CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter discussed about the statistical results of the study in the forms of description and table. The finding of the research from questionnaire and documentation.

A. Presentation of Data

In order to obtain the data, the researcher provides a questionnaire about students' attitudes for students in learning English. The researcher took 26 students as a sample. Next, the researcher obtains the students' English scores about what they have learned from the teacher. After that, the researcher correlates it by applying the Pearson product-moment formula.

1. The Result of Validity and Reliability Test

Before used to obtain the data, the instrument must test the validity and reliability first in order to obtain valid and reliable results.

a. Validity

The measure of questionnaires validity uses correlation product-moment by SPSS 16. The correlation obtained then compared to the r_{table} to find out if the correlation value obtained valid or not. The numbers of sample use in this study are 26 people with a level of

significance 5%, and then the value of r_{table} used is 0,374. The question item is said to be valid if it is obtained the value of Pearson correlation more high or same with r_{table}. The results of the questionnaire analysis can be seen on the table below:

Table 4.1

The Result of Validity Test

Correlations

		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	TOTAL_X
X1	Pearson Correlation	1	.218	.266	.072	.254	.467*	.474*	-.256	.116	.334	.098	.401*	-.088	.315	.191	.532**
	Sig. (2-tailed)		.286	.189	.727	.210	.016	.014	.208	.573	.095	.633	.042	.671	.116	.349	.005
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X2	Pearson Correlation	.218	1	.254	-.119	.201	.349	.521**	.123	.321	.403*	.158	.138	-.095	.082	.245	.481*
	Sig. (2-tailed)	.286		.211	.561	.324	.081	.006	.548	.110	.041	.440	.501	.644	.691	.227	.013
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X3	Pearson Correlation	.266	.254	1	.221	.379	.795**	.249	.205	.598**	.431*	.232	.443*	.429*	-.079	.185	.710**
	Sig. (2-tailed)	.189	.211		.279	.056	.000	.221	.315	.001	.028	.253	.023	.029	.702	.365	.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X4	Pearson Correlation	.072	-.119	.221	1	.067	.040	-.073	-.202	.396*	-.175	.137	.120	.395*	-.021	.050	.269
	Sig. (2-tailed)	.727	.561	.279		.746	.845	.724	.321	.045	.392	.503	.559	.046	.918	.808	.183
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X5	Pearson Correlation	.254	.201	.379	.067	1	.259	.485*	.105	.262	.618**	.387	.106	.235	-.075	.465*	.616**
	Sig. (2-tailed)	.210	.324	.056	.746		.202	.012	.609	.196	.001	.051	.606	.248	.714	.017	.001
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X6	Pearson Correlation	.467*	.349	.795**	.040	.259	1	.238	.147	.535**	.375	.294	.579**	.334	.004	.282	.727**
	Sig. (2-tailed)	.016	.081	.000	.845	.202		.242	.475	.005	.059	.145	.002	.095	.985	.163	.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X7	Pearson Correlation	.474*	.521**	.249	-.073	.485*	.238	1	-.015	.328	.600**	.235	.051	-.244	.082	.505**	.582**
	Sig. (2-tailed)	.014	.006	.221	.724	.012	.242		.941	.102	.001	.247	.803	.230	.690	.009	.002
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X8	Pearson Correlation	-.256	.123	.205	-.202	.105	.147	-.015	1	.256	.221	.076	.227	.510**	-.355	.079	.227
	Sig. (2-tailed)	.208	.548	.315	.321	.609	.475	.941		.208	.278	.713	.264	.008	.075	.701	.265
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X9	Pearson Correlation	.116	.321	.598**	.396*	.262	.535**	.328	.256	1	.334	.221	.286	.543**	-.315	.431*	.666**
	Sig. (2-tailed)	.573	.110	.001	.045	.196	.005	.102	.208		.095	.278	.156	.004	.116	.028	.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X10	Pearson Correlation	.334	.403*	.431*	-.175	.618**	.375	.600**	.221	.334	1	.319	.343	.170	.000	.465*	.684**
	Sig. (2-tailed)	.095	.041	.028	.392	.001	.059	.001	.278	.095		.113	.086	.405	1.000	.017	.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X11	Pearson Correlation	.098	.158	.232	.137	.387	.294	.235	.076	.221	.319	1	.000	.267	.013	.365	.503**
	Sig. (2-tailed)	.633	.440	.253	.503	.051	.145	.247	.713	.278	.113		1.000	.187	.950	.067	.009
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X12	Pearson Correlation	.401*	.138	.443*	.120	.106	.579**	.051	.227	.286	.343	.000	1	.467*	.226	.160	.591**
	Sig. (2-tailed)	.042	.501	.023	.559	.606	.002	.803	.264	.156	.086	1.000		.016	.266	.436	.001
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X13	Pearson Correlation	-.088	-.095	.429*	.395*	.235	.334	-.244	.510**	.543**	.170	.267	.467*	1	-.311	.256	.476*
	Sig. (2-tailed)	.671	.644	.029	.046	.248	.095	.230	.008	.004	.405	.187	.016		.122	.207	.014
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X14	Pearson Correlation	.315	.082	-.079	-.021	-.075	.004	.082	-.355	-.315	.000	.013	.226	-.311	1	-.303	.100
	Sig. (2-tailed)	.116	.691	.702	.918	.714	.985	.690	.075	.116	1.000	.950	.266	.122		.133	.626
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X15	Pearson Correlation	.191	.245	.185	.050	.465*	.282	.505**	.079	.431*	.465*	.365	.160	.256	-.303	1	.541**
	Sig. (2-tailed)	.349	.227	.365	.808	.017	.163	.009	.701	.028	.017	.067	.436	.207	.133		.004
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
TOTAL_X	Pearson Correlation	.532**	.481*	.710**	.269	.616**	.727**	.582**	.227	.666**	.684**	.503**	.591**	.476*	.100	.541**	1
	Sig. (2-tailed)	.005	.013	.000	.183	.001	.000	.002	.265	.000	.000	.009	.001	.014	.626	.004	
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26

