 - 40.80)	24	39.3	39.3	42.6
	4 High (> 40.80 - 50.40)	34	55.7	55.7	98.4
	5 Very Hifh (> 50.40 - 60)	1	1.6	1.6	100.0
	Total	61	100.0	100.0	

**X3 Will About English**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Low (> 18 - 26)	3	4.9	4.9	4.9
	3 Fairly (> 26 - 34)	24	39.3	39.3	44.3
	4 High (> 34 - 42)	31	50.8	50.8	95.1
	5 Very Hifh (> 42 - 50)	3	4.9	4.9	100.0
	Total	61	100.0	100.0	

**X Attitude**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Fairly (> 85.80 - 112.20)	25	41.0	41.0	41.0
	4 High (> 112.20 - 138.60)	35	57.4	57.4	98.4
	5 Very Hifh (> 138.60 - 165)	1	1.6	1.6	100.0
	Total	61	100.0	100.0	

MAF ?  
MIN ?

Y English Learning Achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very Low (10 - 28)	2	3.3	3.3	3.3
	2 Low (> 28 - 46)	13	21.3	21.3	24.6
	3 Fairly (> 46 - 64)	33	54.1	54.1	78.7
	4 High (> 64 - 82)	12	19.7	19.7	98.4
	5 Very High (> 82 - 100)	1	1.6	1.6	100.0
	Total	61	100.0	100.0	

## Correlations

### Descriptive Statistics

	Mean	Std. Deviation	N
X1 Thought About English	38.34	5.341	61
X2 Feeling About English	41.89	5.155	61
X3 Will About English	34.98	4.958	61
Y English Learning Achievement	54.9180	13.30951	61

### Correlations

		X1 Thought About English	X2 Feeling About English	X3 Will About English	Y English Learning Achievement
X1 Thought About English	Pearson Correlation	1	.425**	.419**	.544**
	Sig. (2-tailed)		.001	.001	.000
	N	61	61	61	61
X2 Feeling About English	Pearson Correlation	.425**	1	.321*	.506**
	Sig. (2-tailed)	.001		.012	.000
	N	61	61	61	61
X3 Will About English	Pearson Correlation	.419**	.321*	1	.481**
	Sig. (2-tailed)	.001	.012		.000
	N	61	61	61	61
Y English Learning Achievement	Pearson Correlation	.544**	.506**	.481**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	61	61	61	61

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

\* . Correlation is significant at the 0.05 level (2-tailed).

# Report

## Y English Learning Achievement

X1 Thought About English	Mean	N	Std. Deviation
25	44.0000	1	.
28	54.0000	1	.
29	58.0000	1	.
30	62.0000	1	.
31	59.3333	3	12.22020
32	38.0000	2	14.14214
33	41.6000	5	16.89083
34	30.0000	1	.
35	46.7500	4	15.64981
36	41.2000	5	9.78264
37	53.0000	1	.
38	51.5000	2	4.94975
39	60.0000	3	14.10674
40	53.1429	7	5.84319
41	57.1250	8	6.68554
42	63.6667	3	1.52753
43	66.0000	5	5.24404
44	68.5000	2	7.77817
45	74.0000	1	.
46	76.0000	1	.
47	65.5000	2	2.12132
49	60.0000	1	.
50	83.0000	1	.
Total	54.9180	61	13.30951

## ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y English Learning Achievement * X1 Thought About English	Between Groups	(Combined)	6751.275	22	306.876	3.008	.001
		Linearity	3146.302	1	3146.302	30.836	.000
		Deviation from Linearity	3604.972	21	171.665	1.682	.080
	Within Groups		3877.315	38	102.035		
	Total		10628.6	60			

## Measures of Association

	R	R Squared	Eta	Eta Squared
Y English Learning Achievement * X1 Thought About English	.544	.296	.797	.635

# Report

## Y English Learning Achievement

X2 Feeling About English	Mean	N	Std. Deviation
28	32.0000	1	.
31	64.0000	1	.
34	25.0000	1	.
35	63.3333	3	6.11010
36	34.2500	4	7.13559
37	49.2500	4	18.82153
38	60.0000	2	32.52691
39	48.2500	4	15.32699
40	48.6667	6	9.20145
41	51.2500	4	4.57347
42	57.3333	3	15.30795
43	57.0000	3	4.58258
44	59.5000	4	4.35890
45	54.7500	4	1.25831
46	64.3333	3	5.13160
47	56.6667	3	2.30940
48	69.2500	4	6.70199
49	63.2500	4	8.13941
50	71.0000	2	4.24264
51	60.0000	1	.
Total	54.9180	61	13.30951

## ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y English Learning Achievement * X2 Feeling About English	Between Groups	(Combined)	6102.340	19	321.176	2.909	.002
		Linearity	2720.178	1	2720.178	24.640	.000
		Deviation from Linearity	3382.162	18	187.898	1.702	.079
	Within Groups		4526.250	41	110.396		
	Total		10628.6	60			

## Measures of Association

	R	R Squared	Eta	Eta Squared
Y English Learning Achievement * X2 Feeling About English	.506	.256	.758	.574

# Report

## Y English Learning Achievement

X3 Will About English	Mean	N	Std. Deviation
25	50.0000	1	.
26	44.0000	2	19.79899
27	48.6667	3	14.46836
28	52.6667	3	24.09011
29	35.5000	2	2.12132
30	49.0000	1	.
31	44.0000	2	16.97056
32	45.3333	3	17.00980
33	52.8000	5	15.77023
34	56.0000	5	8.74643
35	55.6000	5	11.88697
36	57.5000	6	7.17635
37	53.7500	4	6.13052
38	59.5000	2	2.12132
39	52.6000	5	13.97498
40	69.0000	2	9.89949
41	62.0000	5	13.03840
42	64.0000	2	5.65685
43	74.0000	1	.
44	67.0000	1	.
45	83.0000	1	.
Total	54.9180	61	13.30951

## ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y English Learning Achievement * X3 Will About English	Between Groups	(Combined)	3954.140	20	197.707	1.185	.315
		Linearity	2460.172	1	2460.172	14.744	.000
		Deviation from Linearity	1493.969	19	78.630	.471	.960
	Within Groups		6674.450	40	166.861		
	Total		10628.6	60			

## Measures of Association

	R	R Squared	Eta	Eta Squared
Y English Learning Achievement * X3 Will About English	.481	.231	.610	.372

**One-Sample Kolmogorov-Smirnov Test**

		X1 Thought About English	X2 Feeling About English
N		61	61
Normal Parameters <sup>a,b</sup>	Mean	38.34	41.89
	Std. Deviation	5.341	5.155
Most Extreme Differences	Absolute	.130	.071
	Positive	.071	.069
	Negative	-.130	-.071
Kolmogorov-Smirnov Z		1.015	.558
Asymp. Sig. (2-tailed)		.255	.915

**One-Sample Kolmogorov-Smirnov Test**

		X3 Will About English	Y English Learning Achievement
N		61	61
Normal Parameters <sup>a,b</sup>	Mean	34.98	54.9180
	Std. Deviation	4.958	13.30951
Most Extreme Differences	Absolute	.070	.083
	Positive	.068	.064
	Negative	-.070	-.083
Kolmogorov-Smirnov Z		.545	.651
Asymp. Sig. (2-tailed)		.928	.790

a. Test distribution is Normal.

b. Calculated from data.

## Regression

### Descriptive Statistics

	Mean	Std. Deviation	N
Y English Learning Achievement	54.9180	13.30951	61
X1 Thought About English	38.34	5.341	61
X2 Feeling About English	41.89	5.155	61
X3 Will About English	34.98	4.958	61

### Variables Entered/Removed<sup>b</sup>

Model	Variables Entered	Variables Removed	Method
1	X3 Will About English, X2 Feeling About English, X1 Thought About English	.	Enter

a. All requested variables entered.

b. Dependent Variable: Y English Learning Achievement

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.664 <sup>a</sup>	.441	.411	10.21212

a. Predictors: (Constant), X3 Will About English, X2 Feeling About English, X1 Thought About English

### Contribution Summary

	Contribution	
	Relativity	Effective
X1 Thought About English	38.67%	17.04%
X2 Feeling About English	33.31%	14.68%
X3 Will About English	28.02%	12.35%
Total	100.00%	44.07%

### ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4684.205	3	1561.402	14.972	.000 <sup>a</sup>
	Residual	5944.385	57	104.287		
	Total	10628.590	60			

