

CHAPTER FOUR

RESULTS

This chapter reports the result findings from the survey which is divided into two parts:

4.1 Demographic data of respondents

4.2 Attitudes towards Studying in the English Program

4.1 DEMOGRAPHIC DATA OF RESPONDENTS

The data analysis of respondents' general information including gender, education level, Grade Point Average, the first English class as well as English ability were presented below.

Table 1. Demographic Data of Respondents

	Total	Number 147	Percent 100
1. Sex			
Male		39	26.5
Female		108	73.5
2. Educational Level			
M.1		51	34.7
M.2		39	26.5
M.3		57	38.8
3. Grade Point Average (GPA)			
2.00-2.49		1	0.7
2.50-2.99		5	3.4
3.00-3.49		27	18.4
3.50-4.00		114	77.6
4. First English Class			
Kindergarten		128	81.1
G1		19	12.9

(Table continues)

Table 1. (continued)

	Total	Number 147	Percent 100
5. English Ability			
Excellent		4	2.7
Good		77	52.4
Fair		63	42.9
Poor		3	2.0

As can be seen in Table 1, there were a total of 147 students in this research. Apparently, a larger percentage of students were female (73.5%) compared to that (26.5%) of male students. Most of the students (38.8%) were studying in M.3 level, followed by M.1, and M.2 (34.7% and 26.5%, respectively). With regards to Grade Point Average (GPA), the highest percentage (77.6) of students who had a GPA ranged from 3.50 to 4.00, while the lower percentage of students (18.4%) had a GPA ranging 3.00-3.49. Obviously, the majority of students attended their first English class when at kindergarten level at a percentage of 81.1, while only 12.9% had their first English class in the first grade. With respect to English ability, more than a half of students (52.4%) rated their English ability as “good”; however, only 2.0% of students rated their English as “poor”.

Table 2. Number of Students, Regarding Gender and Educational Level

	M.1		M.2		M.3	
	Number	Percent	Number	Percent	Number	Percent
Sex						
Male	6	11.8	13	33.3	20	35.1
Female	45	88.2	26	66.7	37	64.9
Total	51	100.0	39	100.0	57	100.0

As for M.1 level, the number of female students was higher than that of male students in percentage of 45 and 6 respectively. Regarding M.2 level, the number of

female students (66.7%) was also greater than that of male students (33.3%). With regards to M.3 students, the number of male student was slightly lower than that of female students in percentage of 20 and 37, respectively.

Table 3 Number of Students, Regarding Education level and GPA

	M.1		M.2		M.3	
	Number	Percent	Number	Percent	Number	Percent
GPA						
2.00-2.49	1	2.0	0	0.0	0	0.0
2.50-2.99	5	9.8	0	0.0	0	0.0
3.00-3.49	15	29.4	8	20.5	4	7.0
3.50-4.00	30	58.8	31	79.5	53	93.0
Total	51	100.0	39	100.0	57	100.0

Across the M.3 level, the majority of students (93%) had a Grade Point Average ranging from 3.50-4.00. Likewise, more than a half (79.5%) of students in M.2 had a Grade Point Average of 3.50-4.00. The majority of M.1 students (58.8%) also had a Grade Point Average ranging from 3.50-4.00; however, the number of M.1 students (29.4%) with 3.00-3.49 was slightly higher than that of M.2, and M.3 students.

Table 4. Number of Students, Regarding Education Level and English First Class

	M.1		M.2		M.3	
	Number	Percent	Number	Percent	Number	Percent
First English Class						
kindergarten	46	90.2	36	92.3	46	80.7
G1	5	9.8	3	7.7	11	19.3
Total	51	100.0	39	100.0	57	100.0

Table 4 shows that most of the students in M.1, M.2 and M.3 had their first English class in kindergarten. Within M.1 level, the majority of students (90.2%) had the first English class in kindergarten, while 92.3% of M.2 students had the first English class in kindergarten. Also, the majority of M.3 students (80.7%) had their first English class in kindergarten. Moreover, M.3 students had their first English class in G1 (19.3%), while M.2 and M.1 students had their first English class in G1 at a percentage of 7.7 and 9.8, respectively.

Table 5. Number of Students, Regarding English Ability

	M.1		M.2		M.3	
	Number	Percent	Number	Percent	Number	Percent
English Ability						
Excellent	0	0.0	0	0.0	4	7.0
Good	21	41.2	22	56.4	34	59.6
Fair	29	56.9	15	38.5	19	33.3
Poor	1	2.0	2	5.1	0	0.0
Total	51	100.0	39	100.0	57	100.0

Across M.3 and M.2 level, the majority of students rated their English ability as “good” in a percentage of 59.6 and 56.4 respectively. However, more than a half (56.9%) of students in M.1 rated their English ability as “fair”, while 41.2% of M.1 students rated their English ability as “good”. Table 5 shows that none of the students in M.1, and M.2 rated their English ability as “excellent”. By contrast, 7% of students in M.3 level rated their English ability as “excellent.”