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

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

From the table above it was obtained that from 15 questionnaire items, there are 12 valid questionnaires and 3 invalid questionnaires they are item 4, 8, and 14. The invalid questionnaire said to be invalid because the value of Pearson correlation lower than

the value of r_{table}. In this case, the researcher only uses the valid questionnaire to obtain the data. While, invalid questionnaire are drop out.[1]

b. Reliability

The reliability test was carried out after the item questionnaire was said to be valid. The reliability test of questionnaire using Cronbach Alpha by SPSS 16 to measure the questionnaire is reliable or not. The result of reliability can be seen on the table below:

Table 4.2

Reliability Statistics

Cronbach's Alpha	N of Items
.833	12

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	30.31	13.742	.402	.829
X2	30.65	14.155	.397	.828
X3	30.42	13.454	.651	.811
X4	30.81	12.962	.538	.817

[1] Sahid Raharjo, "*Cara Mengatasi Soal Angket yang Tidak Valid*," Konsistensi, diakses dari https://www.konsistensi.com/2014/03/mengatasi-angkettidak-valid.html, on 15 January 2021 at 7.27 P.M.

X5	30.54	12.978	.682	.806
X6	30.54	13.058	.494	.822
X7	30.23	12.985	.589	.813
X8	30.27	13.725	.675	.812
X9	30.35	13.755	.373	.832
X10	30.77	13.705	.426	.826
X11	31.04	14.118	.322	.835
X12	30.04	13.958	.542	.819

Criteria:[2]

If $\alpha > 0,90$: Perfect Reliability

If α between 0,70 – 0,90 : High Reliability

If α between 0,50 – 0,70 : Moderate Reliability

If $\alpha < 0,50$: Low Reliability

Based on the calculation of the reliability test for the questionnaire using Cronbach' Alpha formula, the Cronbach' Alpha was obtained 0,833. It means that the value of α in high reliability, where α in level 0,70 – 0,90.

2. The Result of Questionnaire Data

The questionnaire used by the researcher to collect the data related with independent variable (students' attitudes) at eleventh grade of SMA 2 Sampang. The questionnaire was spread to the

[2] Amir Hamzah, *Penelitian Berbasis Proyek: Metode Kuantitatif, Kualitatif dan R &D* (Malang: Literasi Nusantara, 2019), 104.

respondents and was carried out only once on 26th November 2020 at 08.30 until 09.30.

The questionnaire consists of 4 answer choices, namely strongly agree, agree, disagree, and strongly disagree.