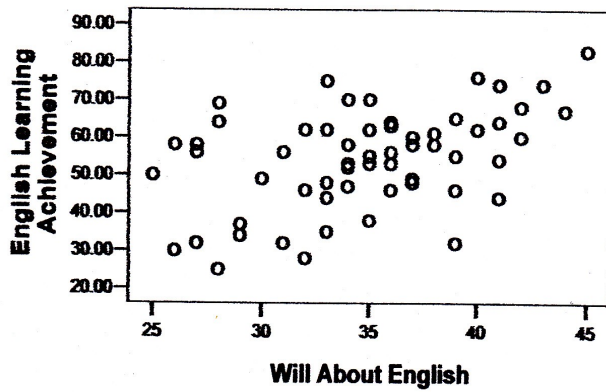
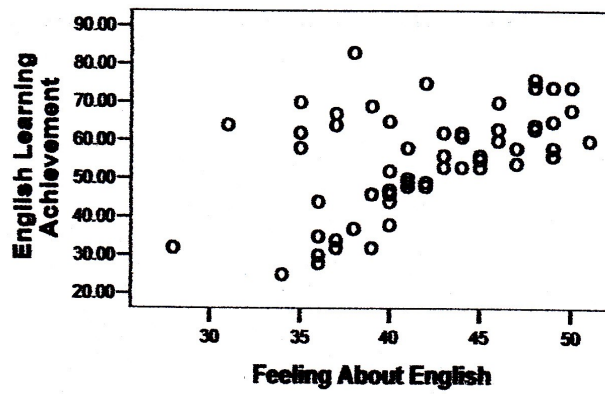
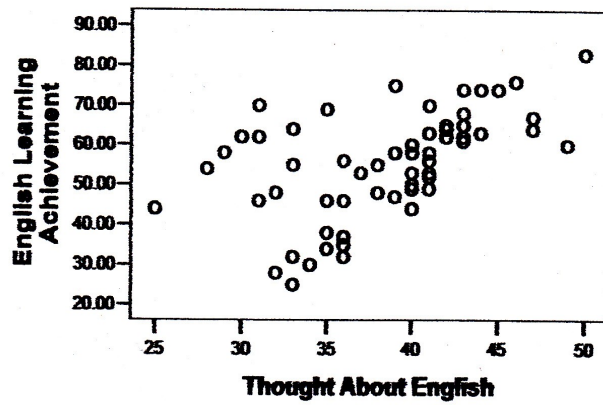
a. Predictors: (Constant), X3 Will About English, X2 Feeling About English, X1 Thought About English

b. Dependent Variable: Y English Learning Achievement

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-30.499	12.947		-2.356	.022
	X1 Thought About English	.780	.289	.313	2.702	.009
	X2 Feeling About English	.749	.287	.290	2.611	.012
	X3 Will About English	.689	.297	.257	2.317	.024

a. Dependent Variable: Y English Learning Achievement



tabel r

1 tail	0.01	0.05	0.15	0.3
51	0.215	0.181	0.102	0.102
52	0.213	0.179	0.101	0.101
53	0.211	0.178	0.100	0.100
54	0.209	0.176	0.099	0.099
55	0.207	0.174	0.098	0.098
56	0.205	0.172	0.097	0.097
57	0.202	0.170	0.096	0.096
58	0.200	0.169	0.095	0.095
59	0.198	0.167	0.094	0.094
60	0.196	0.165	0.093	0.093
61	0.195	0.164	0.093	0.093
62	0.194	0.163	0.092	0.092
63	0.193	0.163	0.092	0.092
64	0.192	0.162	0.091	0.091
65	0.191	0.161	0.091	0.091
66	0.190	0.160	0.090	0.090
67	0.189	0.159	0.090	0.090
68	0.188	0.159	0.089	0.089
69	0.187	0.158	0.089	0.089
70	0.187	0.157	0.089	0.089
71	0.186	0.156	0.088	0.088
72	0.185	0.155	0.088	0.088
73	0.184	0.155	0.087	0.087
74	0.183	0.154	0.087	0.087
75	0.182	0.153	0.086	0.086
76	0.181	0.152	0.086	0.086
77	0.180	0.151	0.085	0.085
78	0.179	0.151	0.085	0.085
79	0.178	0.150	0.084	0.084
80	0.177	0.149	0.084	0.084
81	0.176	0.148	0.084	0.084
82	0.175	0.147	0.083	0.083
83	0.174	0.147	0.083	0.083
84	0.173	0.146	0.082	0.082
85	0.172	0.145	0.082	0.082
86	0.171	0.144	0.081	0.081
87	0.170	0.143	0.081	0.081
88	0.169	0.143	0.080	0.080
89	0.168	0.142	0.080	0.080
90	0.168	0.141	0.080	0.080
91	0.167	0.140	0.079	0.079
92	0.166	0.139	0.079	0.079
93	0.165	0.139	0.078	0.078
94	0.164	0.138	0.078	0.078
95	0.163	0.137	0.077	0.077
96	0.162	0.136	0.077	0.077
97	0.161	0.135	0.076	0.076
98	0.160	0.135	0.076	0.076
99	0.159	0.134	0.075	0.075
100	0.158	0.133	0.075	0.075