4.2 ATTITUDES TOWARDS STUDYING IN THE ENGLISH PROGRAM

This part is considered as the main section testing the overall attitudes towards the English Program on the following criteria: the program, learners, teachers, textbooks and supplementary, classroom conditions as well as measurement and evaluation. The Likert scale from “strongly agree”, “agree”, “undecided”, “disagree”, “strongly disagree” is deployed to observe students’ attitudes towards each factor.

The data were analyzed by descriptive statistics of Mean (X) and Standard Deviation (SD.). To interpret the data, the Likert scale was divided into three levels as follows:

Table 6. Interpretation of Rating Scale Criteria

X	Meaning
2.33 and below	Low
2.34-3.67	Moderate
3.68 and above	High

Table 7: Attitudes Towards the School Program

Item	M.1		M.2		M.3	
	X	SD	X	SD	X	SD
1. The content of the program is satisfactory.	4	0.41	4	0.78	4	0.64
2. The content of the program can be applied in daily life.	4.35	0.56	4.23	0.48	4.04	0.71
3. The content is appropriate for the time study.	3.8	0.63	3.74	0.85	3.91	0.71
4. The content can be used to further your study.	4.63	0.49	4.36	0.58	4.23	0.60
5. Subjects should be more varied.	4.33	0.82	4.36	0.63	4.33	0.72
6. The program encourages students to receive tutoring.	3.61	0.83	3.77	1.04	3.91	1.01
Total	4.14	0.30	4.05	0.39	4.03	0.34

From Table 7, it can be seen that as a whole, the attitudes towards the program were relatively high. It could be concluded from Table 7 that in the M.1, M.2 and M.3 level, students had a high opinion of the content of the program (Item 1, 2, 3, 4). However, a large number of students in all three levels suggested that the program should have subjects (Item 5). Also, M.2, and M.3 students had a high attitudes

towards receiving tutoring (Item 6), whereas the attitudes towards Item 6 in M.1 was relatively moderate.

Table 8: Attitudes Towards Learner's Ability

Item	M.1		M.2		M.3	
	X	SD	X	SD	X	SD
7. Students can use English to communicate more fluently.	3.94	0.73	4.18	0.64	4.18	0.73
8. Students have more confidence to use English.	4.00	0.69	4.23	0.54	4.25	0.71
9. Writing skills in English have improved.	4.18	0.59	4.26	0.59	4.18	0.68
10. Reading skills in English have improved.	4.33	0.55	4.36	0.54	4.28	0.62
11. Listening skills in English have improved.	4.24	0.65	4.26	0.59	4.25	0.63
12. Speaking skills in English have improved.	4.10	0.64	4.23	0.58	4.32	0.63
13. Students understand a native speaker's culture more.	4.25	0.63	4.26	0.59	4.00	0.82
Total	4.15	0.43	4.25	0.42	4.21	0.55

Apparently, the overall attitudes of the three education levels towards learner's ability were very positive. At the M.1 level, the highest score of students' attitudes started from improvement of reading skills (Item 10), followed by Item 13, 11, 9, 12, 8 and 7. All of them were rated at a high level. Similarly, at the M.2 level, the highest average was found in the improvement of reading skills (Item 10), followed by Item 13, 11, 9, 8, 12 and 7. It is interesting to note that within the M.2 level, the scores of student's attitudes towards Items 13, 11, 9 were relatively equal. Likewise, in M.3 level, the attitudes of students towards learner's ability were also at a high level. The highest scores of students' attitudes ranged from Item 12, 11, 10, 8, 7, 9 and 13 respectively. To summarize, the overall attitudes of the three levels of students towards learner's ability were at a high level.

Table 9: Attitudes Towards Teachers

Item	M.1		M.2		M.3	
	X	SD	X	SD	X	SD
14. Teachers can cover the objective of learning.	3.96	0.69	3.54	0.68	3.49	0.73
15. Teachers prepare well for the classes.	4.20	0.72	3.82	0.79	3.51	0.68
16. Teachers explain assignments clearly.	3.71	0.78	3.69	0.69	3.61	0.77
17. Teachers have good relationships with students.	4.06	0.76	4.00	0.61	3.81	0.74
18. Teachers pay attention to all students.	4.04	0.80	3.92	0.66	3.81	0.79
19. Teachers show proficiency in subject matters.	4.25	0.72	3.79	0.70	3.63	0.70
20. Teachers can manage their class well, varying individual, pair and group work.	3.80	0.53	3.97	0.43	3.82	0.63
21. Teachers are punctual.	3.51	0.95	3.90	0.85	3.88	0.76
22. Teachers can speak at an appropriate pace.	3.73	0.72	3.74	0.82	4.63	5.35
23. Teachers provide students chances to ask questions or to show opinions.	4.27	0.63	4.00	0.83	4.09	0.71
24. The teaching style of teachers is pleasing.	4.10	0.61	3.85	0.67	3.65	0.69
25. Teachers let students think by themselves.	4.06	0.65	4.13	0.52	4.09	0.61
Total	3.97	0.48	3.86	0.42	3.83	0.63