Table 4.3

Specification of Instrument

No.	Positive Statements	Score	Negative Statements	Score
1.	Strongly Agree	4	Strongly Disagree	1
2.	Agree	3	Disagree	2
3.	Disagree	2	Agree	3
4.	Strongly Disagree	1	Strongly Agree	4

Table 4.4

The Students' Attitudes Scores

No.	Questionnaire Scores												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
1	2	3	3	2	3	2	3	3	2	2	2	3	30
2	3	2	2	3	2	2	3	3	3	2	3	4	32
3	3	2	2	2	2	3	3	3	2	3	2	3	30
4	4	3	3	2	3	3	3	3	2	3	2	3	34
5	3	3	3	3	3	3	3	3	3	3	2	4	36
6	3	3	2	2	2	3	2	3	3	2	1	3	29

7	3	2	3	2	3	2	3	3	2	3	2	3	31
8	2	3	3	3	2	3	4	3	3	2	3	3	34
9	3	3	3	2	3	2	3	3	4	3	3	3	35
10	2	2	2	2	2	2	2	2	3	2	2	3	26
11	3	3	3	3	3	3	3	3	3	2	2	3	34
12	3	2	3	2	3	3	3	3	4	2	2	3	33
13	3	3	3	3	3	3	4	3	3	2	2	3	35
14	3	2	3	3	2	3	2	3	2	2	2	3	30
15	4	3	3	2	3	4	4	3	3	2	2	4	37
16	3	3	3	2	3	3	3	3	2	3	2	3	33
17	3	3	2	2	2	3	2	3	3	2	1	3	29
18	3	2	3	3	3	2	3	3	3	3	3	3	34
19	4	3	3	3	3	3	3	3	3	3	2	3	36
20	3	3	3	4	3	4	3	4	4	2	2	4	39
21	4	3	4	4	4	4	4	4	4	4	3	4	46
22	3	2	3	2	3	2	3	3	3	3	3	3	33
23	3	3	3	2	3	2	3	3	3	3	3	3	34
24	2	2	3	2	2	2	3	3	3	2	2	3	29
25	2	3	3	2	3	3	4	3	3	3	3	4	36
26	3	2	3	2	3	2	3	2	3	2	2	3	30
N= 26													∑X=865

The table above showed that the highest score of students' attitudes from twenty six students is 46 and the lowest score is 26.

3. The Result of Documentation

The documentation is used to obtain the data related to variable Y (English achievements). The document is the score of the students' final test at eleventh grade of SMA 2 Sampang. The researcher obtains the document from the teacher.

Table 4.5

The Students' English Scores

No.	Students' Name	Score
1	AM	70
2	ARR	70
3	ABD	80
4	AIW	83
5	AR	87
6	ATS	72
7	AF	77
8	ANB	85
9	ES	75
10	FL	70
11	HS	85
12	IZ	82

13	IS	85
14	IQ	75
15	JS	80
16	KNQ	77
17	KRJS	75
18	KJ	85
19	LM	85
20	MFF	85
21	NSN	85
22	NAS	80
23	NS	83
24	QA	75
25	SA	83
26	TAF	75
Total		2064

The table above showed that the highest score of students' English Score from twenty six students is 87 and the lowest score is 70.

4. The Statistical Analysis

After the researcher collecting the data from students' attitudes and students' achievements scores. Next, the researchers will analyze the scores both of them by using Pearson product-moment formula.

Table 4.6

The Questionnaire and Documentation Score

N	X	Y	XY	X^2	Y^2
1	30	70	2100	900	4900
2	32	70	2240	1024	4900
3	30	80	2400	900	6400
4	34	83	2882	1156	6889
5	36	87	3132	1296	7569
6	29	72	2088	841	5184
7	31	77	2387	961	5929
8	34	85	2890	1156	7225
9	35	75	2625	1225	5625
10	26	70	1820	676	4900
11	34	85	2890	1156	7225
12	33	82	2706	1089	6724
13	35	85	2975	1225	7225
14	30	75	2250	900	5625
15	37	80	2960	1369	6400
16	33	77	2541	1089	5929
17	29	75	2175	841	5625
18	34	85	2890	1156	7225
19	36	85	3060	1296	7225
20	39	85	3315	1521	7225

21	46	85	3910	2116	7225
22	33	80	2640	1089	6400
23	34	83	2822	1156	6889
24	29	75	2175	841	5625
25	36	83	2998	1296	6889
26	30	75	2250	900	5625
N= 26	∑X= 865	∑Y= 2064	∑XY= 69121	$\sum X^2$= 29175	$\sum Y^2$= 164602