sumber : Magic 2000 Solver telp (0274) 523858

Tingkat Signifikansi untuk D maksimum

Sampel	0.2	0.15	0.1	0.05	0.01
1	0.900	0.925	0.950	0.975	0.995
2	0.684	0.726	0.776	0.842	0.929
3	0.565	0.597	0.642	0.708	0.828
4	0.494	0.525	0.564	0.624	0.733
5	0.446	0.474	0.510	0.565	0.669
6	0.410	0.436	0.470	0.521	0.618
7	0.381	0.405	0.438	0.486	0.577
8	0.358	0.381	0.411	0.457	0.543
9	0.339	0.360	0.388	0.432	0.514
10	0.322	0.342	0.368	0.410	0.490
11	0.307	0.326	0.352	0.391	0.468
12	0.295	0.313	0.338	0.375	0.450
13	0.284	0.302	0.325	0.361	0.433
14	0.274	0.292	0.314	0.349	0.418
15	0.266	0.283	0.304	0.338	0.404
16	0.258	0.274	0.295	0.328	0.392
17	0.250	0.266	0.286	0.318	0.381
18	0.244	0.259	0.278	0.309	0.371
19	0.237	0.252	0.272	0.301	0.363
20	0.231	0.246	0.264	0.294	0.356
21	0.227	0.241	0.259	0.289	0.349
22	0.223	0.236	0.254	0.284	0.342
23	0.218	0.230	0.250	0.280	0.334
24	0.214	0.225	0.245	0.275	0.327
25	0.210	0.220	0.240	0.270	0.320
26	0.206	0.216	0.236	0.264	0.314
27	0.202	0.212	0.232	0.258	0.308
28	0.198	0.208	0.228	0.252	0.302
29	0.194	0.204	0.224	0.246	0.296
30	0.190	0.200	0.220	0.240	0.290
31	0.188	0.198	0.218	0.238	0.346
32	0.186	0.196	0.216	0.236	0.402
33	0.184	0.194	0.214	0.234	0.458
34	0.182	0.192	0.212	0.232	0.514
35	0.180	0.190	0.210	0.230	0.570
36	0.178	0.190	0.203	0.227	0.272
37	0.176	0.187	0.201	0.224	0.268
38	0.174	0.185	0.198	0.221	0.264
39	0.171	0.183	0.195	0.218	0.261
40	0.169	0.180	0.193	0.215	0.258
41	0.167	0.178	0.191	0.212	0.255
42	0.165	0.176	0.188	0.210	0.252
43	0.163	0.174	0.186	0.207	0.249
44	0.161	0.172	0.184	0.205	0.246
45	0.160	0.170	0.182	0.203	0.243
46	0.158	0.168	0.180	0.201	0.240
47	0.156	0.166	0.178	0.198	0.238
48	0.154	0.165	0.176	0.196	0.235
49	0.153	0.163	0.174	0.194	0.233
50	0.151	0.161	0.173	0.192	0.231
Over 35	1.07 $\sqrt{N}$	1.14 $\sqrt{N}$	1.22 $\sqrt{N}$	1.36 $\sqrt{N}$	1.63 $\sqrt{N}$

sumber : Magic 2000 Solver telp (0274) 523858  
dikutip dari Sidney Siegel, Page : 3003, 1997