Generally, students of the two levels, M.1 and M.2, had a positive attitude towards the teacher's standard of teaching in the English Program at the school. It could be concluded from Table 9 that in the M.1 and M.2 level, students had a positive attitude towards teachers' preparation, clear explanations for assignment, relations with students, proficiency in subject matters, classroom management, appropriate speaking pace, enough opportunities to ask questions, teaching styles as well as student's opportunities to think (Item 15, 16, 17, 18, 19, 20, 22, 23, 24 and 25). Similarly, students in M.2 apparently had a positive attitude towards the teachers in the English Program; however, coverage of objectives (Item 14) was recognized at a moderate level.

Although most students in M.1 and M.2 had a positive attitude towards the teachers teaching in the English Program, Table 9 shows that attitudes of M.3 students towards teachers' coverage of objectives, well preparation, clear explanation for assignment, proficiency in subject matters and teaching styles (Item 14, 15, 16, 19 and 24) were moderate. However, in M.3 level, students had a positive attitude towards the teachers' relations with students, proficiency in subject matters, the classroom management, punctuality, appropriate speaking pace, enough opportunities to ask questions and student's opportunities to think (Item 17, 18, 20, 21, 22 and 23).

Table 10: Attitudes Towards Textbooks and Supplementary

Item	M.1		M.2		M.3	
	X	SD	X	SD	X	SD
26. Textbooks are interesting and Up-to-date.	4.10	0.70	3.95	0.69	3.46	0.83
27. Textbooks are suitable for the levels of the students.	4.18	0.71	4.08	0.58	3.42	0.94
28. Textbooks comply with the learning objectives.	4.20	0.63	4.05	0.65	3.67	0.69
29. Various supplementary materials are provided such as pictures, worksheets and visual aids.	4.18	0.68	4.28	0.65	4.68	5.34
30. Supplementary teaching materials are satisfactory.	4.06	0.58	4.28	0.60	3.88	0.78
31. Supplementary teaching materials including IT and up-to-date.	4.22	0.73	4.36	0.58	4.19	0.58
32. Supplementary teaching materials are provided enough.	3.90	0.67	4.15	0.59	3.91	0.71
Total	4.12	0.49	4.16	0.40	3.89	0.96

From Table 10, it can be seen that as a whole, the attitudes towards textbooks and supplementary were relatively positive in M.1 and M.2 level. Across the M.1 level, the lowest scores of students' attitudes ranged from Item 32, 30, 26, 27, 29, 28 and 32 respectively. Apparently, in M.2 level, the lowest average was Item 26, followed by Item 28, 27, 32, 29, 30 and 31. However, in M.3 level, students' attitudes towards textbooks and supplementary in terms of interesting and up-to date textbooks,

textbook suitability for the levels of the students and textbooks complying with the learning objectives were at a moderate level.

Table 11: Attitudes Towards Classroom Conditions

Item	M.1		M.2		M.3	
	X	SD	X	SD	X	SD
33. The atmosphere of the class is enjoyable.	3.88	0.74	3.90	0.68	3.96	0.84
34. The size of the class is appropriate.	4.12	0.62	4.15	0.74	4.19	0.77
35. Classroom conditions are suitable for learning-teaching.	3.65	1.02	3.95	0.79	3.95	0.74
Total	3.88	0.64	4.00	0.66	4.04	0.60

As shown in Table 11, students of M.1 level had a generally positive attitude towards the atmosphere and the size of the class (Item 33, 34) while the attitudes towards the suitable classroom conditions for learning and teaching were moderate. Across the M.2 and M.3 levels, students attitude scores towards classroom conditions regarding the atmosphere, the size of the classroom as well as the suitable classroom conditions for learning and teaching were relatively high as well (Item 33, 34 and 35).

Table 12: Attitudes Towards Measurement and Evaluation

Item	M.1		M.2		M.3	
	X	SD	X	SD	X	SD
36. Teachers have various methodologies of measurement and evaluation.	4.02	0.62	3.74	0.68	4.12	0.60
37. Measurement and evaluation match the learning objectives.	3.94	0.58	3.77	0.67	4.07	0.56
38. Measurement and evaluation is conducted by teachers and learners.	4.06	0.61	3.69	0.77	4.05	0.74
Total	4.01	0.50	3.74	0.53	4.08	0.51

Apparently, the attitude scores of students towards measurement and evaluation were relatively high. In M.1 level, the highest score of students' attitudes referred to Item 38, 37, and 36 respectively. All of them were at a high level.

Similarly, in M.2 level, the lowest average was Item 38, followed by 36 and 37. All of them were also high. Across M.3 level, the highest score of students' attitudes referred to Item 36, 37, and 38 respectively. To summarize, the overall attitudes of the three levels towards measurement and evaluation were at a high level.