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

$$r_{xy} = \frac{26(69121) - (865)\,(2064)}{\sqrt{[\,26(29175) - (865)^2][\,26(164602) - (2064)^2]}}$$

$$r_{xy} = \frac{1797146 - 1785360}{\sqrt{[\,758550 - 748225][\,4279652 - 4260096]}}$$

$$r_{xy} = \frac{11786}{\sqrt{[\,10325\,][\,19556\,]}}$$

$$r_{xy} = \frac{11786}{\sqrt{201915700}}$$

$$r_{xy} = \frac{11786}{14209{,}704}$$

$$r_{xy} = 0{,}829$$

From the data analysis above, it was known that r_{xy} = 0,829

B. Hypothesis Testing

Before determine the hypothesis, the researcher must determine the df (degrees of freedom). The formula as follows:

df = N – nr

df= Degrees of Freedom

N= Number of Cases

Nr= Sum of Variables (In this study consists of two variable that is students' attitudes (X) and English Achievements (Y)

df = N – nr

=26 – 2

= 24

Based on the result of the data analysis above, it showed that r_{xy} is 0,829 and df is 24. Then, compare it with r_{table} in 5% level of significance. The value of df= 24 in significance level 5% is 0,388. From that, the value of r_{xy} is higher than r_{table} (0,829 > 0,388). So the null hypothesis is rejected and the alternative hypothesis is accepted. The hypothesis stated that there is correlation between students' attitudes and English achievements at eleventh grade of SMA 2 Sampang.

Table 4.7

Table of Correlation Coefficient Values "r" Product Moment

df. (degrees of freedom)	The number of varible that are correlated 2	
	"r" value in taraf significance:	
	5%	1%
1	0,997	0,1000
2	0,950	0,990
3	0,878	0,959
4	0,811	0,917
5	0,754	0,874
6	0,707	0,834
7	0,666	0,798
8	0,632	0,765
9	0,602	0,735
10	0,576	0,708
11	0,553	0,684
12	0,532	0,661
13	0,514	0,641
14	0,497	0,623
15	0,482	0,606
16	0,468	0,590
17	0,456	0,575

18	0,444	0,561
19	0,433	0,549
20	0,423	0,537
21	0,413	0,526
22	0,404	0,515
23	0,396	0,505
24	0,388	0,496
25	0,381	0,487
26	0,374	0,478
27	0,367	0,470
28	0,361	0,463
29	0,355	0,456
30	0,349	0,449
35	0,325	0,418
40	0,304	0,393
45	0,288	0,372
50	0,273	0,354
60	0,250	0,325
70	0,232	0,302
80	0,217	0,283
90	0,205	0,267
100	0,195	0,254
125	0,174	0,228
150	0,159	0,208

200	0,138	0,181
300	0,113	0,148
400	0,098	0,128
500	0,088	0,115
1000	0,062	0,081

To know how significant of students' attitudes and English achievements at eleventh grade of SMA 2 Sampang, it must be consulted to interpretation coefficient correlation table. The table can be seen below:

Table 4.8

Table Interpretation of "r" Value Product Moment

No.	The High of "r" Value	Interpretation
1	Between 0 to 0.20	There is correlation between variable X and variable Y, but the correlation is lowest. So it considers as nothing.
2	Between 0.20 to 0.40	There is low correlation between variable X and variable Y.
3	Between 0.40 to 0.70	There is sufficient or enough correlation between variable X and Y.
4	Between 0.70 to 0.90	There is strong or high correlation between variable X and variable Y.

5	Between 0.90 to 1.00	There is correlation between variable X and variable Y with very strong correlation.

Based on table of interpretation above, it can be seen that the value of r_{xy}= 0,829 is in interval of 0,70 to 0,90, it is means that the level of correlation is strong or high. So, there is a significance correlation between students' attitudes and English achievements at eleventh grade of SMA 2 Sampang in high correlation.

C. Research Discussions

In this study consists of two research problem, where the first is about is there any correlation or not between students' attitudes and English achievements at eleventh grade of SMA 2 Sampang and how the significant is between the students' attitudes and English achievements at eleventh grade of SMA 2 Sampang.

Based on the data above, the result stated that there is correlation between students' attitudes and English achievements at eleventh grade of SMA 2 Sampang. Where, the value of r_{xy} is 0,829 and the value of r_{table} is 0,388. Means that, the value of r_{xy} is higher than the value of r_{table} (0,829 > 0,388). When see the table of interpretation "r" product-moment, the value of r_{xy} is in interval 0,70 to 0,90 and the interpretation is there is strong or high correlation between variable X and variable Y. Therefore, the researcher concludes that there is strong significant correlation between

students' attitudes and English achievements at eleventh grade of SMA 2 Sampang.

Students and teacher are the important component in teaching learning process; both of them have responsibility in teaching learning process. The teacher is as a role model in the school must shown positive attitude towards their students. The good teacher will explain the lesson clearly and able to manage the class well in order to make the class more conducive and of course it will make the students more interest in teaching learning process and get the information easily. Therefore, the students will show positive attitudes.

The students who have positive attitudes try to encourage their self to pay attention than those who do not. Besides that, the students who have positive attitudes will show high interest in learning English. The more they pay attention and concentrate about the lesson and of course they able to obtained better English achievements