$$\frac{1.36}{\sqrt{61}} = 0.17424$$

tabel F

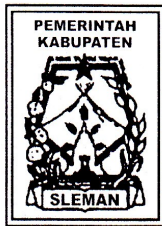
df	5%								
	1	2	3	4	5	6	7	8	9
51	4.030	3.179	2.786	2.553	2.397	2.283	2.195	2.126	2.069
52	4.027	3.175	2.783	2.550	2.393	2.279	2.192	2.122	2.066
53	4.023	3.172	2.779	2.546	2.389	2.275	2.188	2.119	2.062
54	4.020	3.168	2.776	2.543	2.386	2.272	2.185	2.115	2.059
55	4.016	3.165	2.773	2.540	2.383	2.269	2.181	2.112	2.055
56	4.013	3.162	2.769	2.537	2.380	2.266	2.178	2.109	2.052
57	4.010	3.159	2.766	2.534	2.377	2.263	2.175	2.106	2.049
58	4.007	3.156	2.764	2.531	2.374	2.260	2.172	2.103	2.046
59	4.004	3.153	2.761	2.528	2.371	2.257	2.169	2.100	2.043
60	4.001	3.150	2.758	2.525	2.368	2.254	2.167	2.097	2.040
61	3.998	3.148	2.755	2.523	2.366	2.251	2.164	2.094	2.037
62	3.996	3.145	2.753	2.520	2.363	2.249	2.161	2.092	2.035
63	3.993	3.143	2.751	2.518	2.361	2.246	2.159	2.089	2.032
64	3.991	3.140	2.748	2.515	2.358	2.244	2.156	2.087	2.030
65	3.989	3.138	2.746	2.513	2.356	2.242	2.154	2.084	2.027
66	3.986	3.136	2.744	2.511	2.354	2.239	2.152	2.082	2.025
67	3.984	3.134	2.742	2.509	2.352	2.237	2.150	2.080	2.023
68	3.982	3.132	2.740	2.507	2.350	2.235	2.148	2.078	2.021
69	3.980	3.130	2.737	2.505	2.348	2.233	2.145	2.076	2.019
70	3.978	3.128	2.736	2.503	2.346	2.231	2.143	2.074	2.017
71	3.976	3.126	2.734	2.501	2.344	2.229	2.142	2.072	2.015
72	3.974	3.124	2.732	2.499	2.342	2.227	2.140	2.070	2.013
73	3.972	3.122	2.730	2.497	2.340	2.226	2.138	2.068	2.011
74	3.970	3.120	2.728	2.495	2.338	2.224	2.136	2.066	2.009
75	3.968	3.119	2.727	2.494	2.337	2.222	2.134	2.064	2.007
76	3.967	3.117	2.725	2.492	2.335	2.220	2.133	2.063	2.006
77	3.965	3.115	2.723	2.490	2.333	2.219	2.131	2.061	2.004
78	3.963	3.114	2.722	2.489	2.332	2.217	2.129	2.059	2.002
79	3.962	3.112	2.720	2.487	2.330	2.216	2.128	2.058	2.001
80	3.960	3.111	2.719	2.486	2.329	2.214	2.126	2.056	1.999
81	3.959	3.109	2.717	2.484	2.327	2.213	2.125	2.055	1.998
82	3.957	3.108	2.716	2.483	2.326	2.211	2.123	2.053	1.996
83	3.956	3.107	2.715	2.482	2.324	2.210	2.122	2.052	1.995
84	3.955	3.105	2.713	2.480	2.323	2.209	2.121	2.051	1.993
85	3.953	3.104	2.712	2.479	2.322	2.207	2.119	2.049	1.992
86	3.952	3.103	2.711	2.478	2.321	2.206	2.118	2.048	1.991
87	3.951	3.101	2.709	2.476	2.319	2.205	2.117	2.047	1.989
88	3.949	3.100	2.708	2.475	2.318	2.203	2.115	2.045	1.988
89	3.948	3.099	2.707	2.474	2.317	2.202	2.114	2.044	1.987
90	3.947	3.098	2.706	2.473	2.316	2.201	2.113	2.043	1.986
91	3.946	3.097	2.705	2.472	2.315	2.200	2.112	2.042	1.984
92	3.945	3.095	2.704	2.471	2.313	2.199	2.111	2.041	1.983
93	3.943	3.094	2.703	2.470	2.312	2.198	2.110	2.040	1.982
94	3.942	3.093	2.701	2.469	2.311	2.197	2.109	2.038	1.981
95	3.941	3.092	2.700	2.467	2.310	2.196	2.108	2.037	1.980
96	3.940	3.091	2.699	2.466	2.309	2.195	2.106	2.036	1.979
97	3.939	3.090	2.698	2.465	2.308	2.194	2.105	2.035	1.978
98	3.938	3.089	2.697	2.465	2.307	2.193	2.104	2.034	1.977
99	3.937	3.088	2.696	2.464	2.306	2.192	2.103	2.033	1.976
100	3.936	3.087	2.696	2.463	2.305	2.191	2.103	2.032	1.975

sumber : Magic 2000 Solver help (0274) 523858

tabel t

1-tail	0.005	0.01	0.025	0.05
2-tail	0.01	0.02	0.05	0.1
51	2.676	2.402	2.008	1.675
52	2.674	2.400	2.007	1.675
53	2.672	2.399	2.006	1.674
54	2.670	2.397	2.005	1.674
55	2.668	2.396	2.004	1.673
56	2.667	2.395	2.003	1.673
57	2.665	2.394	2.002	1.672
58	2.663	2.392	2.002	1.672
59	2.662	2.391	2.001	1.671
60	2.660	2.390	2.000	1.671
61	2.659	2.389	2.000	1.670
62	2.657	2.388	1.999	1.670
63	2.656	2.387	1.998	1.669
64	2.655	2.386	1.998	1.669
65	2.654	2.385	1.997	1.669
66	2.652	2.384	1.997	1.668
67	2.651	2.383	1.996	1.668
68	2.650	2.382	1.995	1.668
69	2.649	2.382	1.995	1.667
70	2.648	2.381	1.994	1.667
71	2.647	2.380	1.994	1.667
72	2.646	2.379	1.993	1.666
73	2.645	2.379	1.993	1.666
74	2.644	2.378	1.993	1.666
75	2.643	2.377	1.992	1.665
76	2.642	2.376	1.992	1.665
77	2.641	2.376	1.991	1.665
78	2.640	2.375	1.991	1.665
79	2.640	2.374	1.990	1.664
80	2.639	2.374	1.990	1.664
81	2.638	2.373	1.990	1.664
82	2.637	2.373	1.989	1.664
83	2.636	2.372	1.989	1.663
84	2.636	2.372	1.989	1.663
85	2.635	2.371	1.988	1.663
86	2.634	2.370	1.988	1.663
87	2.634	2.370	1.988	1.663
88	2.633	2.369	1.987	1.662
89	2.632	2.369	1.987	1.662
90	2.632	2.368	1.987	1.662
91	2.631	2.368	1.986	1.662
92	2.630	2.368	1.986	1.662
93	2.630	2.367	1.986	1.661
94	2.629	2.367	1.986	1.661
95	2.629	2.366	1.985	1.661
96	2.628	2.366	1.985	1.661
97	2.627	2.365	1.985	1.661
98	2.627	2.365	1.984	1.661
99	2.626	2.365	1.984	1.660
100	2.626	2.364	1.984	1.660

sumber : Magic 2000 Solver telp (0274) 523858



PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN  
**SD NEGERI CATURTUNGGAL 4**  
**TERAKREDITASI 'A'**  
SK NO: 58/BAS KAB/HK/XII/2006

Alamat : Tempel Caturtunggal, Depok, Sleman, Yogyakarta 55283. Telp. (0274) 484515

**SURAT KETERANGAN**  
**No. 172/SDCT-4/XI/2010**

Yang bertanda tangan di bawah ini :

Nama : Drs. JAMBARI  
NIP : 19600303198509.1001  
Pangkat/Golongan : Pembina/IV A  
Jabatan : Kepala Sekolah

Menerangkan bahwa :

Nama : ANGGI OKTAVIANI AHDIAT  
NIM : 04202244063  
Jurusan : Pendidikan Bahasa Inggris  
Lokasi Penelitian : SD N Caturtunggal 4  
Waktu Penelitian :

Nama tersebut telah melaksanakan penelitian di SDN Caturtunggal 4 untuk melengkapi data penyusunan tugas akhir skripsi dengan judul “ *The Attitude towards English and its Relationship to the Learning Achievement among the Fifth Grade Students of SDN Caturtunggal 4 Yogyakarta in The Academic Year of 2008/2009.* ”

Demikian surat keterangan ini kami buat, agar dapat dipergunakan sebagaimana mestinya dan penuh tanggung jawab.

Depok, 14 Maret 2011



Kepala Sekolah

Drs. Jambari

NIP. 19600303198509.1001